



western oregon university
2009-10 **course catalog**

2009-10 academic calendar

Any changes in the academic calendar will be announced in the schedule of classes.

2009 Fall term

New Student Week

Sunday-Saturday, Sept. 20-26

Classes begin

Monday, Sept. 28

Fee payment & add/drop begin
Monday, Sept. 28

Last day to pay fees without
penalty
Friday, Sept. 25

Last day to add courses, change
grade options, elect graduate/
undergraduate credit or pay fees
Friday, Oct. 9

Last day to drop courses
Friday, Nov. 6

Registration for winter term
Monday, Nov. 16 - Friday, Nov. 20

Thanksgiving holiday

Thursday, Nov. 26 - Friday, Nov. 27

Final examination week
Monday, Dec. 7 - Friday, Dec. 11

Fall term ends
Friday, Dec. 11

Winter break

Monday, Dec. 14 - Friday, Jan. 1

2010 Winter term

Classes begin

Monday, Jan. 4

Fee payment & add/drop begin
Monday, Jan. 4

Last day to pay fees without
penalty
Friday, Jan. 8

Martin Luther King holiday

Monday, Jan. 18

Last day to add courses, change
grade options, elect graduate/
undergraduate credit or pay fees
Friday, Jan 15

Last day to drop courses
Friday, Feb. 12

Registration for spring and
summer terms
Monday, Feb. 22 Friday, Feb. 26

Final examination week
Monday, Mar. 15 - Friday, Mar. 19

Winter term ends
Friday, March 19

Spring break
Monday, Mar. 22 - Friday, Mar. 26

2010 Spring term

Classes begin

Monday, March 29

Fee payment & add/drop begin
Monday, March 29

Last day to pay fees without
penalty
Friday, April 2

Last day to add courses, change
grade options, elect graduate/
undergraduate credit or pay fees
Friday, April 9

Last day to drop courses
Friday, May 7

Registration for fall term
Monday, May 17 - Friday, May 21

Memorial Day holiday

Monday, May 24

Final examination week
Monday, June 7 - Friday, June 11

Spring term ends
Friday, June 11

Commencement
Saturday, June 12

2010 Summer term

(Six-week session)

Last day to use online system to
add or drop courses
Sunday, June 20

On-campus registration and fee
payment
Monday, June 21

Classes begin (*unless otherwise
stated in the summer bulletin*)
Monday, June 21

Last day to register, add or drop
classes and pay fees without
penalty
Friday, June 25

Late registration fee and change
of program fee effective
Monday, June 28

Last day to drop courses
Friday, July 2

Independence Day holiday

Monday, July 5

Six-week session ends
Friday, July 30

2009 September

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2010 January

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	
21	22	23	24	25	26	27
28	29	30	31			

April

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31


August

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Calendar Legend:

 Holidays

 First day of term

 Final exam week

western oregon university

2009-2010 course catalog

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President's message to students

Western Oregon University serves a critical and unique purpose in Oregon and the west coast. As a mid-sized university, we provide students, their families, and our community a rich and comprehensive education that is built upon small classes and personalized instruction. Students can participate in rigorous and challenging research with faculty, participate in dance and music performances and receive a truly multicultural learning experience.



Above all else, Western Oregon University is a teaching university. Our faculty are committed to advancing the intellectual life of our students. Our beautiful campus in the Willamette Valley provides a safe and nurturing environment for learning. Without question, students come first at WOU.

From the national leadership of our College of Education to our outstanding programs in the arts to our emphasis on undergraduate research in the natural and social sciences, WOU's curriculum offers you a challenging learning experience that extends well beyond the traditional classroom.

With a solid base in the liberal arts, our students in all majors emerge with the tools to learn and relearn in a world that increasingly expects adaptability. Intellectual curiosity, critical thinking, communication skills across all media, and global awareness and respect for differences among people are the tools for continued success we provide you.

At WOU, learning is a collaboration. You are expected to bring the effort, enthusiasm and determination to get all you can from your studies. The university offers the technology, the resources, the opportunities, and the people who provide the means for you to take yourself into your future. You will be challenged and inspired, supported and encouraged in all you find here, from the classroom to campus life to lifelong friends to your own emerging self.

John P. Minahan
President, Western Oregon University

Preamble

Western Oregon University, a member of the Oregon University System, is the only mid-size, public, liberal arts university in the Willamette Valley, the state's population center. It is Oregon's oldest public university. WOU offers exemplary programs in the liberal arts and sciences, teacher education, criminal justice, business administration, computer science and fire services administration in a caring and nurturing learning environment. WOU works to ensure the success of Oregon through partnerships with community colleges; other OUS institutions; state, local, and national governments; and communities across the state.

Mission Statement

Western Oregon University is a comprehensive university that creates personalized learning opportunities, supports the advancement of knowledge for the public good and maximizes individual and professional development. Our environment is open to the exchange of ideas, where discovery, creativity and critical thinking flourish, and students succeed.





general information

Welcome to WOU

Western Oregon University (WOU) is a public, mid-sized university. We are committed to changing lives, strengthening communities and transforming our world. Located in the Monmouth-Independence area, the heart of Oregon's lush Willamette Valley, WOU is about 20 minutes from Salem, the state's capitol and about 75 minutes from Portland, the state's cultural hub.

Our student body of about 4,700 undergraduates and 750 graduates enjoys a vibrant and close-knit intellectual community comparable to the environment in a small liberal arts college. As a public-serving institution dedicated to strengthening our region and Oregon, WOU is home to the nationally renowned Teaching Research Institute, the Regional Resource Center on Deafness and the Rainbow Dance Theatre. In addition to teaching excellence, WOU's faculty members are engaged in wide-ranging scholarship as well as community-based projects, including many faculty-student collaborations. Our picturesque, award-winning campus blends welcoming traditional features with 21st century convenience, including many multimedia classrooms, extensive wireless Web access and a state-of-the-art library.

Founded in 1856, WOU, the oldest institution in the Oregon University System, has continued to adapt and transform itself to respond to the needs of society and our changing world. From its origins as a normal school, WOU grew to become a nationally recognized leader in teacher preparation. In the 1970s, WOU expanded its offerings with broad-based liberal education programs. Since then, the university has continued to emerge as a leading comprehensive public liberal arts institution, with approximately two-thirds of its students in the College of Liberal Arts and Sciences and the rest in the College of Education.

Accreditation

Western Oregon University is accredited by the Northwest Commission on Colleges and Universities (NWCCU), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

NWCCU

8060 165th Avenue NE, Suite 100
Redmond, Washington 98052-3981

Programs for the training of elementary and secondary teachers at the undergraduate and graduate levels and special education teachers at the graduate level are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body recognized by the Council for Higher Education and the Secretary of the U.S. Department of Education.

Undergraduate programs in teacher education and graduate programs in teacher education, special education and early intervention are also accredited by the State of Oregon's Teacher Standards and Practices Commission (TSPC).

The graduate program in Rehabilitation Counselor Education is accredited by the Council on Rehabilitation Education (CORE), an organization recognized by the Council on Higher Education Accreditation and a member of the Association of Specialized and Professional Accreditors.

The Department of Music is accredited by the National Association of Schools of Music (NASM), a specialized accrediting body recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

Affirmative action

Western Oregon University is an equal opportunity, affirmative action institution. The university prohibits discrimination based on race, color, religion, national origin, age, sex, marital status, sexual orientation, veteran status, or disability in its programs and activities. This policy implements local, state and federal laws (including Title IX) and applies to employment, admission, education and facilities.

Anyone who has questions regarding the nondiscrimination policies or believes that s/he has experienced harassment or discrimination should contact the Affirmative Action Office located in the Office of Human Resources, Administration Building, Room 205; telephone 503-838-8131; e-mail PAWS@wou.edu. The university's policies are available on the Human Resources Web site: www.wou.edu/admin/hr.

Campus Security Act notice

In accordance with the Crime Awareness and Campus Security Act of 1990, Western Oregon University issues an annual security report that is published and available online at www.wou.edu/securityreport. Hard copies of the report are available from the Office of Campus Public Safety, 345 N. Monmouth Ave., Monmouth, OR 97361, telephone 503-838-8481. The annual report contains information about campus security and topics such as crime prevention, university law enforcement authority and crime reporting procedures.

Catalog information

This catalog is for purposes of information only. Care is taken to ensure the accuracy of the information at the time copy is prepared for publication, but circumstances constantly change within an institution. New decisions may affect the accuracy of the details appearing here. The information in this catalog is subject to change without notice and does not constitute a contract between

Western Oregon University and a student or applicant for admission.

Students also are urged to consult with faculty advisers for information and guidance.

This publication can be made available in alternative formats to assist persons with disabilities. Please give reasonable notice to:

Office of the Provost
Western Oregon University
Monmouth, OR 97361

Commitment to diversity

Western Oregon University is committed to providing students from all backgrounds a personalized educational experience that successfully prepares them for our diverse and dynamic world. WOU actively seeks to enroll and graduate students from all the world's cultures so that our campus community can effectively teach and grow in its understanding and celebration of the many diverse cultures, beliefs, traditions, histories and heritages in our communities both locally and abroad.

We will accomplish the goals and objectives in our strategic plan and institutional aspirations by proactively:

- Welcoming and valuing students, staff and faculty from all cultural backgrounds and experiences including ethnicities, socioeconomic classes, religions, disabilities, sexual orientations, and gender identities;
- Actively embracing and celebrating cultural traditions and histories from across the globe;
- Sustaining a campus environment that engenders respect for people of all cultures and supports an intellectual discourse and development that values the acquisition and expression of divergent views and perspectives;
- Requiring that all undergraduate students complete courses that broaden their understanding of their own and other cultures;
- Acting in a leadership role in the state and region in serving the needs of our communities, students and families;
- Ensuring that material produced for the Web and print is made available in multiple formats and languages as is appropriate to serve the needs of specific audiences; and
- Making available and supporting the acquisition and development of new language skills among our students, staff, and faculty.

Consensual relationships statement

Romantic or sexual relationships between a university employee and student raise serious ethical concerns and can create an unacceptable educational or working environment. The respect and trust accorded a university employee by a student, as well as the power exercised by a university

employee in his/her academic or evaluative role, greatly diminish the student's actual freedom of choice should sexual favors be requested. Therefore, university employees are warned against participating in even an apparently consenting relationship.

Additional information is available at www.wou.edu/consensualrelationships. Hard copies of the policy are available in the Office of Human Resources and questions may be directed to Judy Vanderburg at 503-838-8131 or vanderj@wou.edu.

Drug free school policy

Western Oregon University has committed itself to the education and development of healthy, productive and responsible individuals. Consistent with this commitment, WOU has established, and will enforce, institutional rules that uphold federal, state and local laws applicable to alcohol and other drug usage. The university prohibits illegal use of drugs or alcohol by students, faculty or staff.

Additional information is available at www.wou.edu/drugfreeschool. To request a complete hard copy of the drug and alcohol policy, contact Debbie Diehm at 503-838-8221 or diehmd@wou.edu.

Institutional Aspirations for Learning

Students at WOU will be challenged to achieve their highest potential through a rigorous and stimulating curriculum. Between 2004 and 2005, a set of educational goals called Institutional Aspirations for Learning were collaboratively developed by our faculty after focused discussions about the fundamental aims of liberal education in the 21st century. These aspirations constitute the core competencies, skills, experiences and values credited to, and expected of, WOU's educational process and its graduates. We believe that these aspirations are the basic building blocks of a high-quality education as well as the foundations for productive careers, life long development and informed citizenship on a local, national and global level.

1. Students will develop more refined critical thinking skills, including advanced analytical, logical and quantitative reasoning abilities as well as excellent problem-solving skills.
2. Students will develop effective communicative abilities, including listening, observing, speaking, writing and dialoguing.
3. Students will become active readers with an enhanced ability to carefully, closely and thoughtfully read a range of texts.
4. Students will acquire field or discipline specific knowledge and they will understand disciplinary modes of intellectual inquiry.
5. Students will develop an interdisciplinary and integrative

perspective as they recognize, explore, appreciate and engage the interconnections between disciplines.

6. Students will develop advanced research abilities and they will demonstrate improvements in their information and media literacy.
7. Students will learn how to use appropriate technologies.
8. Students will acquire and demonstrate competencies, skills, attributes and values necessary for successful participation in a diverse, pluralistic and increasingly interdependent world.
9. Students will be able to work effectively in teams.
10. Students will strive to be well-balanced persons capable of making thoughtful and healthy choices.
11. Students will be able to apply theory in relevant, appropriate and reflective ways.

Our talented, dedicated and enthusiastic faculty will support, assist and encourage students as they pursue and attain these fundamental educational goals. In our culture of accountability, these institutional aspirations will also serve as common guideposts for our on-going assessment and enhancement of learning outcomes. For more information about these educational goals, please see www.wou.edu/provost.

Statement on discrimination, including sexual harassment

Western Oregon University is committed to cultivating an educational and work environment in which all individuals are treated with respect and dignity. Each individual has the right to learn and work in an atmosphere that promotes equal educational and employment opportunities and prohibits discriminatory practices, including harassment. Western Oregon University expects relationships across campus will be free from bias, prejudice and harassment.

This policy statement is intended to reaffirm Western Oregon University's prohibition against discrimination and harassment, clarify types of prohibited conduct, and provide an effective complaint procedure to individuals who believe they have observed or have been subject to prohibited conduct.

Discrimination

Discrimination, for the purposes of this policy, is defined as any act or practice, in form or operation, whether intended or unintended, that unreasonably differentiates among persons on the basis of race, color, religion, national origin, age, sex, marital status, sexual orientation, veteran status or disability or any other status protected under the law.

Harassment

Harassment, for the purposes of this policy, is defined as conduct that creates an intimidating, hostile, or degrading environment that would interfere with the work or academic performance of a reasonable person of the complainant's protected status.

Sexual harassment

Sexual harassment is a form of discriminatory harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical behavior of a sexual nature when directed toward an individual because of that individual's sex when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of the individual's employment, grade, or used as the basis for any employment or academic decision; or
- Such conduct is unwelcome and has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creates an intimidating, hostile or offensive work or academic environment.

Additional information is available at www.wou.edu/sexualharassment. To request a complete hard copy of the discrimination and harassment policy and complaint procedure; to discuss a sexual harassment, harassment or discrimination concern; or to file a sexual harassment, harassment or discrimination complaint, contact Judy Vanderburg at 503-838-8131 or vanderj@wou.edu.

Student Right to Know

Western Oregon University provides the following information regarding our institution's graduation rates. This information is provided in compliance with the Higher Education Act of 1965. The graduation rates reflect the graduation status of students who initially enrolled at Western Oregon University during the 1999-2000 academic year and for whom 150 percent of the normal time to completion has elapsed.

Information for the Cleary Act can be found on the WOU Web site at the bottom of every page under the WOU Campus Safety Report.

During fall 2001, 837 new first-time degree seeking undergraduate students entered the university. As of June 2008, 45.5 percent of these students graduated and 2.3 percent were still enrolled and making progress towards their degree. This rate is significantly better than the national rate of 35 to 40 percentages reported by the U.S. Department of Education.

Questions related to this report should be directed to David McDonald, Associate Provost at 503-838-8212.

Admissions

www.wou.edu/admissions

Director Rob Findtner

wolfgram@wou.edu

503-838-8211 (TTY)

Toll free: 877-877-1593, ext. 1

To attend classes at WOU, students must first apply for and receive formal admission. WOU's admission process reflects the institution's strong commitment to providing an excellent student-centered education.

The admission requirements reflect the level of academic preparation needed to successfully begin your college studies at WOU. Each applicant for admission will be treated as an individual and future leader. Your application will be reviewed in a timely and professional manner. If there are special circumstances or questions regarding admission, contact the director of admissions.

Freshman admission requirements

To be eligible for admission and be admitted to freshman standing, students need to fulfill each of the following requirements:

1. Graduate from a standard or regionally accredited high school.
2. Have at least a 2.75 cumulative high school grade point average.

Alternative:

Applicants with a cumulative grade point average between 2.50 and 2.74 are eligible for automatic admission if they receive a composite score of 21 on the ACT or a combined score of 1000 on the Critical Reading and Mathematics sections of the SAT Reasoning Exam.

3. Submit ACT or SAT Reasoning scores which include a standardized writing examination. Applicants with a 2.75 cumulative grade point average who graduated prior to 2006 are exempt from the ACT or SAT Reasoning scores requirement.
4. Satisfactorily complete, with a grade of C- or better, 14 subject requirements (4 in English, 3 in math culminating in algebra II or higher, 2 in science, 3 in social science and 2 in foreign language; two years of the same foreign language required).

Alternatives:

- a. Receive a combined score of 940 (average of 470) on two SAT subject tests. (Math Level I or IIC; and a second test of student's choice. Students who do not take an SAT subject test in a second language must prove language proficiency through another approved process.)
- b. Make up high school course deficiencies by taking college course(s) for specific subject requirements and achieve a passing grade. A three-hour college course is equivalent to one year of that course in high school. Course work must be completed prior to the end of the academic year.
- c. Students who do not meet the foreign language requirement should refer to the foreign language requirement section.

5. All students from the Federated States of Micronesia, the Republic of the Marshall Islands and the Republic of Palau, must submit a minimum TOEFL score of 190 (paper score of 520). WOU will also accept Michigan Test scores. A minimum score of 75 is required for undergraduate admission and 80 for graduate admissions.

Note: If you do not meet these traditional admission requirements or alternatives, please see the comprehensive admission review section or contact the Admissions Office for a review of your eligibility.

Foreign language requirement

Students graduating from high school in 1997 or later are required to have completed two years of the same foreign language at the high school level. A student may also meet this requirement by taking two quarters or semesters of the same foreign language at the community college or university level. American Sign Language is acceptable for meeting the foreign language requirement. The language requirement may also be met by satisfactory performance on an approved assessment of foreign language knowledge and/or proficiency. For details on how to satisfy the requirement via knowledge assessment or proficiency, please contact the Admissions Office. Those who graduated prior to 1997 are exempt from the foreign language requirement.

Graduates of unaccredited high schools or home-schooled students

Students graduating from an unaccredited high school or who were home schooled must fulfill each of the following requirements:

1. Receive a composite score of 21 on the ACT or a combined score of 1000 on the Critical Reading and Mathematics sections of the SAT Reasoning Exam. Applicants must submit scores from the ACT or SAT Reasoning Exam which include a standardized writing examination.
2. Receive a combined score of 940 (average of 470) on two SAT subject tests. (Math Level I or IIC, and a second test of student's choice. Students who do not take an SAT subject test in a second language must prove language proficiency through another approved process.)
3. Meet the foreign language requirement (see foreign language requirement section above).

General Education Development (GED)

Students who did not graduate from high school but received a GED must fulfill each of the following requirements:

1. Receive a minimum score of 410 on each of the five GED tests.
2. Receive an average score of 550 for the five tests.

3. Meet the foreign language requirement, if graduating class would have been 1997 or later (see foreign language requirement section).

When to apply

High school students can apply for admission beginning September 1 of their senior year. Students must complete the Undergraduate Application for Admission form available from Western Oregon University Admissions Office or apply online at www.wou.edu/student/admissions/apply. Grade point average and subject requirements will be verified on receipt of an official high school transcript. A decision regarding admission will be determined once this information and standardized test results are received by the Admissions Office.

Application procedures for incoming freshmen

Freshmen are encouraged to apply early to receive priority consideration for scholarships, awards and financial aid. The application procedure for entering freshmen (students with no preparation beyond high school or with 11 or fewer credit hours of post-secondary work completed after receipt of a high school diploma) consists of the following steps:

1. Complete and return an application form and the required \$50 nonrefundable application fee. Students can complete and submit both of these online at www.wou.edu/student/admissions/apply.
2. Have an official high school transcript sent to the Admissions office documenting all course work completed to date.
3. Students entering as freshmen are required to provide ACT or SAT Reasoning Exam scores, including standardized writing examination scores, to the Admissions Office. ACT and SAT Reasoning Exam scores are used for scholarship consideration and initial course placement, but the scores also may be used to determine admission if the required high school grade point average has not been achieved.
4. Upon graduation, submit a final official transcript documenting all high school course work and date of graduation. Freshmen earning college credit are required to submit an official transcript from each college or university attended.

WOU is committed to serving all students. Applications for admissions will be reviewed throughout the year. The Admissions Office reserves the right to rescind the admission of any student who fails to meet the conditions of their admission to WOU.

Comprehensive Admission Review

All Oregon University System institutions conduct more comprehensive reviews of applicants who do not meet the minimum admission requirements. Reviews include additional factors such as standardized test

Advanced Placement Credit at Western Oregon University

results, rigor of courses taken, review of writing sample or personal essays, non-cognitive factors, and other indicators that predict success in college. Academic performance is not the sole criterion for admission to an OUS university. A university may evaluate a person's behavior and background to determine their ability to maintain the standards of academic and professional conduct expected at the university. An evaluation may take into consideration current behavior and performance as well as past experiences and actions.

A limited number of students who do not meet admission requirements, but can demonstrate a level of college preparation that will enable successful transition to college, may be admitted through action of the Comprehensive Admission Review Committee. To be considered by the committee, you must submit the following:

1. A personal letter stating why you do not meet the admission requirements and what you are doing to address deficiencies. The petition should include information on your career and academic goals and why you want to attend WOU.
2. Three letters of recommendation from school personnel who can objectively evaluate your academic preparation.

Review of these materials by the committee does not guarantee admission. With conditional admission, additional courses and academic support activities may be recommended or required.

Advanced Placement

Students who receive qualifying scores in College Board Advanced Placement (AP) exams may, upon admission to WOU, be granted credit and/or advanced placement in courses counting toward a bachelor's degree. The amount of credit allowed will be determined by the program entered and the score received in the exam.

Examinations are arranged through high school counseling offices. Copies of the test scores should be sent to the Office of the Registrar at WOU. Upon WOU's receipt of the scores and enrollment of the student, the appropriate units will be credited toward the total hours required for graduation.

AP credit will be withdrawn if work later is duplicated in a college-level course. No letter grades (A, B, C, D) will be assigned to AP scores. WOU will allow credit and placement of exam scores of 3, 4 and 5. The amount of credit will vary from subject to subject.

Course	Score	Credit awarded	WOU equivalent(s)
English Language and Composition	3+	4	WR 135
English Literature and Composition	3+	4	ENG 104, 105, or 106
Environmental Science	3+	4	ES 106
French Language	3+	12	FR 103, 201, 202
French Literature	3+	4	FR 202
German Language	3+	12	GL 103, 201, 202
Latin Vergil	3+	12	ML 299, HUM 406
Latin Literature	3+	4	ML 299
Spanish Language	3+	12	SPAN 103, 201, 202
Spanish Literature	3+	4	SPAN 202
Government: Comparative	4	3	PS 199
Government: U.S.	4	3	PS 201
History: European	3+	8	HST 101, 102
History: U.S.	3+	8	HST 201, 202
Human Geography	3+	4	GEOG 199
Macro Economics	3+	4	EC 202
Micro Economics	3+	4	EC 201
Psychology	3+	4	PSY 201
Biology	4+	12	BI 101, 102, 103
Calculus AB	3	4+	MTH 251
	4+	8+	MTH 251, 252

Course	Score	Credit awarded	WOU equivalent(s)
Calculus BC	3	8+	MTH 251, 252
	4+	12+	MTH 251, 252, 253
Chemistry	4	12	CH 104, 105, 106
	5	15	CH 221, 222, 223
Computer Science A	4+	4	CS 161
Computer Science AB	3	4	CS 161
	4+	8	CS 161, 162
Physics B	4+	12	PH 201, 202, 203
Physics C: Electricity and Magnetism	4+	4	PH 213
Physics C: Mechanics	4+	4	PH 211
Statistics	4+	4	MTH 243
History: World	3+	8	HST 104, 105
Art: History	4+	8	A 204, 206
Art: Studio	4+	4	A 199, 130
Music Theory	4+	8	MUS 211, 212

Credit granted for Advanced Placement is based on OUS recommendations.

Subsequent course placement is determined on recommendation of departmental faculty.



International Baccalaureate

WOU recognizes and awards International Baccalaureate (IB) achievement by awarding credit to students who score 5 or above on higher level IB exams. Students completing the full IB Diploma with a score of 30 or higher receive the following:

- Guaranteed Admission to WOU.**
 Students are required to submit ACT or SAT Reasoning Exam scores which include a standardized writing examination.
- Provost's Achievement Scholarship.**
 A renewable four-year award of \$2,500. Students will also automatically be considered for other WOU scholarships provided they meet application deadlines. The combination of WOU scholarships and need-based campus-based aid may not exceed the total cost of tuition and fees.
- Sophomore Standing.** Students with a full IB Diploma and a score of 30 or higher will be granted sophomore standing.
- Honors Program.** The WOU Honors Program will automatically accept students with a full IB Diploma.
- Priority Housing.** Students who submit their housing application by June 25 will receive priority placement in the residence halls.
- Study Abroad and International Internship Programs.** WOU will provide IB Diploma recipients with customized workshops focused on their international interests and needs and help match them with a WOU study abroad program or international internship. IB Diploma recipients will also receive personalized advising and support in preparing applications for prestigious awards such as the Fulbright Student Program, the Rhodes Scholarship and the Harry S. Truman Scholarship. For a list of WOU international study opportunities, visit www.wou.edu/studyabroad or contact the Study Abroad and International Exchanges Office, 503-838-8905, email: studyabroad@wou.edu.

WOU International Baccalaureate Program Credit Guidelines			
IB Exam	WOU Course	Course Description	Credit
Anthropology	216	Cultural Anthropology	4
Art	204	Art History Prehist thru Romanesque	4
	205	Art History Gothic thru Rococo	4
	206	Art History Neoclassicism thru Contemp	4
Biology	211	Principles of Biology	4
	212	Principles of Biology	4
	213	Principles of Biology	4
Chemistry	221	General Chemistry	4
	222	General Chemistry	4
	223	General Chemistry	4
Computer Science	122	Intro to Computer Science for non-majors	3
	161	Survey of Computer Science	4
Economics	201	Intro to Microeconomics	4
	202	Intro to Macroeconomics	4
Geography	107	Introduction to Cultural Geography	4
	211	Geography of US and Canada	4
History of Americas	201	U.S. History	4
	202	U.S. History	4
	203	U.S. History	4
History of East Asia	391	History of East Asia	4
	392	History of East Asia	4
History of Europe	101	Western Civilization	4
Language A	115	Introduction to Expository Writing	4
	135	Composition	4
	104	Introduction to Literature: Fiction	4
Language A (not English)		Second Year Language	12
Language B (Spanish)	101	First year Spanish	4
	102	First Year Spanish	4
	103	First Year Spanish	4
Mathematics	112	Elementary Functions	4
	241	Calculus for Social Science	4
	242	Math for Social Science	4
	251	Differential Calculus	5
	252	Integrated Calculus	5
Music	111	Beginning Musicianship	3
	201	Introduction to Music and its Literature	3
	204	Music of the World	3
Philosophy	101	Intro to Philosophy: Knowledge & Reality	3
	102	Intro to Philosophy: Personal Morality & Justice	
	253	Social and Political Philosophy	3
Physics	201	General Physics	4
	202	General Physics	4
	203	General Physics	4
Psychology	201	General Psychology	4
	202	General Psychology	4
Visual Arts	100	Introduction to Visual Arts	3
	115	Beginning Design: 2 Dimensional	3
	116	Beginning Design: 3 Dimensional	3

College Level Equivalency (CLEP) Scoring Table

Exam	Score	Credit	Class
Information Systems and Computer Applications	50	3	CS 101
American Literature (requires passing essay section)	52	8	ENG 253 and 254
Analyzing and Interpreting Literature*	50-65	4	ENG 104
	66+	8	ENG 104 and 106
English Literature (requires passing essay section)	55	12	ENG 204, 205, 206
English Composition with essay	50	4	WR 115
Freshmen College Composition	50	4	WR 115
Humanities*	50	4	ENG 104
French Language Level 1	50-54	4	FR 101
	55-59	4	FR 102
	60	4	FR 103
French Language Level 2	50-54	4	FR 201
	55-59	4	FR 202
	60	4	FR 203#
German Language Level 1	50-54	4	GL 103
	55-59	4	GL 102
	60	4	GL 103
German Language Level 2	50-54	4	GL 201
	55-59	4	GL 202
	60	4	GL 203#
Spanish Language Level 1	50-54	4	SPAN 101
	55-59	4	SPAN 102
	60	4	SPAN 103
Spanish Language Level 2	50-54	4	SPAN 201
		4	SPAN 202
		4	SPAN 203#
American Government	50	3	PS 201
Introduction to Psychology	50	4	PSY 201
Principles of Macroeconomics [^]	60	4	EC 202
Principles of Microeconomics [^]	60	4	EC 201
Biology	50	10	BI 101 and 102
Chemistry	50	10	CH 221 and 222
Natural Sciences	50	5	Science elective
College Algebra	50	4	MTH 111
College Mathematics	50	4	MTH 1xx
Precalculus	50	4	MTH 111, 112
Calculus	50	5	MTH 251

CLEP exams cannot be used to fulfill WOU Diversity requirements

* Students are limited to credit from ONE of these two exams

To fulfill the BA language requirement, CLEP credit for 203 must be supplemented with one of: a related culture-focused course, approved by the department; an on-campus UD language course; or study-abroad credits.

[^] Credit will not be granted if the student has earned credit for a higher level course (one which directly or indirectly requires EC201 or EC202 as a prerequisite

Transfer admission requirements

- Students with 36 or more transferable, college-level quarter hour credits (24 semester hours) must have a cumulative 2.25 grade point average or higher in all college-level work attempted and be in good standing at all prior institutions attended.
- Students with less than 36 transferable, college-level quarter hours (24 semester hours) must submit an official high school transcript and ACT or SAT Reasoning Exam scores. Students with 0-17 transferable quarter hours must meet all freshman admission requirements. Students with 18-35 transferable college-level quarter hours must meet all freshman admission requirements and have a 2.25 grade point average in all college-level course work.
ACT or SAT Reasoning Exam scores are not required for transfer applicants with less than 36 transferable, college-level quarter hours who graduated prior to 2006 with a cumulative high school grade point average of 2.75 or higher.
- Transfer applicants who obtain an Oregon Transfer Module (OTM) or an Associate of Arts Oregon Transfer degree (AAOT) from an Oregon Community College are admissible with a cumulative grade point average of 2.00.
- Foreign language requirement. All transfer students who graduated from high school in 1997 or later are required to have completed either two years of the same foreign language while in high school or two quarters or semesters of the same college-level foreign language. American Sign Language is acceptable for meeting the foreign language requirement. The language requirement may also be met by satisfactory performance on an approved assessment of foreign language knowledge and/or proficiency. For details on how to satisfy the requirement via knowledge assessment or proficiency, please contact the Admissions Office. Those graduating prior to 1997 are exempt from this requirement.

A transfer student who does not meet the regular admission requirements may be considered for admission on probation by the Comprehensive Admission Review Committee. Refer to section on comprehensive admission review or contact the Admissions Office.

Transfer student application procedures

- Complete and return an application form and the required \$50 non-refundable fee. Students can complete and submit both of these online at www.wou.edu/student/admissions/transfer.
- Have an official, complete transcript sent from each college or university attended. To be considered official, transcripts must be sent directly to the Admissions Office from the issuing institution. Unofficial

or student copies are not acceptable. Omitting an institutional record from your application may result in disciplinary action.

WOU is committed to serving all students. Applications for admissions will be reviewed throughout the year. The Admissions Office reserves the right to rescind the admission of any student who fails to meet the conditions of their admission to WOU.

Acceptance of credit from accredited institutions

Acceptable records from accredited post-secondary institutions are evaluated by the Admissions Office to determine the student's eligibility for admission to WOU. The amount of credit granted depends on the nature and quality of the applicant's previous work. A student's grade point average will be computed on the transfer credits attempted and will be used as the basis for admission. WOU does not recognize other institutions' academic forgiveness policies.

Credit from unaccredited institutions

No advanced standing is granted at entrance for work at unaccredited institutions. After completing a successful year at WOU, work earned at unaccredited institutions may be reviewed to determine what work, if any, will be allowed for credit by petition through the Registrar's Office. Students with course work from unaccredited institutions must meet freshman admission requirements if they do not have at least 36 college-level credits from any accredited institutions.

Credit from two-year institutions

WOU accepts all college-level transfer work completed up to 124 hours. A maximum of 24 quarter hours of vocational-technical course work applicable in an associate degree or a certificate program at an accredited institution may be accepted as elective credit toward part of the 124 hours.

Oregon transfer agreements

Transfer students entering WOU who have earned either an Associate of Arts degree from an Oregon community college under the May 1988 transfer agreement or an Associate of Science in Business degree from an Oregon community college under the April 2003 transfer agreement will be considered as having met WOU's Liberal Arts Core Curriculum (LACC). For purposes of registration only, students holding the Oregon Transfer Degree will be considered to have junior standing.

Students who have earned the Oregon Transfer Module (OTM) will meet the WOU first-year general education graduation requirements. For purposes of registration only, students holding the Oregon Transfer Module will be considered to have at least sophomore standing. Students with an OTM may be eligible to receive the WOU Oregon Transfer Module Scholarship.

Western Undergraduate Exchange Scholars Program

The Western Undergraduate Exchange (WUE) Scholars Program offers qualified students from participating Western states the opportunity to enroll at WOU at a special reduced tuition level – 150 percent of resident tuition. Students from Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, South Dakota, Utah, Washington and Wyoming are eligible to apply for the discounted tuition.

All undergraduate academic programs at WOU are available under the WUE Scholars Program. If you are a resident of one of the participating states and would like to apply for the WUE Scholars Program, you must submit an application for admission and be admitted to the university under standard admission procedures. WOU students are covered by the Western Tuition Promise guarantee that their tuition will not increase during the period of that WUE award.

High school students

Incoming freshmen must also meet the specific academic requirements: minimum 2.75 grade point average and satisfactorily complete 14 subject requirements with a C- or better. Applicants with a cumulative grade point average between 2.50 to 2.74 are eligible for WUE Scholars Program if they receive a composite score of 21 on the ACT or a combined score of 1000 on the Critical Reading and Mathematics sections of the SAT Reasoning Exam.

Transfer students

College transfer student must also meet the specific academic requirements: minimum 2.25 cumulative grade point average on 36 or more transferable, college-level quarter hours (24 semester hours). All students must maintain good academic standing as defined by the university.



A notation verifying that the associate's degree meets the Oregon Transfer Degree requirements or Oregon Transfer Module requirements must be included on the student's official transcript. For more information, please see www.wou.edu/provost/registrar/otm.html.

Other transfer agreements

Students from designated Western states who have earned specific transfer degrees will be considered as having met WOU's Liberal Arts Core Curriculum (LACC). The transfer degrees are as follows:

- California: Intersegmental General Education Transfer Degree (IGETC)
- Hawaii: Articulated Associates of Arts from University of Hawaii
- Washington: Direct Transfer Degree

Dual enrollment partnerships

Dual enrollment partnership programs are designed to allow qualified students access to WOU and the selected community college. As a dual enrollment participant,

students can attend classes at either school, utilize financial aid to pay tuition incurred at both schools, and have the option of using campus facilities and services. Contact the Admissions Office for further details.

Non-admitted students

Non-admitted students (non-degree seeking students) must meet one of the following circumstances:

1. High school students participating in an official WOU high school partnership program
2. Students enrolled in courses through the Division of Extended Programs
3. Students approved to take undergraduate or graduate courses for use at another institution or life-long learning
4. Members of the WOU staff

A non-admitted student is required to abide by all the rules and regulations of the university as listed in the catalog and schedule of classes.

International Student Admissions

www.wou.edu/international

Director Neng Yang, International

Students and Scholars

global@wou.edu

503-838-8425

Western Oregon University offers full admission and conditional admission to eligible international students. International students must complete all of the following in order to be considered for admission.

1. Complete and return the application form along with the application fee of U.S. \$50. The application is available online at www.wou.edu/international. You may submit this electronic application and then mail original documents to the International Students and Scholars Affairs office to complete your application file. You are advised to send the non-refundable fee in the form of an international money order or check in U.S. dollars. Prospective applicants may request an application form at www.wou.edu/international, or e-mail: global@wou.edu.
2. Submit official transcripts or exit exam results of previous school work including secondary and middle schools, other colleges and universities, and professional schools. Original documents are preferred, but certified copies are acceptable. Certified copies of exact English translations of these records are required.
3. Provide proof of proficiency in the English language unless your native language is English. Prospective students must submit a minimum TOEFL score of 500 (paper-based) or a IELTS score of 5.0 for undergraduate admission. Graduate admission requires a TOEFL score of 550 (paper-based) or a IELTS score of 6.5. Students who are citizens of, or who have received a bachelor's degree or higher from a university in the following countries are exempt from the English proficiency requirement: Australia, the British Caribbean and British West Indies (Bahamas, Jamaica, etc.), Canada (except Quebec), Ghana, Ireland, Kenya, Liberia, New Zealand, Nigeria, South Africa, United Kingdom, the United States.
4. Submit personal or parents' bank statement showing a balance of at least \$25,000. Also complete a Financial Affidavit Form. The current tuition at Western Oregon University is approximately \$14,800 per academic year. The tuition amount is subject to change at the beginning of each academic year.

Conditional admission for international students

Students who are eligible for Conditional Admission status must enroll full time in the Intensive English Program. They may only start their degree program study by achieving the required English testing score and the completion of IEP.

Estimated 2009-10 Tuition and Fees

The table below lists proposed tuition and fees (at time of printing) for the 2009-10 academic year. The tuition and fee schedule is established by the Oregon State Board of Higher Education. Tuition and fees, including room and board, are subject to change based on actions by the State Board of Higher Education, the Oregon State Legislature and WOU residence halls. (Based on 15 credits undergraduate, 12 credits graduate)

	One Term	Three Terms
Resident undergraduate		
2009-10 Promise*	\$2,281	\$6,843
WUE 2009-10 Promise*	3,226	9,678
Resident undergraduate		
2008-09 Promise*	\$2,106	\$6,318
WUE 2008-09 Promise*	2,986	8,958
2007-08 Promise*	2,042	6,126
WUE 2007-08 Promise*	2,830	8,490
Returning resident undergraduate	2,116	6,348
Returning WUE	2,986	8,958
All nonresident undergraduate	5,956	17,868
Resident graduate	3,787	11,361
Nonresident graduate	5,959	17,877

*Western Tuition Promise, see last paragraph (below)

Undergraduate students who scored a TOEFL score of 499 or below or an IELTS score of 4.5 or below are eligible for the Conditional Admission. Graduate students are not eligible for the Conditional Admission program at this time.

Student tuition and fees

Tuition and fees entitle the student to: regular instruction; use of the library; laboratory equipment, materials and gymnasium; medical attention and advice at the Student Health Center; and other services maintained by the university for the benefit of students. No reduction of fees is made to students who choose not to use these services.

A regularly enrolled, full-time undergraduate student takes a minimum 12 credit-hour course load. A regularly enrolled, full-time graduate student takes a minimum of 9 credit hours. Tuition is charged on a per credit basis.

Estimated annual costs other than tuition and fees for a full-time, undergraduate student living away from home, on- or off-campus, for the 2009-10 academic year are as follows:

Room and board:	\$8,208
Books and supplies:	1,125
Personal/Miscellaneous:	2,835
Total:	\$12,168

Refunds

Students who withdraw from the university and have complied with the regulations governing withdrawals are entitled to certain refunds or reduction in fees,

depending on the date of withdrawal. The refund schedule has been established by the Oregon University System and the Federal Department of Education and is on file in the Business Office. All refunds are subject to the following regulations:

- Any claim for refund must be made in writing before the close of the term in which the claim originated.
- Refunds, in all cases, are calculated from the date official written notification of withdrawal or cancellation is received by the registrar's office, not the date of last class attendance. Exceptions may be made when formal withdrawal has been delayed through causes beyond the student's control.

Western Tuition Promise

WOU is the only public university in the western United States to guarantee that the per-credit tuition rate for undergraduate students will not be raised for Oregon residents or for students who receive a WUE award. This Tuition Promise will last four years for new freshmen and for a pro-rated period for students who transfer to WOU from another college or university.

WOU's Tuition Promise provides students two major advantages. The first is price stability in a time when tuition rates normally increase between five to 10 percent annually, and second, a projected savings of \$1,000 over four years over what the total tuition-paid would have been if WOU increased rates annually like all other universities. For more information, see www.wou.edu.

Financial Aid

www.wou.edu/financialaid

Director Donna Fossum • finaid@wou.edu
503-838-8475 • Toll free: 877-877-1593

WOU provides a strong financial aid and scholarship program that annually administers more than \$40 million to eligible students. Financial aid is based on the philosophy that the responsibility for financing a student's education rests primarily with the student and student's family. Students and families unable to pay the full cost of attending WOU may apply for grants, loans and/or part-time employment to supplement their resources.

Applying for aid

To be considered for federal and state financial aid at WOU, students must complete the Free Application for Federal Student Aid (FAFSA). Applications can be obtained from high school counseling and college Financial Aid Offices or can be accessed on the Internet (FAFSA on the Web at www.fafsa.ed.gov).

In order to be considered for the maximum number of aid programs, the FAFSA should be received at the Federal Processing Center by WOU's March 1 priority date. Students may apply for aid using estimated financial information and make corrections when taxes are actually filed. Each year's FAFSA is valid at WOU for fall through summer terms.

Students may apply for aid after the March 1 priority date, but Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan, Federal Work-Study (FWS) Program and the WOU Tuition Grant may no longer be available at WOU. Students must complete and file a new FAFSA each year for aid eligibility determination.

Eligibility for federal financial aid

To qualify for federal financial aid a student must:

1. Be a U.S. citizen or an eligible non-citizen.
2. Have a valid Social Security Number.
3. Have a high school diploma, an Associate of Arts degree, or a General Education Development (GED) Certificate. GED tests are available at local community colleges. A student who does not have a high school diploma, GED or AA degree may be eligible for federal student aid based on other criteria. Contact the Financial Aid Office for more information.
4. Be registered with the Selective Service, if required.
5. Be formally admitted to WOU and be admitted and enrolled in a degree or certificate program, or be taking required preparatory course work for admittance into a degree or certificate program. Students working toward a teaching endorsement only are not eligible for federal aid.
6. Meet federal financial aid guidelines concerning convictions regarding the sale or possession of illegal drugs.
7. Be making satisfactory academic progress.

8. Not be in default on a federal student loan or owe a refund on a federal student grant.
9. Have a valid, federally calculated expected family contribution (EFC) on file with WOU's Financial Aid Office. The EFC is determined by a formula established by the U.S. Congress.
10. Submit all required paperwork (signed award letter, etc.) before the end of the enrollment period.

Determining "need or eligibility" for financial aid

Student's financial aid eligibility is based on a number of factors. The following formula is used:

$$\begin{array}{r} \text{Cost of attendance} \\ - \text{Expected family contribution} \\ \hline = \text{Student's financial need or eligibility} \end{array}$$

Financial aid programs

While the information in this publication is as accurate and up-to-date as possible and is in accordance with the latest federal and state guidelines, some dollar amounts and regulations are subject to change and may affect current policies and procedures.

1. Grants

- a. **Federal Pell Grant.** Grants range from \$731 to \$5,350 per year, are based on EFC and college costs, and are limited to eligible undergraduates. A student may not receive a Pell Grant at more than one school at a time.
- b. **Oregon Opportunity Grant** (not a Title IV fund). This grant is available to undergraduate Oregon resident students attending Oregon colleges at least half-time. Awards range from \$400 to \$3,200 for the 2009-10 academic year and are renewable for up to 12 terms contingent upon continued eligibility.
- c. **Federal Supplemental Educational Opportunity Grant (FSEOG).** Funds are awarded to undergraduate students with the greatest financial need and who meet WOU's priority deadline. Students must be Pell Grant-eligible to qualify for this grant. At WOU, grants are packaged from \$200 to \$700 per year based on EFC and academic year in school.
- d. **WOU Tuition Grant** (not a Title IV fund): A limited number of these tuition fee remissions are available for students demonstrating financial need. Students whose tuition is paid by other resources may not be eligible to receive this fee remission. This award at WOU ranges from \$500 to \$1,100 per year.
- e. **Federal Academic Competitiveness Grant (ACG).** This is a federal grant for first and second year undergraduate students. Students must be Pell Grant eligible, and have completed a rigorous secondary program to qualify for this grant. Awards may be up to

\$750 for the first year and up to \$1,300 for the second year. Contact the Financial Aid Office for more details on this grant.

- f. **Federal SMART Grant.** This is a federal grant for third and fourth year undergraduate students. Students must be Pell Grant eligible, and majoring in specific science, math or foreign language programs. Awards may be up to \$4,000 per year. Contact the Financial Aid Office for more details on this grant.
 - g. **Federal TEACH Grant.** This is a federal grant for undergraduate and graduate students intending to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students. Awards are up to \$4,000 per year. If the service requirements for the grant are not met within a specified time frame, the grant becomes an unsubsidized Direct Stafford loan with retroactive interest from the point of initial disbursement. Contact the Financial Aid Office for more details on this program.
2. **Federal Work-Study (FWS) program.** FWS is available to eligible undergraduate and graduate students. The FWS Program provides funds for employing students who qualify for part-time jobs either on-campus or off-campus in community service positions. At WOU the initial award may be up to \$1,200. The amount that can be earned is limited to the amount that appears on the award letter. An hourly wage is based on the type of work that is done and the student's skills and experience. A maximum of 20 hours a week can be worked except during vacation periods when up to 40 hours per week is allowed. Students will be paid monthly based on the number of hours worked in the pay period. It is the student's responsibility to locate a job. Students are not guaranteed jobs or that the total work study amount listed on the award letter will be earned. The Service Learning and Career Development office (WUC 119) posts available work-study jobs and can provide further information. Federal Work-Study can be used in community service areas such as health care, child care, literacy training, education, welfare, public safety, crime prevention and control, rural development, and community improvement. If a student knows of a community or social agency in which the student wishes to participate in the off-campus Federal Work-Study program, contact the Service Learning and Career Development office at 503-838-8432.
 3. **Loans**
 - a. **Federal Perkins Loan.** The Federal Perkins Loan program provides long-term federal loans for eligible students. At WOU the initial loan amount may be up to \$1,000. Repayment of a Perkins loan begins nine months after the student is no longer enrolled at least

half-time at an eligible institution. The monthly minimum payment is \$40. The maximum repayment period is 10 years, but the actual amount of the payments and the length of the repayment period depends upon the size of the debt. No interest is charged until the repayment period begins. The interest rate is 5 percent a year on the unpaid balance. Repayment of a Federal Perkins Loan that is not delinquent or in default can be deferred if the student is enrolled at least half time in an eligible institution. Other Federal Perkins Loan deferment provisions are listed in the 2009-10 Funding Education Beyond High School guide, available at the Financial Aid Office. Repayment of a Federal Perkins Loan may be canceled if a student has a permanent and total disability or dies. Certain circumstances, such as full-time employment in specific fields designated as teacher shortage areas, full-time teaching in a designated school serving students from low-income families or service as a full-time law enforcement or corrections officer may qualify for the cancellation of a Federal Perkins Loan. Additional information about cancellation provisions for the Federal Perkins Loan is available from WOU's Business Office. Students awarded a Federal Perkins Loan on their financial aid award letter will be required to sign a promissory note prior to receiving their loan.

- b. **Federal Direct Loan program.** To be eligible for a direct loan, a student must attend at least half time. The funds for this program come directly from the federal government as opposed to an outside lender. Students awarded a direct loan are required to sign a master promissory note. Direct Loans are repaid to the U.S. Department of Education. The amount students may borrow is dependent upon the student's class standing. The federal maximum base loan for students (including subsidized and unsubsidized Stafford Loans) per academic year is:
- \$5,500 for freshman
 - \$6,500 for sophomores
 - \$7,500 for juniors, seniors and 5th year undergraduate certification/post-baccalaureate students
 - \$20,500 for graduate students enrolled in master's degree programs
- Payments are deferred until six months after students cease to be enrolled at least half time. The maximum Stafford Loan debt for a dependent undergraduate is \$31,000. The maximum Stafford loan debt for an independent undergraduate is \$57,500. The maximum Stafford loan debt for graduate study including undergraduate debt is \$138,500.
- 1.) **Federal Direct Subsidized Stafford Loan.** Interest is not charged on

subsidized loans while the student is in school at least half time, during the grace period and during deferments (postponements of repayment). A student must show "need" to qualify for the subsidized loan.

- 2.) **Federal Direct Unsubsidized Stafford Loan.** Available to students who do not qualify for need-based Federal Direct Subsidized Loans or who are not eligible for the full Federal Direct Subsidized Loan amount. The amount of the loan cannot be more than the difference between the cost of attendance and any financial assistance received from the school and any outside source (including the subsidized Federal Direct Stafford Loan). Interest accrues on the Federal Direct Unsubsidized Loan while the student is in school and during the six-month grace period before repayment begins.
- 3.) **Additional Federal Direct Unsubsidized Stafford Loan.** Additional direct unsubsidized loans may be available for independent students, and for dependent students whose parents are unable to borrow under the Federal Direct Parent Plus Loan for Undergraduate Students. The federal maximums for additional unsubsidized Stafford Loans per academic year are:
- \$4,000 for freshman/sophomores
 - \$5,000 for juniors/seniors/fifth year undergraduate/certification/post-baccalaureate students
 - \$5,000 for teacher certification
- 4.) **Federal Direct Parent PLUS Loan.** Available to parents of dependent undergraduate students. Parents must pass a credit check. Repayment generally begins within 60 days after the final disbursement of that loan's academic period. In some cases, the PLUS repayment may be deferred while the student is in college. The loan maximum cannot exceed the total cost of attendance (budget) minus any other financial aid received (including any subsidized, unsubsidized and additional unsubsidized Federal Direct Loans the student is receiving). PLUS loans will be included in the financial aid award for eligible dependent students.
- 5.) **Federal Direct Graduate PLUS Loan.** This loan is available for eligible graduate students. Students must pass a credit check. Contact the Financial Aid Office for more information about this loan.

Master Promissory Note (MPN)

A student borrower must sign an MPN before receiving his/her first Direct Stafford Loan.

The parent or graduate student borrower must complete a WOU PLUS application for each year that he/she wishes to borrow a Direct PLUS Loan. The borrower must also complete a Direct PLUS MPN.

Direct Stafford or Direct PLUS MPNs may be signed electronically or on paper. The Financial Aid Office sends loan promissory note information to borrowers.

Loan counseling

Remember, loans must be repaid.

Loan counseling sessions are required by WOU's Financial Aid Office. Students receiving a student loan for the first time at WOU must attend an entrance loan counseling session available through the Financial Aid Office during New Student Week, by appointment or on the Web. Go to the financial aid home page at www.wou.edu/financialaid and click on the loan counseling link. Refer to the 2009-10 Funding Education Beyond High School guide for all deferment and/or cancellation options available. This U.S. Department of Education publication is available at the Financial Aid Office.

When a student leaves WOU or drops below half time, he/she must attend an exit loan counseling session. Loan exit counseling sessions are provided at the end of each term, by appointment or online at the Financial Aid Office home page.

Financial aid award notification

After the financial aid counselor reviews the student's file and the aid package has been determined, the student will receive an award letter from WOU's Financial Aid Office. If the student applied for financial aid by the priority deadline, completed the requirements for the financial aid file and applied for admission, the student will be sent an award letter. The award will state the type and amount of financial aid that the student is eligible to receive. The student needs to read the conditions of the award on the back of the award letter and the enclosure, Facts on Financial Aid, and return one signed award letter to the Financial Aid Office.

There is a three-week period in which to sign and accept or decline the aid offer. Failure to return a signed award letter within the given time may result in cancellation of the aid without further notice.

Revisions

If the student wants the financial aid package revised, the student may state that on the back of the award letter or send a written request to the Financial Aid Office. A financial aid counselor will review the request and a response will be given as quickly as possible. Students may request revisions at any time during the academic year. Aid offers may be adjusted during the year by the Financial Aid Office due to non-university

factors such as changes in federal regulations or insufficient federal or state funding.

If the student chooses to decline the loans, the student may do so in writing at any time up to the time of disbursement or up to 14 days after disbursement. If the student has signed an original award offer, the revised offers will not need to be signed. It will be assumed that the student wishes to accept the revised offer, unless he/she notifies the Financial Aid Office otherwise.

Payment of fees and receipt of financial aid

If awarded for the academic year, the financial aid award is divided into three equal portions and released to the student at the beginning of each term during fee payment in the Instructional Technology Center (ITC). Financial aid that is not available during fee payment will be disbursed in the Business Office later during that term. The aid must first pay for tuition and fees and other institutional charges for the current term. If there is remaining aid, a check will be prepared for the student. The remainder of the money must be budgeted so that it will last through the term until the next fee payment period. Financial aid is not applied to the student's account until the student goes through the fee payment process in person or online. Arrangements may be made with WOU's Business Office for an alternative disbursement method.

The funds from the Federal Direct Parent PLUS Loan will be applied to the student's account upon coming to the cashier's window. If the amount of the PLUS exceeds the amount due, the Business Office will prepare a refund to the student or the student's parent based on an authorized release signed by the parent.

If awarded Federal Work-Study (FWS), it is the student's responsibility to obtain a work-study job in order to earn the amount awarded. For assistance with the availability of job openings, contact the Service Learning and Career Development Office located on the first floor of the Werner University Center (WUC 119). Paychecks are disbursed at the end of the month from the Payroll Office and are based on the number of hours worked during the pay period.

Academic progress requirements

As a federal and/or state financial aid recipient, a student is expected to maintain satisfactory academic progress and complete degree requirements or educational objectives in a timely manner according to institutional and office policies. Students must meet Western Oregon University's academic requirements outlined in the WOU catalog and comply with WOU's financial aid academic requirements as outlined below. The Financial Aid Office monitors financial aid recipients' academic progress at the end of every term and on an annual basis. The annual review is performed each June after the end of spring term. Summer session is monitored separately. WOU scholarships

and some federal grants may have more stringent requirements and are monitored separately from the federal and state financial aid.

Letter grades of F, W, NC, I, X and AU do not apply toward the satisfactory completion of the credit hour minimums. Students may not use credits by exam (credits earned by challenging an individual course) or College Level Equivalency Test (CLEP) credits to meet the minimum credit requirements. A class taken to improve a grade (excluding "I" grades) may be included in minimum credit requirements if maximum credit hour limits are not exceeded. Students may not receive financial aid to retake a class for which they received an incomplete unless there are unusual circumstances.

Lack of satisfactory academic progress could consist of the following:

Insufficient credit hours earned

1. Minimum credit hour requirements.

All financial aid recipients are required to register for and satisfactorily complete the following number of credit hours for each term of attendance.

	Full time	3/4 time	1/2 time	<1/2 time
Undergraduate	12	9-11	6-8	<6
Post Bac/ 2nd Undergrad	12	9-11	6-8	N/A
Graduate/ Masters	9	7-8	5-6	<5

- If you pass fewer than 6 credit hours during the term, your aid will be placed on hold and you will be required to petition for the reinstatement of future financial aid.
 - If, at the end of the academic year, you are cumulatively deficient in credit hours, your future financial aid will be placed on hold and you will be required to petition for reinstatement of future financial aid.
 - If you are a full-time undergraduate student attending fall, winter and spring terms, a grace of 3 credits deficiency is allowed at the end of the academic year if you have satisfactorily met all other progress requirements while you have been a student at WOU.
 - Summer session is monitored as a separate term. You must complete the number of credit hours for which your aid is based during summer session.
2. X grades. A repayment of financial aid may be required if you receive X grades.
- If you do not attend any classes or receive all X grades, you will be required to repay all aid disbursed during that term unless you can provide documentation of class attendance.
 - If you receive some X grade(s) in addition to your other grades, you

may be required to prove class attendance if the X grade(s) cause(s) a deficiency in credit hours. If you cannot prove attendance in your X class(es), you may be required to repay a portion of your financial aid.

- Documentation of class attendance must be submitted by a professor with an e-mail or a memo on letterhead directed to the Financial Aid Office within a given timeframe.
3. Zero credits. The Financial Aid Office will assume that students who complete zero credits (excluding students who receive all "I" or "X" grades) did not complete the entire term and these students will be considered "unofficially withdrawn." The student will be considered as unofficially withdrawn as of half-way through the term. Students who unofficially withdraw may need to repay some or all of their financial aid. Documentation of class attendance must be submitted by a professor with an e-mail or a memo on letterhead directed to the Financial Aid Office within a given time frame.
4. Transfer students. If you are a transfer student (beginning your first term at WOU), the Financial Aid Office will consider you to be making satisfactory academic progress since you met WOU's admission criteria. However, if you have exceeded the maximum credit hours allowed for financial aid eligibility, you may need to petition. Refer to excessive credit hours attempted section below.

Excessive credit hours attempted

Students receiving financial aid are expected to complete their degrees within a reasonable amount of time. The minimum number of credit hours required for a baccalaureate degree at WOU is 180. Your financial aid will be placed on hold and you will be required to petition for the reinstatement of financial aid if your cumulative number of attempted credit hours (including any transfer credits) exceed the following:

- Undergraduate degree: 220 credit hours
- Post baccalaureate/second undergraduate degree: 48 credit hours
- Graduate/master's degree: varies by program

Undergraduate students who exceed 150 percent of their program requirements will not be eligible for further financial aid unless there are exceptional circumstances.

Academic suspension

If you are academically suspended from WOU, your aid will be placed on hold and you will be required to petition for reinstatement of financial aid. You must first petition for re-admittance to WOU. Your petition for readmission must be approved prior to petitioning for reinstatement of financial aid. Petitions for readmission are available from the Registrar's Office.

Failure to meet previous petition/appeal requirements

Read petition results carefully. If you are directed to meet certain criteria to continue receiving financial aid, you must comply with those conditions. If you do not comply with the conditions, your financial aid will be suspended and you will be required to petition for reinstatement of aid. Previous petition requirements will be monitored each term of the requirement.

Juniors or seniors with a cumulative GPA of less than 2.00

Your financial aid may be placed on hold at the end of each term and you may be required to petition for the reinstatement of financial aid if you are a junior or senior and your cumulative GPA is less than 2.00.

Petitioning

Financial aid petition forms are available at the Financial Aid Office or on the financial aid Web page.

1. If you do not meet the academic progress criteria, you must petition and explain your special circumstances prior to receiving any additional financial aid. Special circumstances such as, but not limited to, an injury or illness to you or death of a relative will be considered in petition determination.
2. If your aid is on hold because of excessive credit hours, you must submit a petition indicating the reason(s) for accumulating excessive hours and your expected graduation date. A graduation degree plan may be required.
3. If your petition or appeal is approved, you may be placed on a probationary period for financial aid purposes. During this period, you may be required to comply with certain criteria. The criteria may be more restrictive than WOU's and/or the Financial Aid Office academic requirements. Any criteria will be specified with the petition or appeal results.
4. If your financial aid petition is denied, you may be required to compensate for your academic deficiencies before further aid consideration will be given.
5. Petitions for reinstatement of financial aid not received in a timely manner will result in cancellation of any pending financial aid.

Appeals

You have the right to appeal if your petition is denied. Appeal forms are available from and must be submitted to the Financial Aid Office. Appeals are reviewed by a committee of faculty and staff members. You will be notified of the meeting and will be able to make a statement to the committee in person.

Withdrawing from school

To withdraw from WOU, students must complete the required paperwork, available from the Registrar's Office and obtain the required signatures. If a student is eligible

to receive a refund and is a financial aid recipient, some or all of that money will be returned directly to the aid programs. By withdrawing from school, a student may be required to repay a portion of the financial aid disbursement. Students who withdraw from all classes prior to completing more than 60 percent of an enrollment term will have their eligibility for aid recalculated based on the percent of the term completed. For example, a student who withdraws completing only 30 percent of the term will have earned only 30 percent of any Title IV aid received (other than Federal Work-Study). The student and/or the school must return (repay) the remaining 70 percent of the funds received.

Contact the Financial Aid Office for additional withdrawal details. Unearned financial aid funds will be returned in the following order depending on the type of financial aid the student received during the term of withdrawal:

- Unsubsidized Federal Direct Stafford Loan
- Subsidized Federal Direct Stafford Loan
- Federal Perkins Loan
- Federal Direct Graduate PLUS Loan
- Federal Direct Parent PLUS Loan
- Federal Pell Grant
- Academic Competitiveness Grant
- National SMART Grant
- Federal SEOG
- Federal TEACH Grant

If a student withdraws, the student must petition the Financial Aid Office to be considered for financial aid in subsequent terms. The student must have attended classes to be eligible to receive federal financial aid. Non-attendance means a total repayment of all federal aid received for that term. Please refer to Return of Title IV Aid policies in WOU's schedule of classes.

Students are also required to attend loan exit counseling if they receive federal loans while attending WOU. Exit interviews are available at the end of the term, by appointment or online at www.wou.edu/financialaid.

Rights and responsibilities of students receiving federal financial aid

Rights

1. You have the right to expect your financial aid eligibility will be determined in an equitable manner consistent with federal regulations and institution policies.
2. If you are eligible for aid, you have the right to be considered for those programs for which you qualify, as long as money is available.
3. You have the right to receive complete information about how your financial aid eligibility was determined.
4. You have the right to obtain full information about financial aid programs and pertinent regulations, policies and procedures.
5. You have the right to receive information about your debt burden as a result of receiving loans.

6. You have the right to receive information about monthly and total repayment options available as well as debt management strategies.
7. You have the right to expect that your financial records, your parents' financial records and your award information are kept confidential in accordance with the Federal Privacy Act of 1974.
8. You have the right to expect notification of your financial aid offer and any adjustments to it.

Responsibilities

When you sign your award letter, you agree to fulfill your obligations as a financial aid recipient. Read carefully the terms on the reverse side of your award letter and the publication, Facts on Financial Aid. It is your responsibility to be aware of your obligations and rights.

1. It is your responsibility to report additional resources (such as other financial assistance) and any changes to those resources to WOU's Financial Aid Office. If the receipt of additional resources results in an over award (financial aid and resources exceed your need or the cost of attendance), you may be required to pay back a portion of your financial aid received and financial aid for subsequent terms may be reduced.
2. You are responsible for supplying complete and accurate information used to determine your eligibility for aid.
3. You must maintain satisfactory academic progress.
4. You must be formally admitted to WOU and be admitted and enrolled in a degree or certificate program, or be taking required preparatory coursework for admittance into a degree or certificate program.
5. You must notify the Financial Aid Office if you are enrolled in a WOU program that is not on campus.
6. You must not have borrowed in excess of any Title IV loan limit.
7. If you withdraw from school, you must notify the Financial Aid Office in writing. You may be expected to repay a portion of the financial aid disbursed to you after paying tuition and fees (refer to the withdrawal information available from the Financial Aid Office).
8. You are responsible for reporting any change in your enrollment status.
9. When you have signed a promissory note for a loan, you are responsible for informing your loan servicer of changes in your name, address, Social Security Number and graduation date. You must inform your loan servicer if you transfer to another school, withdraw from school or drop below half time in any term.
10. If you are borrowing from a student loan program for the first time at WOU, you must attend a loan counseling session before you can receive your funds. Group sessions are available during New Student Week, by appointment, or online at the Financial Aid Office home page.

11. If you are awarded a Federal Teach Grant, you must sign an Agreement to Serve (ATS) for each year that you receive the grant.
12. If you are awarded a Federal Teach Grant, you must complete entrance counseling before the funds will be disbursed to you.
13. If you are awarded Federal Work-Study, it is your responsibility to find and apply for a work-study job. If you accept a Federal Work-Study position, you are expected to perform the work in a satisfactory manner.
14. You must sign a Statement of Educational Purpose (included on the FAFSA) declaring that any aid funds received will be used for educational expenses and that you owe no refund nor are you in default of any aid received for attendance at any institution.

For additional information, financial assistance or consumer information, contact the Financial Aid Office at 503-838-8475 or toll-free at 877-877-1593.

Scholarships

University scholarships

In addition to state and federal aid, WOU administers a wide variety of private and institutional scholarships. Many recognize scholastic achievement as well as financial need. Some are reserved for students in specific majors or from specific geographical areas. A number of these scholarship sources are detailed below. It is the student's responsibility to know scholarship deadlines. Because financial contributions are received throughout the year, new scholarships may become available which are not listed in this catalog.

Please visit the scholarship Web site at www.wou.edu/scholarships for more information including specific deadlines and additional scholarship opportunities.

Academic scholarships

The following scholarships for new WOU students are awarded based on information from the admissions application. To be most competitive for scholarships, new students should apply for admission as early as possible, and before February 15th for priority consideration.

- A. Presidential Scholarships: Awarded to new freshmen with high academic merit. Annual award amounts range from \$1,000 to \$3,500. May be renewed for up to four years.
- B. Provost Transfer Scholarships: Awarded to new transfer students with high academic merit. Annual award amount is \$1,000. May be renewed for a second year.

Additional WOU scholarships

WOU may support and participate in certain regional competitions or programs by offering WOU scholarships to student participants. These programs vary by year but have in the past included: Bonneville Power Administration Science Bowl, Central Western Oregon Science Exposition, Making College Happen, Oregon Community College Association Outstanding Scholars and Statesman Journal Academic All-Stars.

Diversity Commitment Scholarship

The WOU Diversity Commitment Scholarship is awarded to incoming WOU students from diverse backgrounds, who have demonstrated through their past actions, including community service and leadership activities, the commitment to increase the diversity of their community or school. Renewable for up to four years for new freshmen and up to two years for transfer students. For eligibility information and application forms, contact the Financial Aid Office or visit the Web site at www.wou.edu/scholarships.

General scholarships and awards

Students may apply for most of the following scholarships by completing the WOU General Scholarship Application which may be obtained from the Financial Aid Office, Office of Admissions, or online at www.wou.edu/scholarships. Most scholarships are awarded for one year; some are renewable. It is the student's responsibility to know the deadlines, apply annually, and ensure that the scholarship application is complete. (Unless otherwise noted, scholarship funds are administered through the WOU Foundation.)

Robert E. Albritton Scholarship. Established in 1984 by the family of Robert Albritton, former professor of elementary education. Awarded to a full-time WOU junior or senior majoring in elementary education.

Alpha Epsilon Scholarship. Established by the Alpha Epsilon Chapter of Delta Kappa Gamma in Salem. Awarded to junior or senior female students majoring in education.

Alumni Association General Scholarships. Re-established in 1992. Awarded to any full-time sophomore, junior or senior.

R.S. Baker Memorial Scholarship. Established in 2004 in memory of R.S. Baker, emeritus associate professor of humanities. Awarded to non-traditional students at least 24 years of age who are majoring in one of the humanities, and have a 3.00 or greater GPA.

Elizabeth Binney Scholarship. Established in memory of Mrs. Edwin Binney Jr., a friend of WOU. Awarded to any student with financial need. (Institutional Scholarship)

Esther H. Bojanower Scholarship. Established in 2002 in memory of Esther Head Bojanower who received her diploma from Oregon Normal School in 1928. Even though she taught in a small rural school in Oregon for only one year before getting married, she was a teacher throughout her whole life as a librarian, mother and later a

community volunteer in Downey, Calif. When her children left home, Mrs. Bojanower pursued her talents as an artist, producing over 200 paintings. This scholarship is awarded to full-time students enrolled in the WOU College of Education with junior or senior standing.

David S. Brody Memorial Scholarships.

Established in 1995 by Dr. Richard W. Woodcock and Dr. Ana F. Muñoz-Sandoval in memory of Brody, a faculty colleague of Dr. Woodcock at WOU. Awarded to any under-represented, qualifying student with preference given to a first-generation college student, bilingual, with financial need and a strong academic record.

Brophy Scholarship. Established in 1996 in memory of Mrs. Marguerite Holmes Brophy '17, by her family. Awarded to any student majoring in elementary education with a strong academic record who is a resident of Jackson County, Oregon.

Caneen-Camber Scholarship. Originally established by the estate of Elizabeth S. Caneen in 1986 in memory of her grandfather, Albert Whitfield Lucas, one of the founders of WOU. Renamed in 1998 in memory of Bridget Camber by her family. Bridget was a great-great niece of Elizabeth Caneen. Awarded to any student.

Carroll Family Scholarship. Established in 1996 by Florence Carroll, '38, in memory of her husband Lewis, '35, and in honor of other family members who are WOU Alumni. Awarded to any student who has been a resident of Oregon for at least two years.

Centennial Scholarship. Established by the WOU Foundation in honor of Oregon's Centennial Year of Oregon becoming a state. Awarded on merit to any incoming freshman.

Christy Scholarship. Established in 1979 by the family of the late Oscar Carl Christensen, a professor emeritus of science and athletics coach. Awarded to any returning student.

Class Scholarships. The following classes support scholarships named for their class years. These are awarded to any student with financial need.

- Classes of 1928 through 1938
- Classes of 1940 through 1941
- Classes of 1942 through 1983
- Classes of 1985 through 1990
- Classes of 1992 through 1996
- Classes of 1998 through 2009

Dr. Mary I. Cole Elementary Education Scholarship. Established in 1985 in memory of Mary Cole '25. Awarded to a student in elementary education.

Dahl-Boyd Scholarship. Established in 1985 in memory of Vera Dahl-Boyd '24. Awarded to a full-time undergraduate student in elementary education.

Deshon Family Scholarship. Established in 2003 by Dale Deshon in memory of his wife, Helen Deshon, former WOU employee; and his mother Norma Deshon '66. Awarded to financially needy WOU students who are completing their bachelor's degree after gaining more life experiences than the traditional student.

Charlotte Rudd Dickerson Scholarship. Established in 1989 in memory of Charlotte Rudd Dickerson '26. Awarded to any student.

Mary Donaldson Scholarship. Established in 1991 by Mary A. Donaldson '21. Awarded to any qualifying student interested in teaching, who has served the community as a volunteer.

William E. and Kathleen du Aime-Rodewald Scholarship. Established in 1990 by the Rodewald family in memory of their son, William '79, and daughter-in-law. Awarded to an education major who is an Oregon resident.

Verna S. and Donald H. Duncan Elementary Education Scholarship. Established in 2008 for a full-time junior or senior student whose major emphasis of study is one of the Elementary Authorization majors in the College of Education with the goal of obtaining a bachelor's degree.

Verna S. and Donald H. Duncan Special Education Scholarship. Established in 2008 for a full-time junior or senior student whose major emphasis of study is Special Education/Rehabilitation Counseling with the goal of obtaining a bachelor's degree.

Clifford E. Eberhardt Memorial Scholarship. Established in 2005 in memory of Clifford Eberhardt '53. Awarded to a full-time student, with at least a sophomore standing, whose intention is to become an elementary or middle school teacher.

James and Helen Ellingson Scholarship. Established in 2000 by Dr. James Ellingson, professor emeritus of secondary education, and his wife Helen. Awarded to an education junior or senior with financial need who has a goal of earning a bachelor's degree in education.

Emeritus Society Scholarship. Established in 1989 by the Emeritus Society, a group dedicated to seeking and sharing intellectual pursuits. Awarded to a returning student.

Maxine S. Enney Memorial Scholarship. Established in 2002 by Harriet Gelinis in memory of her mother, Maxine S. Enney '42. Awarded to students from the Hood River area.

Jim Gallagher Scholarship. Established in 2005 by the WOU Faculty Union to be awarded to students who have demonstrated financial need, matching equal amounts for male and female students.

Charles R. Gengler Memorial Scholarship for Elementary Education. Established in 1989 by Gail Gengler in memory of her husband, former professor of elementary education. Awarded to a full-time student with junior or senior status who has been admitted to the College of Education, majoring in elementary education.

Eugenia and Clarence Gorchels Scholarship. Established in 2006 for students enrolled in the College of Education and majoring in Elementary Education.

Graduate Lottery Merit. Awarded based on merit to full-time graduate students. (Institutional Scholarship)

Robert S. Graham Scholarship. Established in 1980 in memory of Robert S. Graham '35. Awarded to any undergraduate student, based on merit and financial need.

Grippin Memorial Scholarship. Established in 2007 in memory of Annie and Ella Grippin. Awarded to students in the College of Education who suffer from a spinal cord injury.

Hiatt Scholarship. Established in 1996 by Dr. Margaret Hiatt, professor emeritus of education. Renewable up to a total of four years. Preference given to students intending to go into elementary education with financial need.

Hiatt-Faculty Scholarship for Elementary Education. Established in 1990 by professor emeritus of education, Dr. Margaret Hiatt, and elementary education faculty members. Awarded to a full-time student, in the College of Education, majoring in elementary education.

Albert A. and Martha G. Hoffman Scholarship. Established in 1991 by Albert, '41, and his wife, Martha. First priority to a student who is a resident of the cities of Cornelius or Forest Grove, Oregon.

Charles and Helen Holt Education Scholarship. Established in 2005 by Helen Holt in memory of her husband, Charles Holt '43, '46. Awarded to students with need who are majoring in education, with the intent to become teachers.

Melvin C. Irving Alumni Scholarship. Established in 2000 by Melvin C. Irving '47. Awarded to a senior in education with a strong academic record.

JFR Foundation Scholarships. Established in 1998 by an Oregon foundation. Available to any student.

Mo and Patricia Jaffer Scholarship. Established in 2001 by Mo Jaffer, professor emeritus of chemistry and his wife, Patricia. Awarded to any student with financial need.

Morris and Margaret Johnson Scholarship. Established in 2006 as a scholarship for upper division, undergraduate WOU students who are majoring in biology with a preference (but not requirement) for botany.

Ron and Myra Jolma Scholarship. Established in 2001 by Ron '61, and Myra '63. Awarded to any student with financial need.

Kaye LeFrancq Scholarship. Established in 2001 by Kaye LeFrancq '57. Awarded to students majoring in elementary education with a goal of obtaining a bachelor's degree. Recipients are required to complete business course BA 229, Personal Finance, and pledge to use budget and finance as part of their curriculum.

Roy E. Lieuallen Scholarship. Established in 1984 in honor of Dr. Roy E. Lieuallen, retired Oregon University System chancellor and former president of WOU. Awarded to any student.

Edwin H. and Bernita M. Lorence Scholarship. Established in 2004 by Suzanne Lamon in memory of mother Bernita M. Lorence, and her stepfather, Edwin H. Lorence, who helped finance her college education. Awarded to full-time or part-time WOU students who demonstrate financial need and who currently, or will in the future, supplement their income by being employed during the school year.

John C. and Jeanne L. Mackey. Established in 2006 as a scholarship for WOU students, entering students or prospective students, whose major emphasis of study is K-12 education, business, or computer science, with a demonstrated financial need. Applicants must have and maintain a 3.25 GPA or better and be a full-time undergraduate student.

Micaela Maestas Memorial Scholarship. Established in 2007 as a memorial scholarship to benefit any deserving WOU student majoring in psychology.

MaPS Credit Union/Gary Sandifer Scholarship. Established in 2003 in memory of Gary Sandifer. Awarded to qualifying students residing in Marion or Polk County who have a sincere desire to build upon their education.

Jerry McReal Memorial Scholarship. Established in 2007 as a scholarship in memory of Jerry McReal, class of 1953 and 1954. Scholarship is awarded to students in the College of Education who plan on becoming teachers.

Minority Student Scholarship. Established in 2003 by an anonymous donor. Awarded to any minority student enrolled at WOU.

Jack D. Morton Scholarship. Established in 1987 by Jack Morton, former dean of students. Awarded to a full-time undergraduate returning student with strong academic record.

Dan Moss Memorial Elementary Teaching Scholarship. Established in 1999 in memory of Dan Moss, a Salem, Oregon teacher by his wife Joanne '83. Awarded to a student in elementary education.

Ann and Linda Mulkey Scholarship. Established by Mike Mulkey in 2000 in memory of his stepmother Thelma Coble Mulkey '40, and daughter, Linda '81. Awarded to any student.

S. Elizabeth Norberg Scholarship. Established in memory of S. Elizabeth Norberg, a friend of WOU. Awarded to any student with financial need. (Institutional Scholarship)

Oregon Community Credit Union Scholarship. Established in 2006 as a scholarship for undergraduate WOU students based on the following criteria: financial need, academic merit (3.0 GPA and above), and community involvement. Recipients must be graduates of a high school in the ten county region served by Oregon Community Credit Union.

Oregon Sheriffs Scholarship. Established by the Oregon Sheriffs Association for a junior student majoring in criminal justice with financial need.

OSU Federal Credit Union Scholarship. Established in 2002, this scholarship is awarded to any deserving WOU student.

Overholtzer-Holaday Elementary Education Scholarship. Established in 1989 by Mary Holaday Murray '36, in memory of her mother, Ora Overholtzer Holaday, 1902. Awarded to a full-time student in the College of Education.

The Parents Club Scholarship. Established in 1987. Awarded to WOU undergraduates based on financial need and merit who have shown leadership or participation in school activities.

Esther M. Peer Scholarship. Established in 1997 through a bequest of Esther Peer '31. Available to any student.

Dr. Anton and Mildred Postl Scholarship in the Natural Sciences. Established in 1996 by Anton Postl, professor emeritus of chemistry and physical sciences, and his wife Mildred. Awarded to a student majoring in one of the natural sciences.

Presidential Scholarships. Established to support outstanding incoming students, providing generous support through four years of college.

Donna Buckingham Scholarship. Established in 1986 by Donna Buckingham '70 and '73, former president of WOU Foundation board of trustees.

Cornish Family Scholarship. Established in 1988 by Dick and De Etta Cornish, friends of WOU.

Joseph I. and Margaret Gentle Hall Scholarship. Established in 1997 by Joe '41, former secretary of the WOU Foundation, and Margaret '41. Awarded to an undergraduate, full-time student majoring in elementary education and demonstrating financial need.

Dorothy M. Kirby Presidential Scholarship. Established in 1978 by the family of Dorothy M. Kirby, former WOU professor of French. Available to any freshman.

Thomas and Norine Rowland Scholarship. Established in 1991 by the Rowland family in memory of Dr. Thomas Rowland, professor emeritus of education and his wife, Norine. Awarded to a freshman who participates in extracurricular activities.

Blanche H. Rust Scholarship. Established in 1993 by Blanche H. Rust '25, '29 and '54. Awarded to any student who is a U.S. citizen.

Swenson Alumni Scholarship. Established in 1985 in memory of Richard Irving Swenson '25. Awarded to an incoming student with high academic merit and who has participated in extracurricular activities.

Lee G. Wells Scholarship. Established in 1980 by Wilma H. Wells, friend of WOU, in memory of her husband who taught in Salem schools. Awarded to a student with academic merit and activities participation, with preference given to a Baker County resident.

WOU Foundation Scholarship. Supported by funds contributed by various groups and individuals. Awarded one each in liberal arts and sciences and education.

Leonard W. Rice Memorial Scholarship. Established by Mrs. Ruth Rice in memory of her husband, Dr. Leonard W. Rice, former president of WOU. Awarded to a senior majoring in humanities.

Adolph and Phyllis Scharff Scholarship. Established in 2007 as a scholarship for any deserving WOU student.

Helen M. Smith Presidential Scholarship. Established in 2008 for undergraduate students with a 3.60 GPA or better; with the first

two awards each year going to Political Science students who will be juniors or seniors.

Laurie Hanneman Speight Scholarship. Established in 2007 as a scholarship to benefit WOU student teachers majoring in Education, preferably planning to teach math or science. Second priority given to underrepresented minority, female, first generation college students. Scholarship is to be awarded only during student teaching term.

Bruce A. Spero, M.D. Medical Scholarship. Established in 2006 as a scholarship for a full-time WOU student majoring in science, with a goal of becoming a medical doctor. First priority is for students with demonstrated financial need. Second priority is for students with a cumulative GPA of 3.50 or better.

Stanton Rickey Scholarship. Established in 2000 by Lt. Col. Stanton M. Rickey (U.S. Air Force, Ret.) and his wife, Adeline '76. Preference given to descendants of Oregon families who were founders of WOU.

Guy and Catherine Rooth Scholarship. Established in 2004 by emeritus professor of geology, Guy Rooth and Catherine Rooth '78. Awarded to full-time students majoring in elementary education.

Jim and Jean Smith Scholarship. Established in 1998 by Jim and Jean Smith, local real estate developers. Awarded to any student.

Dallas Stroudenmire Memorial Scholarship. Established in 2003 from the estate of Frederic A. Meyer. Awarded to undergraduate students with financial need who have declared majors related to law enforcement or criminal justice.

Peggy Gardner Swain Memorial Scholarship. Established in 2002 by Fred Swain in memory of his wife, Peggy Gardner Swain, to promote her values in students of the future by awarding scholarships for students whose major emphasis is English/writing with the goal of obtaining a bachelor's degree.

Sweet Home High School Scholarship. Established in 2002 by George and Connie '85 Jennings and Ed '77 and Pat '83 Stineff. Awarded to graduates of Sweet Home High School in their freshman and/or sophomore year.

U.S. Bank Scholarship. Established in 1984 by U.S. Bank. Awarded to an incoming student with strong academic record and who participates in extracurricular activities.

West Coast Bank Scholarship. Established in 1991 by West Coast Bank. Awarded to any qualifying student.

WOU Foundation Scholarship. Supported by funds contributed to WOU by various groups and individuals. Awarded to any student.

Hugo Wildschut Scholarship. Established in 2001 by Al and Jayne Oppliger in memory of Jayne's father, Hugo Wildschut. Awarded to students in chemistry, computer science, mathematics, or physics.

Gerald and Henrietta Wimer Scholarship. Established in 2005 as a scholarship fund for any deserving WOU student.

WOU Retirees Association Scholarship. Established in 2003 by retired faculty and staff of Western Oregon University to pro-

vide scholarships for upper division students with a minimum grade point average of 3.00.

Juan Young Trust Scholarship. Established in 2001 for lineal descendants of former employees of Kienow's Food Stores Inc. and/or Kienow's Wholesale Grocery Company, as well as to the general student population. At the time of application recipients must be under the age of 21 years old, a resident of Oregon and a full-time student.

University departmental awards

Students must contact individual departments to apply for these scholarships. Funds for these scholarships are administered through the WOU Foundation.

Abby's House Scholarship. Established in 2003 for students enrolled in undergraduate/graduate coursework who have completed at least 100 credit hours and have a minimum GPA of 3.00. Awards are made by the Abby's House advisory committee.

Adams Art Scholarship. Established in 1996 by faculty and staff in the Creative Arts Division in memory of their colleague, Allen J. Adams. Scholarships awarded to students in art, music or theatre/dance. Recipients are chosen by the Creative Arts Division.

Administrative Support Council Scholarship. Established in 2002 for students engaged in undergraduate coursework at WOU with 90 or more WOU credit hours, a GPA of at least 2.50, with preference given to full-time students. Recipients are chosen by the Administrative Support Council.

Andersen Memorial Scholarship in Voice. Established by Peter Andersen in 1977 in memory of his mother, Frances, and expanded in 1982 to include memory of Peter, by his wife, Beverly. Awarded through audition by the music department to an incoming freshman or transfer music major with a concentration in voice.

Art Scholarship. Established in 1995 by the Art Department. Awarded to any art student.

Athletic Scholarship. Awarded by the Athletics Department to student athletes.

Athletic Trainer - Brewer Development Scholarship. Established in 1994 in memory of LoWayne Brewer, a long-time WOU faculty member, coach and athletic trainer. Awarded by the Athletics Department to a student trainer.

Ralph Atwood Family Football Scholarship. Established in 2007 as a scholarship for deserving WOU football players in the position of running back.

Whitney Bellinghausen Scholarship. Established as a scholarship for WOU students participating in the ASL English Interpreting program as a major or pre-interpreting major, and be accepted as an exchange student at Gallaudet University.

Jane Berry-Eddings Scholarship in Communication Studies. Established in 2009 for prospective or current full-time students with a GPA of at least 3.5, and a declared major in communication studies.

Bi-Mart Scholarship. Established in 2004 as a scholarship for students pursuing a career in business and who have academic merit and financial need.

Ronald J. Boomer Distinguished Biology Student Scholarship. Established in 2006 for WOU junior or senior students majoring in biological sciences.

Myra Brand Vocal Scholarship. Established in 2001 to honor music professor emeritus Dr. Myra Brand. Awarded by the music department to a voice major through audition.

LoWayne Brewer Scholarship. Established in 2004 by Barbara Brewer-Nelson in memory of her husband, LoWayne. A longtime faculty member, LoWayne coached gymnastics and football and served as the athletic trainer for many years. Awarded to student athletes in good academic standing with athletic eligibility remaining.

Joyce Bryerton Memorial Scholarship. Established in 1997 by the Art Department in memory of Joyce Bryerton, former assistant professor of art. Awarded to any art major.

Campus Recreation Officials Scholarships. Established 2002 by Campus Recreation Department. Eight scholarships awarded to current year intramural officials for the following year.

Gail and Dan Cannon Art Painter Scholarship. Established in 1999 by Dr. Dan Cannon, professor emeritus of art, in memory of his wife Gail. Awarded by the Art Department to a student of art in painting.

Donald and Helen Carey Athletic Scholarship. Established in 2005 by Donald '56 and Helen Carey, to be awarded to any full-time student athlete.

Choral Scholarship Awards. Awarded by the Music Department to a returning student recognizing musical talent in choral ensembles.

College of Education Dean's Scholarship. Established in 2003 by Dr. Hilda Rosselli for students in any education major. Recipients are chosen by the College of Education.

College of Education Faculty/Staff Scholarship. Established in 2002 by Dr. Meredith Brodsky for students in any education major. Recipients are chosen by the College of Education.

Steve Collette Memorial Athletic Scholarship. Established in 2003 in memory of alumni baseball player, Steve Collette. Awarded to financially needy student athletes. Recipients are chosen by the Athletics Department.

Computer Science Scholarship. Established in 2002 for students in the computer science program. Recipients are chosen by the Computer Science Division.

Cummins Natural Sciences and Math Scholarship. Established in 1984 by emeritus professor, Dr. Ernie Cummins. Awarded to students majoring in natural sciences or mathematics. Recipients are chosen by the Natural Sciences and Mathematics Division.

Helen Irene Hall Dahl Musical Arts Memorial Scholarship. Established in 1997 by her family in memory of Helen Irene

Hall Dahl '36. Awarded through audition in spring by the music department as part of Honors Program to a full-time returning student.

Dance Scholarship. Established in 2000 by the dance department for any student in creative arts, preferably majoring in dance.

Gale Davis Football Scholarship. Established in 1992 to honor Gale Davis, retired WOU football coach. Awarded by the athletics department to a student in the football program.

DeVolder Biology Scholarship. Established in 2003 for students in the biology program.

Charles Dolezal Math Scholarship. Established in 1999 by Charles Dolezal '79, to be awarded by the mathematics department to a student majoring in math.

Twila Domine Scholarship. Established in memory of Twila Domine, a long-time staff member in the Creative Arts Division. Awarded to students in the creative arts.

David and Dennis Eddings Literature Scholarship. Established in 2009 for students with a GPA of 3.5 or higher, academic standing of sophomore or higher and have a declared major in Literature or Language Arts.

50s Football Scholarship. Established in 1999 by members of the WOU football teams of the 1950s. Awarded by the Athletics Department to a football player.

Jack and Cori Frauendiener Football Scholarship. Established in 2005 by Jack '69 and Cori '67 Frauendiener, to be used for football scholarships.

French Music Scholarship. Established in 2004 for deserving students in the music program.

James and Chris Glodt Athletic Scholarship. Established in 2005 by local business owners, James and Chris Glodt, to support student athletes.

Ruth E. Halversen Art Scholarship. Established in 1995 in memory of Ruth's sister, Esther Halversen '19. Awarded by the Art Department for an art major.

Lloyd T. and Collen Hanson Scholarship. Established as a scholarship to support full-time WOU students whose major emphasis of study is within one of the humanities majors of English/Writing, Modern Languages, Religion/Philosophy, or Communications with the goal of obtaining a bachelor's degree.

Charles Lee Harris Memorial Scholarship. Established in 2000 in memory of Charles Harris '59. Charles was an avid football fan who attended nearly every Wolves game. Awarded to WOU football players. Recipients are chosen by the Athletics Department.

Pat Holman Art Enhancement Scholarship. Established and awarded by the Art Department to an art major.

History Scholarship. Established in 1990. Awarded by the History Department and available to a history or social studies education major with a strong academic record.

Innes Award Scholarship. Established in 1976 by Lorraine Angstrom in memory of Dan Innes '74, former football player.

Awarded by the Athletics Department to a football player who demonstrates outstanding sportsmanship.

Jensen Artic Museum Native Alaskan Scholarship. Established in 2007 as a scholarship for students who are native Alaskan.

Kirkwood Music Scholarship. Established in 1984 by the estate of Joseph F. Beaty in memory of his wife, Jessie '30, '53, and her mother, Mrs. La Versa Keen, 1895. Awarded by the Music Department to a music major.

John Knight Scholarship. Established in 2003 by emeritus professor and WOU track and field head coach John Knight, to be used for track and field scholarships.

Dr. Ruth Lautenbach Scholarship. Established in 2005 by Emeritus Professor of Physical Education Ruth Lautenbach. Awarded to women who are physical education majors or athletes.

Library and Media Services Scholarship. Established in 1994 by the Hamersly Library staff. Awarded by the library staff to any returning library student worker.

Livingston Athletic Scholarship. Established in 2002 by Bob and Helen Livingston. Awarded to student athletes with high academic standing and financial need.

MaPS Credit Union, Monmouth, Football Scholarship. Established in 2005 by the local branch of MaPS Credit Union, to be awarded to a football player.

Dr. Denis M. Moran Memorial Scholarship. Established in 2004 by Gricke Moran and the Moran family in memory of Dr. Denis M. Moran, emeritus professor of geography. The Moran Scholarship is awarded to full-time students with junior or senior standing majoring in geography and have at least a 3.00 GPA in their geography classes. Recipients are selected by the Geography Department.

Cathy Morgan Memorial Fund. Established in 1984 by the Morgan family in memory of their daughter, Cathy '77. Awarded by the Special Education Division to a hearing-impaired student with a strong academic record.

Music Department Scholarships. Awarded by the Music Department to recognize exceptional, accomplished students.

Richard and Lotte Meyer Prize in Literature. Established in 2001 by Emeritus Professor of English, Richard Meyer, and Emeritus Library Professor Lotte Larsen Meyer. Awarded each spring to an undergraduate student in recognition of their efforts in literature. Specific criteria for this award or prize determined by the English Department.

Nona Milligan Memorial Athletic Scholarship. Established in 2005 by Don Milligan in memory of his wife, Nona. Awarded to deserving student athletes.

Bela Nagy Memorial Piano Scholarship. Established in 2005 in memory of Bela Nagy for piano student scholarships.

Nursing Scholarship. Established in 2007 to be used for scholarships for students in the pre-nursing program.

Ogard Criminal Justice Scholarship. Established in 1992 by professor emeritus of criminal justice, Dr. Ernie Ogard and wife, Dr. Janine Allen, former dean of students. Awarded by the Criminal Justice Department to a student majoring in law enforcement or criminal justice.

The Outstanding Returning Art Student Scholarship. Awarded by the Art Department to a continuing art student.

Overhead Door Company of Salem Athletic Scholarship. Established in 2006 as a scholarship to be used one-half for any deserving male athlete and one-half for any deserving female athlete.

Psychology Division Scholarship. Awarded by the Psychology Division to sophomore or junior psychology majors to recognize achievement and involvement in psychology at Western Oregon University and for potential contributions to the field of psychology.

Reserve Officer Training Corps (ROTC). All eligible students can compete for four-, three- and two-year full tuition scholarships plus a yearly stipend.

Roberts Motor Company Basketball Scholarship. Established in 1990 by Ron DeVolder '68. Awarded by the Athletics Department to a qualified full-time undergraduate student who has completed a minimum of three consecutive terms and is a member of the men's basketball team.

Marv and Rindi Ross Music Scholarship. Established in 2001 by Marv '73 and Rindi '73 Ross, founders and members of *Quarterflash* and, most recently, the *Trail Band*. Awarded each year to a music student.

Edgar H. Smith Music Scholarship. Established in 1989 by Evelyn Smith Lorence and the WOU Music Department in memory of her husband, Dr. Edgar H. Smith, former head of the Music Department. Awarded by the Music Department to a full-time returning music major with a strong academic record.

Sorenson Wind/Percussion Music Scholarship. Established in 2002 by Emeritus Professor of Music, Richard Sorenson. Awarded by music audition based on musical performance and musicianship as well as recommendations from the WOU Wind Ensemble director concerning service, leadership and attitude.

Lowell W. Spring Biology Scholarship. Established in 2003 in honor of Dr. Lowell Spring, emeritus professor, 1968-2003. Awarded to full-time undergraduate students majoring in biology who have demonstrated financial need and have a strong academic record with at least a 3.00 GPA. Recipients are selected by the Biology Department.

Carla Anne Stokes Dance Scholarship. Established in 2002 in memory of Carla Anne Stokes, sister of theatre/dance professor, Sharon Oberst. This scholarship is awarded to dance majors in good standing. Recipients are chosen by the Dance Department.

Peter and Gwen Stone Ceramic Art Scholarship. Established in 2006 as a scholarship to be awarded to a WOU student specializing in ceramic art (calligraphy or fine metal work could also be considered).

Louis Taylor Football Scholarship. Established in 2004 by Louis Taylor '98. Awarded to members of the WOU football team.

Technical Theater Scholarship. Established in 1992 by the Theater Department to be awarded to a theater student, focusing on the technical aspects of theater production.

Katherine Scharf Thompson Scholarship. Established in 2002 by Carl Thompson in memory of his mother, Katherine Scharf Thompson '38. Awarded to education-oriented music majors or music-oriented elementary education majors. Recipients are chosen by the Music Department.

Virginia Vogel Memorial Scholarship. Established in 1988 by the Vogel family, including Robert '69, Bruce '73, and Barry, in memory of their mother, Virginia Vogel. Awarded by the Athletics department to a student in the track and field and cross country programs.

Dr. Kenneth M. Walker Biology Scholarship. Established in 2001 in support of WOU students engaged in undergraduate research in biology. The biology faculty will select recipients according to criteria that the biology faculty shall determine.

Welty Scholarship. Established in 1994 by Stan and Betty Welty, friends of WOU. Awarded by the Athletics department to a returning student with a strong academic record who is a member of the men's basketball, women's basketball or women's volleyball teams.

Windermere Real Estate, Monmouth, Athletic Scholarship. Established in 2004 to support athletic scholarships.

Wolfpack Athletic Club Scholarships. Established in 1986 by the Wolfpack Athletic Club. Awarded by the Athletics department to selected athletes.

Ron and Marilyn Wynn Musical Theatre Scholarship. Established in 1991 by professor emeritus of music, Dr. Ron Wynn and his wife Marilyn. Awarded by the Creative Arts Division through auditions to a returning student with singing, dancing and acting abilities.

Dennis and Janice Young Athletic Scholarship. Established in 2004 as a scholarship for undergraduate WOU student athletes who are financially needy.

Dennis and Janice Young Scholarship. Established in 2004 by WOU Foundation Board Treasurer, Dennis Young, and his wife Janice. Awarded to full-time students whose major emphasis of study is business or a related degree in the Business Division.

University fee remission programs

International Cultural Service Program (ICSP) Provides tuition remission based on financial need to international students who will serve as global ambassadors in our local community. For information on this and other fee remission options for international students, contact Neng Yang, Director of International Students and Scholars Affairs at 503-838-8590 or e-mail global@wou.edu.

Veterans educational aid

Information about federal and state veterans educational aid programs may be obtained from the Veterans clerk in the Registrar's Office in the Administration Building. Federal Veterans Administration and State Department of Veterans Affairs offices also have information. Forms for application are available from the WOU Registrar's Office.

Yellow Ribbon Program

WOU is a proud participant in the Yellow Ribbon Program (YRP) for eligible members of the U.S. armed services. The YRP pays the undergraduate tuition and fees to attend WOU. For more information contact Office of the Registrar 503-838-8185. More information can be found at www.gibill.va.gov/gi_bill_info/ch33/yellow_ribbon.htm.

University short-term funding

Provisions for installment payments and institutional loans are currently under review. Information will be available prior to the beginning of each academic year.

Loan fund sources

The Emergency Loan Program was established to help WOU students with short-term emergency financial needs. Funds for this program were donated to the institution. Borrowers are expected to repay their loans promptly so that the funds can be made available to other students.

Many individual loan programs are included in the emergency and short-term loan program:

The Ackerman Memorial Loan Fund. Honors the late J. H. Ackerman, president of the college from 1911 to 1921.

Alice M. Knuth Loan Fund. A student emergency loan fund established for music majors by Alice M. Knuth, professor emeritus of music.

Alpha Delta Kappa, Epsilon Chapter Loan Fund. A memorial contribution of Inamae Taylor Politte, an alumna of WOU.

Elizabeth Binney Foundation Loan Fund. A memorial to Mrs. Edwin Binney Jr., a friend of WOU.

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.

William H. Burton Memorial Loan Fund. Established in memory of this alumnus.

Clifford L. Corley Memorial Loan Fund. Honors the late Clifford L. Corley, former chair of the Education and Psychology Department, and, at the time of his death, director of graduate programs.

Jane Catherine Dale Memorial Loan Fund. Honors the late Jane Catherine Dale, former chair of the Humanities Department.

Mike Davis Memorial Loan Fund. Memorializes Mike Davis, an outstanding student.



Dillian Loan Fund.

Tonie Neufeldt Endersby Memorial Loan Fund. A memorial to Tonie Neufeldt Endersby, outstanding student.

James Fissel Memorial Loan Fund.

Honors the late James Fissel, Spanish professor.

Thomas H. Gentle Memorial Loan Fund.

Honors the late Thomas H. Gentle of the faculty, a leader in teacher education.

Emma Henkle Memorial Loan Fund.

Memorializes the late associate professor of education.

Charles A. Howard Loan Fund. A bequest of the late Charles A. Howard, president of WOU from 1939 to 1947.

J. S. Landers Loan Fund. Honors the late Joseph S. Landers, president of WOU from 1921 to 1932.

Oma Belle McBee Memorial Loan Fund.

Honors the late Oma Belle McBee, outstanding alumna.

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

Carol Pickering Memorial Loan Fund.

In memory of Carol Pickering, outstanding physical education student.

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

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, a WOU graduate.

John N. Sparks Loan Fund.

Thelma T. Tethrow Memorial Loan Fund.

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.

Western Alumni Association Fund.

Western Women Loan Fund. Established by faculty women, women of the staff and faculty wives.

Moms Club and Dads Club Loan Fund.

OCE-Western Oregon University Veterans Club Loan Fund.

Office of the Registrar

www.wou.edu/registrar

Registrar Nancy France

registrar@wou.edu

As a unit of Academic Affairs, the traditional and primary responsibility of the Registrar's Office is to maintain the integrity and accuracy of academic records. To that purpose, the Registrar's Office provides the following services according to institutional policies and standards, as well as state and federal laws and regulations:

- builds the class schedule and assigns rooms
- prepares and provides online registration
- verifies enrollment
- processes grades and subsequent grade changes
- monitors degree requirements for undergraduates
- confirms and awards degrees
- coordinates attendance at commencement
- generates and distributes diplomas
- provides transcript services
- certifies eligibility for veteran's benefits
- verifies degree progress for student athletes

Registration

The academic year at WOU has three terms (fall, winter and spring) each with 10 weeks of instruction and a final examination week. The summer session is not part of the regular academic year, although credits earned in summer session may count toward degree requirements. Students may enter at the beginning of any term, including summer session.

Students are responsible for ensuring they are correctly registered. Registration for each academic term is held near the end of the previous academic term.

All students will be notified of their specific registration time approximately one week prior to the beginning of the registration period. Students may register at, or at any time after, the beginning of their assigned registration period.

The Office of Disability Services arranges assistance during the registration process for students with disabilities. Those requiring assistance should contact the office before registration day.

Students who have a registration hold on their record will be unable to register until the cause of the hold is satisfactorily resolved with the office responsible for placing the hold. Students may view their holds by logging into Online Services, found on the WOU Web page under "Current Students."

Changes to a student's schedule may be made during the add/drop period at the beginning of each term. See the online Academic Calendar for specific dates. Students registered for courses for which they fail to meet the prerequisite or co-requisite course requirements may be dropped from the courses. Students registered for courses for which they fail to appear at the first two class sessions may be dropped from the

class roster by the instructor. If dropped (for such reason) from the class roster by the instructor, the student must formally drop the course by submitting a drop form to the Registrar's Office on or before the official drop date. Otherwise the student will be held academically responsible for the grade in the course.

Students are financially responsible for all courses for which they are registered regardless of the amount of participation in the course.

Requirements for degrees

Bachelor's degree

Current bachelor's degree requirements and programs are described in the undergraduate studies section of this catalog (see pages 42-83).

Students admitted as freshmen must meet degree, program and other graduation requirements in the catalog in force at the time of their first enrollment after admission to WOU; or, they may choose to graduate under a later catalog that is no more than five years old.

Transfer students may choose to meet degree, program and other graduation requirements under the WOU catalog in force at the time of their first enrollment after admission either at WOU or at the regionally accredited institution from which they transferred to WOU.

Students should be aware that requirements for teacher licensure may change, as such requirements are established by the Oregon Teacher Standards and Practices Commission.

No catalog is valid for more than a five-year period.

Second bachelor's degree

A student who wishes to earn a second baccalaureate degree subsequent to the first degree must complete the following requirements:

- Fulfill all major requirements for the second degree which include a minimum of 36 additional undergraduate hours subsequent to the earning of the first degree, if the first degree was from WOU. If the first degree was from an accredited institution other than WOU, an additional 45 hours subsequent to the earning of the first degree must be earned.
- At least 75 percent of the additional hours must be earned at WOU.
- All course work earned toward the second degree must be taken with an A-F grade option unless the course is designated as P/NC only.

Students earning a second bachelor's degree are not eligible to graduate with honors in that degree.

A student who wishes to earn two baccalaureate degrees simultaneously must fulfill the LACC, all B.A./B.S. degree require-

ments and all requirements for two majors and one minor.

Master's degree

Programs and requirements are described in the graduate studies section of this catalog (see pages 84-96).

Filing of degree plan

Each student must develop a degree plan in consultation with a designated faculty adviser in his or her major and minor discipline, and file the plan with the Registrar's Office. Degree plans must be filed three terms prior to graduation; however, in most programs it is recommended that students carry out this process in their sophomore year. Changes in degree plans, once they have been filed, must be approved by the student's faculty adviser.

Application for degree

Undergraduate students who intend to receive a degree from WOU must apply by filing an Application for Undergraduate Degree form, available in the Registrar's Office, three terms before the intended term of graduation. The final deadline for application is the Friday of the first week of the intended term of graduation. Any change of term, name or address must be reported to the Registrar's Office in writing. All university academic and financial obligations must be satisfied before a person may receive written confirmation of a degree or licensure.

Graduate students have a separate application process and requirements. See the graduate section of this catalog for more information.

Graduation/commencement

A student graduates from WOU when the Registrar's Office determines that all university academic requirements have been met. Graduation occurs at the close of any academic term. Upon graduation, a student's academic record is closed.

All incompletes in courses required for graduation must be completed and the grades filed with the Registrar's Office before the end of the term in which graduation is planned, or graduation will be delayed. 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.

The faculty at WOU recognizes scholarship by conferring honors distinction on undergraduate students who have earned a cumulative WOU grade point average of 3.50 or better. These students must have been in regular attendance at the university, completing at least 45 credit hours on campus graded on an A-F basis. Distinctions of Cum Laude, Magna Cum Laude and Summa Cum Laude are conferred on undergraduate students who have achieved a WOU cumulative grade point average of 3.50-3.64, 3.65-3.79, and 3.80-4.00, respectively.

Students who graduate from the Honors

Program with at least a 3.25 WOU cumulative GPA will have "in cursu honorum" printed on their diplomas. Commencement honors determinations are finalized at the close of winter term. Neither subsequent changes of grade nor the subsequent completion of incomplete academic work will result in a change to honors status.

Commencement exercises at WOU take place once a year, in June. Students requiring verification of degree should request an official transcript from the Registrar's Office.

Undergraduate candidates who meet the criteria and wish to participate in the June commencement must notify the Registrar's Office prior to deadlines before the commencement date.

Undergraduate students who are within six credits of completing degree requirements at Western Oregon University, to be completed summer term only, may participate in the commencement ceremony. Students meeting these criteria and who are interested in participating in the ceremony should contact the Registrar's Office immediately.

Awards

As an incentive to exceptional achievement in scholarship and activities, several honors and awards have been made available to students.

The **Outstanding Graduate Student Award** is given at commencement to the outstanding graduate student.

Julia McCulloch Smith Award is given at commencement to the outstanding graduating senior woman.

Delmer Dewey Award is given at commencement to the outstanding graduating senior man.

Phi Delta Kappa, national men's honorary education fraternity, presents an award each year to the outstanding senior man in education.

Leadership Recognition Night is held each spring to honor students' outstanding leadership endeavors and contributions.

Class standing

Freshman: 0-44 quarter credit hours

Sophomore: 45-89 quarter credit hours

Junior: 90-134 quarter credit hours

Senior: 135+ quarter credit hours

Post-Baccalaureate non-graduate: An admitted graduate student enrolled primarily in undergraduate coursework and pursuing an undergraduate degree or licensure.

Grad Masters: A student admitted to a master's degree program.

Non-admitted student: Either a graduate or undergraduate enrolled at the institution, not working toward a degree or licensure, and normally enrolled for 8 or fewer credits. Credit is acceptable toward a degree.

Course numbering system

1-99	Preparatory courses, do not count toward a degree
100-299	Lower-division (freshman and sophomore) level
300-499	Upper-division (junior and senior) level
500-599	Graduate courses with undergraduate equivalents
600-699	Courses available only to graduate students
700	In-service courses
800	Professional Development courses

Enrollment: Ordinarily, a student may enroll in a course numbered one year beyond his/her class standing provided the prerequisite is met. For example, a sophomore (second year) 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 the course instructor approves.

Courses numbered 400/500: Some courses are labeled 400/500 and may be taken for either undergraduate or graduate credit. Students may not take both courses of a 400/500 dual listing unless the subject matter is substantially different in the two courses. Students desiring to take both courses of a 400/500 dual listing should contact their academic adviser. Seniors who are within 12 credits of completing bachelor's degree requirements may petition for permission to enroll for up to a maximum of 12 graduate credits in courses numbered 500 for later use in a graduate program. Petitions are available in the Registrar's Office.

Courses numbered 600: Courses numbered 600 are not open to undergraduates.

Grades

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

Grades. The grading system consists of passing marks: A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F (failure); pass, P; satisfactory, S; course dropped and/or withdrawal from school, W; incomplete, I; regular progress, RP; no-credit, NC; audit, AU; and no basis for grade, X.

Grade-points. Grade-points are counted on the basis of 4 points for each credit hour of A, 3.70 points for each credit hour of A-, 3.30 points for each credit hour of B+, 3.00 points for each credit hour of B, 2.70 points for each credit hour of B-, 2.30 points for each credit hour of C+, 2.00 points for each credit hour of C, 1.70 points for each credit hour of C-, 1.30 points for each credit hour of D+, 1.00 point for each credit hour of D, 0.70 points for each credit hour of D-, and 0.00 points for each credit hour of F. Marks of I, P, NC, W, X, S, RP, and AU are disregarded in the computation of points.

The grade-point average (GPA) is the quotient of total points divided by the total credit hours in which grades A through F are received. A minimum cumulative WOU and

overall grade-point average of 2.00 (or C) is required for graduation.

Repeated course work. Students may repeat a course to improve their grade or to provide more experience with the activities covered in specific courses. Courses that may be repeated for additional credit and to be included in the student's GPA are specified in the particular course descriptions. Otherwise, only the most recent credits and grade will be computed in the GPA regardless of earlier grades. Courses taken on an audit or pass-no credit basis may not be repeated.

Satisfactory-no credit grading option.

An undergraduate student may choose to take elective courses on a satisfactory-no credit (S/NC) basis. Electives are courses other than those used to fulfill the Liberal Arts Core Curriculum (LACC) requirements, bachelor's degree requirements, and the declared major or minor requirements. Students taking a course on a satisfactory-no credit basis must declare their intent during the registration process. The student then must continue and complete the course under the grading option chosen.

The instructor is responsible for describing the level of competency necessary for passing the course. The satisfactory level is equivalent to the grade of D- or better unless otherwise designated.

Hours earned toward graduation.

Hours earned are those for which a student receives grades of A through D-, S, or P. To graduate, a student must earn a minimum of 180 hours of credit.

Dean's list. An undergraduate student is eligible for the Dean's list in any term, excluding summer session, in which at least 12 graded hours (A – D-) taken on campus are completed with a grade-point average of at least 3.50. A grade of F or NC precludes Dean's list eligibility during the term in which it is received. Credits earned elsewhere in the same term and credits graded P or S are not accepted in computing the term GPA for Dean's list purposes.

President's list. An undergraduate student is eligible for the president's list in any term, excluding summer session, in which at least 12 graded hours (A – D-) taken on campus are completed with a grade-point average of 4.00. Credits earned elsewhere in the same term and credits graded P or S are not accepted in computing the term GPA.

Undergraduate grading standards

The following descriptions convey the intent of letter grades used for the evaluation of undergraduate student performance at WOU. Performance is understood to incorporate both extent of personal involvement and achievement of competence in theoretical, technical and/or aesthetic dimensions of course work, depending on the nature of course goals and expectations. Grades are meant to reflect how student work stands with respect to the level of performance of college students in such a course, as distinct from members of society at large.

- A Excellent
- B Above average
- C Average
- D Below average
- F Failure
- I Incomplete. A grade of 'I' may be assigned when the quality of work is satisfactory but an essential requirement of the course has not been completed for reasons acceptable to the instructor. To change an incomplete to a letter grade the student must complete the work within 12 months following the award of the 'I'. Special extension may be granted by petition, if approved by the instructor and the Registrar's Office, but for a period no longer than an additional 12 months. Beyond the maximum 24-month period the incomplete becomes permanent. At the discretion of the instructor the 'I' may be retained or it may be changed to a grade.
- RP Regular Progress. This grade is reserved for specific courses which extend past the regularly scheduled term. When course work is completed, instructors must replace the "RP" grade with a regular letter grade (A-F) through the standard grade change method. Instructors must designate a course to be eligible for the RP grade in the course description approved through the appropriate curriculum process. Each course description must state what will happen to the "RP" grade should the student fail to complete the work within a time limit identified in the description.
- P Pass. Student successfully completed a course only offered for credits with no letter grade (A-F) assigned.
- S Satisfactory. Student opted to complete an elective course with no letter grade.
- NC No credit earned.
- X No basis for grade. A grade of 'X' may be assigned if there is no basis for grading the student, or the student has failed to appear for the course.

Academic standing

Good Standing. A student is doing satisfactory work when a GPA of 2.00 or better is maintained and substantial progress is made toward completion of graduation requirements.

Warning. A student failing to do satisfactory work in any term of the academic year receives an academic warning. If the GPA the following term (excluding summer term) and the cumulative GPA (for all college work) are 2.00 or better, the student is removed from warning. A student who receives an academic warning is required to meet with an academic adviser in the Academic Advising and Learning Center to discuss strategies for success.

Probation. A student on academic warning failing to do satisfactory work in any term of the academic year is placed on academic probation. If the GPA the following term

(excluding summer term) and the cumulative GPA (for all college work) are 2.00 or better, the student is removed from probation. Students placed on academic probation are required to meet with an academic adviser in the Academic Advising and Learning Center to develop a plan for academic success.

Suspension. A probationary student whose GPA for any term of the academic year is below 2.00 will be suspended and will not be permitted to register again without the consent of the registrar. The procedure for applying for readmission begins in the Registrar's Office. To be readmitted, suspended students are required to enroll in and successfully complete the university's learning seminar.

A student's academic standing is considered part of the academic record and is noted on the student transcript.

Withdrawal

There are two ways students may withdraw. Students may withdraw from a course or from the university.

Withdrawal from a course

1. By completing the proper add/drop form and by filing this form with the Registrar's Office before the end of the sixth week of the term, the student may withdraw from any course without responsibility for a grade and no entry will be made on the student's permanent scholastic record.
2. After the sixth week of the term, students may no longer withdraw from a class. A medical emergency or other catastrophic event are the only exceptions permitting withdrawal after the sixth week.

Withdrawal from the university

1. The student must complete an application for withdrawal from the university, obtain the necessary signatures and return the form to the Registrar's Office. The deadlines indicated above will apply.
2. In situations of emergency (accident, prolonged illness, etc.), a student may be permitted by the registrar to withdraw without academic penalty from the university at any time. Written verification will be required.

Challenging a course

When a student who is enrolled at least half-time presents evidence that his or her background provides proficiency in an academic course offered by WOU, the course may be challenged one time only by an appropriate examination. The student must interview with the appropriate department, division chair, or his/her designated representative, and provide convincing evidence of proficiency. If the interview proves favorable, the student should complete the appropriate form requesting the examination and have it signed by the department and division chair. An appropriate examination as determined by the department must be successfully

completed (B or better if prescribed by the department). Undergraduates are limited to a maximum of 48 hours of challenged courses toward degree requirements, or a maximum of 15 credit hours toward initial licensure programs.

Credit by examination is not applicable to a master's degree or standard/continuing licensure programs. Credit hours earned through the challenge process may not be included as a part of the residence requirement. All such credit is ungraded (pass/no credit). A fee of \$25 per credit (subject to change without notice) is charged. The Registrar's Office has the forms and further information.

Student records policy

Access to student records

WOU Student Records Policy complies with the Family Educational Rights and Privacy Act (FERPA) which provides guidelines for maintaining the confidentiality of education records and monitoring the release of information from those records.

WOU will endeavor to maintain only those records necessary to its educational purpose. With certain exceptions, a student has access to his or her own records for the purpose of review or, at the expense of the student, copying. Additionally, the student may challenge the content of any record pertaining to him or her and is entitled to a hearing, if desired, to assess the validity of the challenge.

The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel, persons serving on the Critical Incident Response team, and health staff); a person or company with whom the university has contracted as its agent to provide a service instead of using university employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Education; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

Public notice designating directory information

WOU hereby designates the following student information items as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion:

Student's full name; student's photograph; dates of enrollment; local, permanent and electronic address(es) and telephone number(s); place of birth; participation in officially recognized activities and sports; weight and height of members of athletic teams; class level; program of study; numbers of credit hours earned (not

grades); degrees and awards received; the most recent educational institution attended; job title(s) and dates of employment for student employees who have been or are paid from university administered funds.

Students may withhold disclosure of any item of information under FERPA. To withhold disclosure, written notification must be received in the Registrar's Office. The restriction will be in force permanently, until rescinded by the student in writing, with the student's signature witnessed by a notary. Forms requesting the withholding of "Directory Information" are available in the Registrar's Office.

WOU assumes that failure on the part of any student to specifically request the withholding of items of "Directory Information" indicates individual approval of disclosure.

Letters of recommendation or reference

Students who request letters of reference or recommendation from WOU faculty or staff members need to do so in writing. The Office of the Registrar has composed a FERPA-compliant authorization to release form that must be used when requesting references/recommendations. Login to the WOU Portal and click "Referral And Recommendation Request."

Oregon University System (OUS) Social Security Number disclosure and consent statement

As an eligible educational institution, WOU must get your correct Social Security Number to file certain returns with the IRS and to furnish a statement to you. The returns WOU must file contain information about qualified tuition and related expenses. Privacy Act Notice – Section 6109 of the Internal Revenue Code requires you to give your correct Social Security Number to persons who must file information returns with the IRS to report certain information. The Internal Revenue Service uses the numbers for identification purposes and to help verify the accuracy of your tax return. For more information please refer to IRS code 6050S.

You are requested to voluntarily provide your Social Security Number to assist OUS (and organizations conducting studies for or on behalf of OUS) in developing, validating, or administering predictive tests and assessments; administering student aid programs; improving instruction; internal identification of students; collection of student debts; or comparing student educational experiences with subsequent work force experiences. OUS will disclose your Social Security Number only in a manner that does not permit personal identification of you by individuals other than representatives of OUS (or the organization conducting the study for OUS) and only if the information is destroyed when no longer needed for the purposes for which the study was conducted. By providing your social security number, you are consenting to the uses identified above.

This request is made pursuant to ORS 351.070 and 351.085.

Provision of your Social Security Number and consent to its use is not required and if you choose not to do so you will not be denied any right, benefit, or privilege provided by law. You may revoke your consent for the use of your Social Security Number at any time by writing to the registrar.

Veterans Administration standards

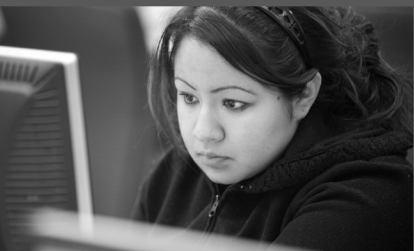
In order to retain current pay status for Veterans Administration educational benefits at WOU, veterans must complete certified courses toward their educational objective (normally a bachelor's or master's degree). Completion of a course means that each term the veteran must finish the minimum credit hours required with A through F or P grades for the stipend rate at which the veteran is certified, as shown on the table below.

Certification Status	Undergraduate	Graduate
	fall/winter/spring	fall/winter/spring
Full time	12+	9+
¾ time	9-11	7-8
½ time	6-8	5-6
<½ time	3-5	3-4
¼ time	3	3

For veterans who receive tuition payments, the amount paid by the Department of Veterans Administration will be based on the amount charged by the school for the exact number of credits the veteran completed. For summer term information, contact the veterans clerk in the Registrar's Office.

Veterans who drop below their minimum required hours will have their change in status reported to the VA within 30 days. Changes in status may result in a demand by the Veterans Administration for repayment of benefits. If there are mitigating circumstances, the Veteran should notify the Veterans' office, who can report to the VA at the time of the reduction. Alternatively, the Veteran can notify the VA after the reduction has been processed through the VA's appeal process. Changes in status are reported for drops, withdrawals, and non-punitive grades such as X, NC, W, or I grades. Specific questions regarding how changes in status will affect you should be directed to the Veterans' office.

Persons collecting VA benefits are responsible for ensuring that the courses they take will be applicable toward graduation in their specific program. Non-applicable courses can result in a demand by the Veterans Administration for repayment of benefits.



student life

Student activities

Campus Recreation program

www.wou.edu/student/campusrec

Director Rick Sedgwick

sedgwicr@wou.edu

The campus recreation program offers a variety of recreational pursuits to the university community. Campus facilities (Wolverton Memorial swimming pool, gym, weight room, and tennis courts) are available for use many hours during the week. During finals week, some of the facilities are open until 2 a.m. to provide students with a study break. Many outdoor facilities also are available, including a nine-hole disc golf course located near the Grove. The campus recreation program employs a number of students as building supervisors, lifeguards and sports officials.

Intramural participation at WOU is very popular and offers a wide variety of opportunities. More than 70 different sports activities are offered for men, women or co-ed teams. Sports range from major team sports (flag football, basketball, indoor soccer, volleyball, softball) to individual and dual activities such as golf, disc golf and tennis. In some activities, winners may advance to regional or national competitions.

WOU has a number of sport clubs that provide competition, instruction and opportunities to participate. Men's soccer, water polo, men's and women's lacrosse and rugby and crew are current examples. An outdoor program offers day hikes, rock climbing opportunities, ski trips and many other opportunities to explore nature.

Involvement in campus recreation programs is strongly encouraged. Many students take advantage of the variety of programs, and their involvement can be a positive factor in student success.

Arts and entertainment

Throughout the year, WOU offers a wide variety of on-campus entertainment and arts events presented by student and professional groups.

The Art Department's Campbell Hall Gallery provides art exhibits by professional artists of the Northwest, in addition to student exhibits. Student exhibits also appear in three other campus galleries.

Music organizations are active in performances and concerts throughout the year. They include orchestra, jazz ensemble, concert choir, chamber singers, jazz choir, opera scenes and pep band.

The Western Theatre stages plays from Shakespeare to Sam Shepard, including a musical every other winter term and every summer in conjunction with the Music Department. Student-directed and children's plays also are presented.

The WOU Dance Theatre performs on the main stage each spring. Members are also involved in theatrical productions.

While campus groups give students a chance to perform and provide a regular source of entertainment, the Edgar H. Smith

Fine Arts Series brings top names from the professional arts and entertainment world to campus.

Honor Societies

Phi Alpha Theta. The International History Honor Society, Phi Alpha Theta, was founded in 1921 with the purpose of distinguishing outstanding history students. It has more than 700 chapters and over 200,000 members. It publishes a national journal, *The Historian*.

The WOU chapter, Alpha Iota Xi, annually initiates new members and sponsors forums on historical and contemporary topics. Students also present papers at the Northwest regional and national conventions.

Phi Kappa Phi. The Honor Society of Phi Kappa Phi is a national society devoted to the promotion, recognition and support of outstanding scholarship and learning. Undergraduate and graduate students who have demonstrated superior scholarly and artistic accomplishment are invited to membership. Each year about 10 percent of the senior class, five percent of the junior class and selected faculty are eligible and invited.

The WOU chapter was founded in 1981. Since 1987 the chapter has annually sponsored Student Academic Excellence Showcase, which recognizes students and their scholarly and artistic accomplishments, and has helped to underwrite the Faculty Honors Award, which recognizes outstanding faculty research or artistic work.

Phi Sigma Iota. This academic honor society is open to students studying modern languages at WOU.

Pi Mu Epsilon. The honorary national mathematics society, Pi Mu Epsilon, Inc (PME), was founded on May 25, 1914 at Syracuse University and currently has over 300 chapters at colleges and universities throughout the United States. The purpose of PME is the promotion of scholarly activity in mathematics among the students in academic institutions.

The Oregon Delta Chapter at WOU was founded in 2004. It is open by invitation to outstanding mathematics majors. The chapter sends two students a year to a national PME conference to present their research in mathematics.

Psi Chi. The national honor society in psychology was founded in 1929 for the purpose of encouraging, stimulating and maintaining excellence in scholarship and advancing the science of psychology. Membership is open to undergraduate and graduate students who are making the study of psychology one of their major interests and who meet the minimum qualifications. Minimum qualifications include completion of 12 quarter hours of psychology, rank in the top 35 percent of their class in general scholarship, demonstration of superior scholarship in psychology by earning an average grade of B or better in psychology courses, and high standards of personal behavior. Each year, students meeting minimum qualifications are invited to membership.

The WOU chapter was founded in 1980. The chapter sponsors an annual research conference that includes poster and paper presentations to highlight student accomplishments.

Sigma Tau Delta. The Iota Sigma chapter of the International English Honorary Society, Sigma Tau Delta, was chartered at WOU in 1983 and is open by invitation to outstanding English students.

Lambda Pi Eta. The Nu Phi chapter, an accredited international honor society of the National Communication Association, was chartered at WOU in 2001 and is open to all communication studies majors and minors who meet the requirements for the honorary distinction.

Intercollegiate Athletics

www.wou.wolves.com

Athletic Director Jon R. Carey

careyj@wou.edu

Western Oregon University offers a broad-based athletic program that has developed a strong tradition of excellence. WOU offers 13 sports and is a member of the NCAA Division II. We offer men's sports of cross country, football, basketball, baseball, indoor and outdoor track and field. Women may participate in cross country, soccer, volleyball, basketball, softball, indoor and outdoor track and field.

The intercollegiate athletic program is dedicated to providing a high-quality competitive experience at the most appropriate level of competition, for the greatest number of WOU students that our resources allow. Central to this mission is the belief that athletics are an integral part of the total education of the students involved in our programs. Our coaches provide outstanding coaching and instruction in an environment that fosters high-level athletic performance, dedication to academic achievement, exemplary sportsmanship, a commitment to personal and team excellence, and a healthy competitive desire.

WOU and the NCAA

Western Oregon University is the only NCAA Division II institution in Oregon. Membership in the NCAA Division II provides the opportunity for student athletes to compete at a level of competition not available anywhere else in the state. Western Oregon University is a member of the Great Northwest Athletic Conference which is made up of the NCAA members from Oregon, Washington, California and Alaska. For more information about particular sports, please contact the Department of Intercollegiate Athletics at 503-838-8252.

Academic eligibility requirements

The NCAA has established academic requirements for participation in intercollegiate athletics. Freshman student athletes must be certified by the NCAA Initial Eligibility Clearinghouse. Information regarding the clearinghouse and first-year eligibility is available from high school counselors

or online at www.ncaaclearinghouse.net. Transfer student athletes are urged to contact the coach of their sport or the director of athletics. The NCAA has also established academic standards related to satisfactory academic progress for continuing student athletes. In general, completion of an average of 12 credit hours per term of courses applicable toward your degree will meet this requirement. Contact your coach or the director of athletics for specific details regarding this requirement.

Facilities

Students have access to a variety of impressive athletic facilities. Two physical education buildings, the football stadium, weight room, indoor and outdoor tennis courts, handball and racquetball courts, dance studio, swimming pool and fields for baseball, softball and soccer offer abundant opportunities for students.

In 2005 the track oval was reconstructed and now provides a high-quality practice surface and competitive venue for our track and field team. Recent improvements to our baseball stadium, soccer field and gymnasium also reflect an upgrade in competition.

Athletics at WOU are progressively moving forward into the future. The opportunity for high-level competition, combined with quality coaching in an outstanding academic environment, has attracted the outstanding student athletes that represent Western Oregon University on the athletic fields.

Student Government

The Associated Students of Western Oregon University (ASWOU) is the official governing body of the students. All WOU students are members of ASWOU by virtue of having paid tuition and fees. Students can have a major role in decision-making at the university through student government. ASWOU has three branches including a policy-making legislative branch, a policy-implementing executive branch and a policy-interpreting judicial branch that also administers elections. According to its mission statement, student government serves as a voice for students. ASWOU is committed to: providing

opportunities, activities and services to students; representing students' interests; and advocating for students' rights. For more information on how to get involved in student government, contact the AS-WOU office at 503-838-8303.

Student Leadership and Activities

www.wou.edu/studentleadership

Director Jon Tucker
tuckerj@wou.edu

The Student Leadership and Activities office functions to enhance and complement WOU's academic mission. The staff assists students in assessing their developmental progress through their university careers. Programs offered by Student Leadership and Activities expose students to opportunities for more experiences and participation that aids each student's continuing personal growth.

WOU's student leadership and activities program provides services to students in the following major areas: leadership development, non-traditional student services, successful event planning, special awards programs and major campus programs such as Family Weekend, Focus on Leadership and the Interactive Murder Mystery. The activities provided to students at WOU enhance social, recreational and cultural development by fostering participation in the social, intellectual and aesthetic life of the campus.

Leadership development

Leadership development at WOU provides both formal and informal opportunities for students to develop and refine leadership skills. Students have the chance to attend programs and workshops, as well as get involved in more extensive and directed participation in leadership development experiences. In the past, students have enjoyed individual, small and large group exposure to skill development opportunities. Leadership experiences gained from participation in self-governing organizations and programs also encourage the development of civic responsibility.

Student services

Student Affairs

www.wou.edu/

Vice President Gary Dukes
studentaffairs@wou.edu

The Office of the Vice President for Student Affairs provides general liaison assistance to students. The vice president is responsible for all student-related services which include Campus Recreation, Service Learning and Career Development, Campus Judicial Affairs, Disability Services, Multicultural Student Services, Student Enrichment Program, Student Health and Counseling Services, University Residences, Campus Dining, Werner University Center/Student Leadership and Activities, Upward Bound, National Student Exchange, and the WOLF Ride program.

The Division of Student Affairs fosters students' academic, personal and professional growth; educates students to respect and appreciate diversity; and prepares students to be responsible and engaged citizens in a global community.

The Office of Student Affairs is located in the Werner University Center. The phone number is 503-838-8221; e-mail studentaffairs@wou.edu.

National Student Exchange

www.wou.edu/student/nse

WOU is a member of the National Student Exchange (NSE) Program which gives academically qualified students the opportunity to study up to one calendar year at another university while paying in-state tuition rates. Credits earned during the exchange become a part of the student's WOU transcript.

There are 200 colleges and universities to choose from in the United States, U.S. territories, and Canada. To qualify, students must be enrolled full-time at WOU, have completed at least 45 credits at the time of exchange, have a minimum cumulative GPA of 2.5, and be in good academic, judicial and financial standing at WOU. Call 503-838-8423 or online at www.wou.edu/student/nse for more information.

Bookstore

<http://bookstore.wou.edu>

Manager Mark Lane

The WOU Bookstore is located on the upper level of the Werner University Center and is open Monday through Friday from 7:30 a.m. to 5 p.m. and Saturday from 10 a.m. to 2 p.m. (and longer for campus events). Students can find textbooks and supplies for classes as well as general interest books and valuable study aids. The bookstore also stocks gift items, greeting cards, personal care items, magazines, snacks, university clothing and merchandise, art and office supplies and much more. Special orders are available at no additional charge. Purchases also can be made online at <http://bookstore.wou.edu>.



Campus Dining

www.wou.edu/student/residences/dining.php

Director Karen Nelles, R. D.
housing@wou.edu.

Valsetz Dining Hall, centrally located near the residence halls, is the main location for the resident meal plan. Meals are available from early morning until late at night, enabling residents to have flexible academic and social schedules. The design of the food court, located in Valsetz, offers varied menu choices including: Valsetz Baking Company (fresh baked pastries, desserts and pizza), Centre Stage (display and grill cooking prepared fresh in view of customers), Wok n' Waffle (self-cook, stir-fry and Belgium waffles), Homestyle (traditional and ethnic menu items), Deli Soup and Salad Bar and Carbo Centre (grab and go packaged items and beverages). Valsetz Food Court is open from 7 a.m. to 11 p.m., Monday through Friday; and 10 a.m. to 11 p.m., Saturday and Sunday.

Werner University Center has several dining locations. Wolf Express is a small convenience store that sells hot and cold beverages and snacks. Its grab n' go atmosphere is great for the student on the run. Caffè Allegro offers espresso drinks, baked goods and sandwiches. The Wolf Grill and Western Deli serve hamburgers, fries, grilled and deli sandwiches, salads, vegetarian entrees, soups and more. All of these restaurants accept the Resident Meal Plan, the Wolf Bonus Account, bank credit/debit cards and cash for purchases. The Wolf Bonus Account is a meal plan available to off-campus students, staff and faculty.

Disability Services

www.wou.edu/student/disability

Director Malissa Larson
ods@wou.edu

The Office of Disability Services facilitates appropriate accommodations on campus for students and visitors with disabilities. Services provided by the office help ensure that students with disabilities are able to participate fully in all of WOU's programs and activities. The needs of each student who has a disability are assessed on an individual basis so that each receives the most appropriate accommodations.

The following list of services provided by the Office of Disability Services are the most commonly requested:

- Accessibility assistance: wheelchair accessibility to buildings and campus grounds, communication equipment (FM systems, audio-looped rooms, TTYs, closed caption decoders, amplified phones), CC-TV, Braille, scanner, voice output computer access and other technical equipment
- Accessibility aides: note takers, readers, transcribers, classroom assistants, exam proctors
- Advocacy: for appropriate accommodations, alternative testing, preferred accessibility aid
- Communication aides: Sign language

interpreters who use student's preferred signed communication mode (from ASL to MCE), and oral interpreters are provided upon request for classes, school sponsored activities, and meetings with faculty and staff

- Empowerment: Through networking groups, workshops and interaction with the office staff, students learn of their rights and how to obtain services they need.
- Leisure and social activities: Accessibility assistance and aids are provided to encourage and support the students' full participation in all parts of campus life.
- On-campus housing: accessible to deaf, hard of hearing, blind students and students using wheelchairs or other assistive mobility aids
- Orientation: to the campus and related general university services provided by the Office of Disability Service.

Please contact the Office of Disability Services for more information at 503-838-8250 V/TTY or e-mail ods@wou.edu.

Judicial Affairs

www.wou.edu/student/services.php

Dean of Students Tina Fuchs
housing@wou.edu

The Judicial Affairs program provides the WOU community various ways to resolve conflicts and alleged violations of university regulations by students. The Code of Student Responsibility defines these processes. The underlying assumption guiding the program is that WOU students are preparing to be leaders in society and therefore should be held to a high standard of behavior. Consequences reflect this assumption and support the university's educational mission by helping students learn from their mistakes. The disciplinary and conduct resolution processes which compose the judicial affairs program are not criminal or civil proceedings. They do, however, provide students with appropriate due process protections.

The Code of Student Responsibility specifies rights and responsibilities of students as members of the campus community. Each student is responsible for his or her own conduct. The university community expects each student to abide by all local, state and federal laws as well as university regulations. Copies of the code are available in the Office of the Vice President for Student Affairs, Office of University Residences, ASWOU, and the Hamersly Library. The code is also available online at www.wou.edu/student/services.php. Students are expected to read and become familiar with the code. The Standards of Conduct are highlighted below.

Standards of Conduct

574-031-0020

Jurisdiction

The regulations contained in the Code of Student Responsibility will apply to all matters affecting the university, including, but not limited to, events occurring during the

time the university is in session, events occurring between academic terms, at university sponsored off-campus events, and any illegal behavior on or off the campus by Western Oregon University students. Misconduct by non-students (business visitors, visitors/guests) whether on-campus or at an off-campus university sponsored event may result in trespass from campus and/or any future WOU event.

Allegations of student misconduct may be adjudicated within the university's administrative Campus Judicial Program as well as within any off-campus criminal justice system regardless of whether the alleged behavior occurred on- or off-campus. Adjudication of allegations of student misconduct will occur expediently and sometimes before or concurrently with adjudication within an off-campus system of justice.

Stat. Auth.: ORS 351

Stats. Implemented: ORS 351.070 and ORS 351.0088

574-031-0030

Specific Standards and Policies

The following list of prohibited forms of conduct is not all inclusive since it is not possible to list all potential violations. The university requires that all students behave in a manner congruent with established community standards and in a manner conducive to the development of the individual. Actions detrimental to the mission of the university and the legitimate activities of the academic community which constitute the university are in violation of this code and may be subject to judicial procedures.

Judicial action may be initiated by the University and educational and/or punitive sanctions may be assigned to any student or recognized student organization found participating in, attempting to participate in, or assisting others in participating in any of the following prohibited forms of conduct:

1. Academic Dishonesty, which includes but is not limited to:
 - a. Cheating - intentional use, or attempted use of artifice, deception, fraud, and/or misrepresentation of one's academic work;
 - b. Fabrication - unauthorized falsification and/or invention of any information or citation in any academic exercise;
 - c. Facilitating dishonesty - helping or attempting to help another person commit an act of academic dishonesty. This includes students who substitute for other persons in examinations or represent as their own papers, reports, or any other academic work of others;
 - d. Plagiarism - representing without giving credit the words, data, or ideas of another person as one's own work in any academic exercise. This includes submitting, in whole or in part, prewritten term papers of another or the research of another, including but not limited to the product of commercial vendors who sell or distribute such materials, and the appropriation and/or use of electronic

- data of another person or persons as one's own, or using such data without giving proper credit for it; or
- e. Any use or attempted use of electronic devices in gaining an illegal advantage in academic work in which the use of these devices is prohibited, and such devices include but are not limited to cell phones, PDAs, laptops, programmable calculators, removable disk drives, etc.
2. Disorderly, lewd, indecent, or any other form of conduct, including actions resulting from drunkenness or illegal drug usage, which interferes with but is not limited to:
 - a. The academic program of the university;
 - b. The health and safety of members or visitors of the University community;
 - c. The security of university owned or controlled property;
 - d. The conduct of non-classroom activities (e.g., lectures, concerts, athletic events, and social functions); or
 - e. Any other university activity or university sponsored activity or event.
 3. Harassment, which includes but is not limited to:
 - a. Physical attack upon or interference with a person which prevents the person from conducting his or her customary or usual affairs, puts the person in fear for his or her safety, or causes the person to suffer actual physical injury;
 - b. Conduct less than a physical attack or interference with a person, such as hazing, harassing, or threatening action, which is intended to subject another person to offensive physical contact, physical injury, property damage, or cause physical impact, such as making threatening phone calls, sending or posting (electronically or otherwise) threatening letters, or the vandalism or misappropriation of a person's property, or vandalism of a person's room;
 - c. Repeatedly contacting another person when:
 - 1.) The contacting person knows or should know that the contact is unwanted by the contacted person; and
 - 2.) The contact causes the contacted person reasonable apprehension of imminent physical harm or the contacting person knows or should know that the contact causes the contacted person mental anguish or distress and/or substantial impairment of the contacted person's ability to perform the activities of daily life. As used in this context, "contacting" includes but is not limited to communicating with or remaining in the physical presence of the contacted person; or
 - d. Sexual Harassment, whether or not it be by direct physical attack, as defined below. Sexual harassment includes, but is not limited to, sexual advances, requests or suggestions to engage in sexual conduct, and other physical and expressive behavior of a sexual nature when:
 - 1.) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or
 - 2.) Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual; or
 - 3.) Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creates an intimidating or hostile employment, educational, or living environment.
 4. Detention or physical abuse, or conduct which threatens imminent bodily harm, or endangers the physical or emotional health of any person or oneself.
 5. Sexual Misconduct: Sexual Misconduct is unwanted sexual contact of any kind or the attempt to have unwanted sexual contact or the threat of such contact. Sexual contact shall be considered unwanted if no clear consent is freely given. Sexual contact is considered unwanted if the person is substantially impaired by alcohol or drugs or the person is otherwise without the physical or mental capacity to give clear consent. Sexual contact for the purpose of this rule means the touching of any private body part, including, but not limited to: genitalia, anus, buttocks, or breasts of another or causing such person to touch the genitalia, anus, buttocks, or breasts of another.
 6. Specifically insulting another person in his or her immediate presence with abusive words or gestures in a manner intended and likely to provoke a disorderly or violent response, whether or not it actually does.
 7. Possession, consumption, manufacturing, or sale of illegal drugs, alcoholic beverages, or any other controlled substance on University owned or controlled property, including:
 - a. The furnishing of any controlled substance to a minor; or
 - b. Being a minor in possession of alcohol by consumption or otherwise.
 8. Possession, consumption, manufacturing, or sale of illegal drugs off University owned or controlled property.
 9. Possession, consumption, sale, or distribution of alcoholic beverages or illegal drugs during the official portion of a university sponsored off-campus event as defined by the faculty or staff adviser.
 10. Acts which violate federal, state, or local laws.
 11. Violation of residence hall rules and procedures as listed in official residence hall publications.
 12. Tampering with fire safety equipment, generating a false alarm, or engaging in behavior that constitutes a fire or safety hazard.
 13. Failure to evacuate a university building after a fire alarm has sounded or other notice to evacuate has been given by a person authorized to give such notice.
 14. Possession or use of firearms, fireworks, explosives, dangerous chemicals, or other weapons or dangerous instruments on institutionally owned or controlled property.
 15. Obstruction or disruption of teaching, research, administration, judicial procedures, or other institutional activities, including the institution's public service functions, other authorized activities, or university sponsored off-campus events.
 16. Malicious damage, misuse, or theft of institutionally owned property, or the property of any person where such property is located on institutionally owned or controlled property, or, regardless of location, is in the care, custody or control of the university.
 17. Failure by a person causing accidental damage to or removal of property to report to appropriate university staff or individual owner within a reasonable period of time following the accidental damage to or removal of university or personal property.
 18. Theft of property or services, or knowingly possessing or using stolen property or services including, but not limited to, furniture, equipment, university publications or any other form of media, and any other university owned property or services.
 19. Unauthorized entry to or use of institutional facilities, including buildings and grounds. This includes non-residential students who are in the residence hall area without an expressed invitation and/or remain overnight in a residence hall without permission from the Office of University Residences.
 20. Disruption of campus activities, including, but not limited to: student government, club, residence hall, or student leadership activities.
 21. Use of campus computers and/or network resources that includes, but is not limited to:
 - a. Unauthorized access to programs;
 - b. Alteration of computer records or data;
 - c. Theft or other abuse of computer time and/or overloading computing resources;
 - d. Violation of copyright laws;
 - e. Using a computer account not issued directly to the student; or
 - f. Any violation of the Acceptable Use of Computing Resources Policy.
 22. Refusal while on institutionally owned or controlled property, or at University sponsored on- or off campus events, to comply with reasonable requests or directions from authorized university officials, including Public Safety officers, Resident Assistants, faculty and administrators.

23. Misrepresentation of Matters of Fact, when any of the following is intended to gain a university benefit improperly, misrepresent a student's academic performance, or avoid a university sanction, including:
- Knowingly furnishing false information to an authorized university official who is making an inquiry to carry out official university business;
 - Representing one's self as another person including a university official with or without that person's permission;
 - Altering, forging, improperly possessing, creating, distributing, or lending to another person a university identification card or instrument of identification unless authorized by the university or an authorized university official; or
 - Intentionally furnishing false academic information or concealing previous academic information in university application materials, assisting someone else in furnishing false information to the university, or using university documents for fraudulent purposes.
24. Student groups representing themselves or an individual in the group representing him or herself as acting for or in behalf of the university in any commercial enterprise or in the solicitation or collection of funds for any purpose whatsoever without approval in advance by the appropriate university official or agency. This applies to all means of communication including, but not limited to, computer electronic mail, mail, telephone, facsimile, or other means.
25. Violation of motor vehicle rules and regulations, or other policies adopted by the university or the State Board of Higher Education pertaining to the use of motor vehicles.
26. Obstruction or disruption which interferes with the freedom of movement, either pedestrian or vehicular, on institutionally owned or controlled property.
27. Publication, posting, or distribution on university property, or at authorized university activities, of material that violates copyright laws, postal regulations, university policies or rules, or any other law or statute.
28. Hazing. Hazing includes initiation rites involving:
- Physical abuse, pain, harm, or risk; or
 - Mental anguish, fear, or anxiety; or
 - Required performance of unwanted activities including but not limited to pranks, servitude, and physical contests; or
 - Any form of confinement or restraint.
29. Contempt of adjudicative proceedings, which includes but is not limited to:
- Conduct that interrupts the due course of proceedings in the presence of any hearing body created under this code;
 - Violating the confidentiality of judicial



- proceedings administered under this code;
- Knowingly giving false information at a judicial hearing or knowingly giving false information in a statement to be used as evidence at a judicial hearing, or knowingly giving false information to a campus judicial hearing officer;
 - Failure by a witness to appear at a conduct hearing when requested to do so by a representative of the Campus Judicial Program;
 - Knowingly and falsely initiating the judicial process, for instance, by filing a false complaint or report;
 - Influencing or attempting to influence the impartiality of a hearing officer or a member of a campus judicial body or a witness;
 - Harassment of a member of a campus judicial body or hearing officer prior to, during, and/or after a judicial proceeding; or
 - Failure to comply with the terms of any judicial sanction imposed in accordance with the Code of Student Responsibility or mandated by the Residence Halls Judicial Board.
30. Violation of published university policies, rules, or regulations.
31. Inciting others to engage in any of the above prohibited forms of conduct or to perform any of the acts prohibited herein. Inciting means the advocacy of proscribed conduct which calls upon the person or persons addressed for imminent actions, and is coupled with a reasonable apprehension of imminent danger to the functions and purposes of the institution, including the safety of its students, faculty, and officials, and the protection of its property.
32. Violation of OUS Higher Education policies.

Stat. Auth.: ORS 351
 Stats. Implemented: ORS 351.070 and
 ORS 351.0088

Multicultural Student Services and Programs

www.wou.edu/student/multicultural
 Director Anna Hernandez-Hunter
 mssp@wou.edu

The Office of Multicultural Student Services and Programs, in collaboration with the campus community, strives to create an environment that is supportive, educational, and celebrates individuals' backgrounds and experiences. Events, programs and services assure students will not only find support to achieve their educational goals but will also receive encouragement to share and learn about their own cultural heritage and of those around them. Specific services include:

- Assist prospective students and their families with the admissions and the university processes
- Organize and present workshops focused on preparing students to enter higher education
- Provide personal support and guidance to currently enrolled students
- Assist with general academic and career advisement
- Make students aware of scholarship and financial aid opportunities
- Connect students to educational resources on-campus and off-campus
- Advise the Multicultural Student Union (MSU)
- Assist MSU with the organization and implementation of campus-wide cultural events. These include: Dia de los Muertos, MSU Pow-Wow, African American Celebration, Women of Color Celebration, and Nuestra Fiesta Latina
- Coordinate the Diversity Commitment Scholars Program
- Coordinate the On-Track Program designed to promote academic and personal success

Please contact the Office of Multicultural Student Services and Programs at 503-838-8737.

Non-traditional student services

WOU defines a non-traditional student as a student who is 25 years of age or older, has children, or is returning after a break from school. The non-traditional student program at WOU is designed to serve these students. The program recognizes that non-traditional students may have different needs and priorities than traditional students. The Student Leadership & Activities office provides these services and programs.

The program features a lounge for non-traditional students where students can study, exchange information and socialize. An emergency locator service allows staff to quickly locate students on campus in case of an emergency. This is especially useful for student parents. Assistance is provided to non-traditional students with locating child care and study groups, as well as recreational activities. A newsletter is mailed out each term to inform non-traditional students about services and events.

Staff members are available to address concerns of non-traditional students in order to assist them in making their university experience rewarding and successful. A non-traditional peer adviser is also available for counseling. Students have enjoyed individual, small and large group exposure to non-traditional student issues and concerns. This exposure has helped many of WOU's non-traditional students successfully make the transition to the university.

Service Learning and Career Development

www.wou.edu/student/slcd

Director Michael Hampton
slcd@wou.edu

The Office of Service Learning and Career Development connects students with career and graduate school related experiences in the community, the workforce and the world. Services include:

- Current on-campus, off campus, full-time, part-time, work-study and non work-study job postings
- Internship opportunities and information
- Alternative break trips
- Short-term and long-term volunteer opportunities
- Mock interview sessions
- Job search coaching
- Career and internship fairs
- Choosing a major or career-field consultations and assessments
- Job shadow and informational interviewing resources
- Resume critiques
- Graduate school admissions preparation programs
- Connections to recruiters
- Many more experiential learning opportunities

Students are encouraged to take advantage of the following services:

Career advising: qualified personnel to help in decision-making and planning; aids

for self-assessment of skills, interests and values.

Career programming: scheduled events throughout the year designed to raise the awareness and knowledge of career-related issues and occupational opportunities.

Job search skills development: seminars on job search topics, mock interview opportunities and a convenient resume critique service.

Career exploration opportunities: centralized location for job shadow, internship and summer jobs resources and opportunities.

Career resource library: books, periodicals, directories and other references on career development topics; occupations; job search topics; employer information; and full-time, summer job and internship database.

Annual job and career fairs: opportunity to learn of full-time, summer and internship career opportunities and interview with employers at the annual OLAPC Jobs Fair (Oregon Liberal Arts Placement Consortium, of which Western Oregon University is a member) and at the Oregon Professional Educator's Fair, both held each April in Portland, as well as on-campus job fairs.

Employer recruiting: centralized location for career-related full-time, part-time, summer and internship openings; interview opportunities with campus recruiters; electronic job listing access through wolflink.

Service Learning and Career Development is located in the Werner University Center, lower level, room 119. All students are encouraged to come by Monday through Friday, from 8 a.m. to 5 p.m. Appointments can be made by calling 503-838-8432 or visit www.wou.edu/student/slcd for online resources day and night.

Alternative break

This program places small groups of Western Oregon University students in communities to engage in community service and experiential learning during school breaks. Students from different years and majors, directed by student leaders, work in conjunction with volunteer and community agencies focusing on a wide variety of social issues.

Student employment

All WOU students interested in employment (on-campus, off-campus, part-time and work study positions) can find openings on the Student Employment Web site at www.wou.edu/wolflink. Jobs are updated frequently as new postings arrive daily.

All student employees need to go to the Payroll Office, Admin 306 to get a current year work sticker on their student ID card. Office hours are Monday through Friday, 8 a.m. to 5 p.m.

Student Enrichment Program

www.wou.edu/sep

Director Don Boderman
sep@wou.edu

The Student Enrichment Program (SEP) is primarily supported by the U.S. Department of Education. Western Oregon University also provides significant fiscal support for this successful program. The office is located in the Academic Programs and Support Center, room 201, and is designed to assist students in finding success in their college experience. SEP students benefit from academic, career and personal advising; availability of equipment (laptop/desktop computers, graphing calculators, voice recorders, etc.) for checkout; academic progress monitoring; success seminars; developmental math instruction; and tickets to campus cultural events. The program also offers free credit courses: ICS 103 Becoming a Master Student; ICS 105 Becoming a Critical Thinker; ICS 106 Career Planning; and ICS 109 Summer Bridge.

The program is designed to help students to develop the writing, math, learning, critical thinking and career planning skills necessary to succeed at WOU; and to maintain a GPA necessary to achieve their individual goals while developing the interpersonal communications skills necessary to excel in college. Students will make a commitment to WOU as they integrate into the campus community and discover ways to achieve autonomy while maintaining a sense of confidence. For more information, visit us at www.wou.edu/sep.

Student Health and Counseling Services

www.wou.edu/student/health/

Director Luis Rosa
studenthealth@wou.edu

Health Services

Medical services for students at Western Oregon University are available at Student Health and Counseling Services located on Church Street across from the southwest entrance to the Werner University Center. Students who are registered for six credit hours or more pay a student health fee each term that entitles them to the use of services offered at Health Services. Additional charges are assessed for medication, laboratory testing, medical supplies, a physical, a women's health care annual exam or a special procedure. Students registered for fewer than six credits may elect to pay the student health fee, which makes them eligible to receive services for that term.

Eligible students may call between the hours of 8 a.m. and 5 p.m. Monday through Friday to make an appointment with one of the health care professionals. Health Services is staffed by a physician, licensed mid-level practitioners and medical support staff.

A full list of the services and explanation of the Health Service Fee are available online at www.wou.edu/student/health.

Please note: A WOU health history form must be completed by each student, showing current immunization dates. In fall of 1992, the Oregon State Legislature passed a regulation requiring students at four-year institutions to have had a total of two measles immunizations after the age of 12 months. Registration will be withheld for the second term of classes until the requirement is met. The regulation does not apply to those born prior to January 1, 1957.

Counseling Services

Professional, confidential counseling for WOU students is available from Counseling Services. Counseling is designed to assist students in changing behaviors and addressing their individual concerns so they can focus their energy on a successful and rewarding academic experience. Individual counseling, vocational exploration, support groups and workshops are offered as well as referral resources and consultations with medical, psychiatric and other treatment professionals.

Students who have paid the Health Services fee for the current term (see Health Services) are eligible to receive counseling services, consisting of an intake session and up to five free individual counseling sessions per academic year. There is a nominal charge for additional individual sessions.

Student Media

The Western Oregon Journal is the official student newspaper and is distributed every week. Northwest Passage is the campus literary art magazine published once a term. Students are encouraged to participate in student media, regardless of previous experience. 503-838-8967.

University Residences

www.wou.edu/student/residences

Dean of Students Tina Fuchs
housing@wou.edu • 503-838-8311

At WOU, residence hall life adds a dynamic dimension to the college experience. The educational value derived from living with people of varied interests, backgrounds and ages offers a wide range of opportunities for personal growth and lifelong friendships.

The varied residential communities are designed for comfort as well as efficiency. Rooms are attractively furnished, with lounges, snack areas, laundry facilities and recreational areas nearby.

The residential communities are grouped on the north end of campus with the farthest point of the campus a walk of no more than 10 minutes. There are three styles of residential communities on campus including: apartment style (four students in a four bedroom/two bathroom apartment with a full kitchen), suite style (where rooms are accessed from outside and include a private bathroom), and traditional floor arrangements of smaller rooms with a shared bathroom down the hall. Two halls have areas accessible to students who use wheelchairs.

A limited number of two-bedroom apartments and townhouses are available for married students or students with dependents.

Housing Policies

Research has clearly proven that living on-campus increases the likelihood of student success. Therefore, all WOU students without dependents who enroll within one year of high school graduation must live in university-operated housing for the entire academic year or remaining portion thereof. Exceptions must be approved through the Office of University Residences. Many upperclass students also choose to live in the residence halls because of the convenience and available services.

Room and board charges are contracted for the full academic year. Upperclass students have a term contract option; they may apply for housing on a term-by-term basis. An additional fee of \$150 is assessed at the time of application for this option. If the student withdraws from the university, the contract is terminated as of the date the student officially checks out of campus housing.

Applications for fall term housing should be made before May. An application form may be obtained from WOU's Office of University Residences. A \$40 non-refundable application fee is required at the time of reservation. Students who are found to be ineligible for admission to the university will receive a refund of the application fee.

Room and board fees are payable each term at registration. Payments can be made for the entire year or by the full term. Refunds are made on a pro-rated basis from the day on which the student checks out of campus housing.

Rates for a standard room are expected to be \$7,740 with meal plan #3. This also includes social activity fees, telephone/voice mail/caller id fees, computer network access fees and cable television. Other meal plans and room designations are offered. Costs may vary.

On opening day of fall term, students may check into campus housing from 9 a.m. to 5 p.m. During winter and spring terms, check-in is from noon to 5 p.m. on the Sunday before the first day of classes.

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

Correspondence and housing application requests should be directed to:

Office of University Residences
Western Oregon University
345 N. Monmouth Ave
Monmouth, OR 97361

503-838-8311 (V/TTY)
housing@wou.edu
www.wou.edu/student/residences

The residential community is designed to maximize the personal growth and development of students within a collegiate living environment, foster academic success and

co-curricular activity, and engage students in meaningful opportunities for self-exploration. The residence hall peer group provides a rich and diverse framework within which students may affirm values, learn from different perspectives, assume responsibility for actions and participate in building a community of learners.

To this end, University Residences provides experiences where students may practice good decision-making, assume leadership roles, and set and achieve reasonable goals. Support and assistance in identifying resources for residents is available and the staff purposefully involves students in planning and implementing programs and in managing the physical environment to the benefit of all residents.

Residence hall students are expected to assume personal responsibility for understanding university policies and for contributing to the community in a positive manner. Residential staff members facilitate this responsibility and intervene when policies or standards are not upheld.

Opportunities for involvement include working with the Residence Hall Association or Judicial Board, planning programs for residents, working with faculty members, serving on institutional committees and boards, participating on hall intramural teams and, in general, taking part in activities to create a dynamic living environment.

Off-Campus Housing

The Office of University Residences maintains a list of available off-campus housing. Brochures are available at the office or you may access the list online at www.wou.edu/student/residences/halls.php.

There are no fraternity or sorority houses.

Werner University Center

www.wou.edu/student/wuc

Director Jon Tucker
tuckerj@wou.edu

The Werner University Center serves as the gathering place for the campus and provides a variety of services and programs to meet the needs of the campus community. Facilities include an art gallery, various food outlets, meeting rooms, administrative offices, the WOU Bookstore, and The Den. Student government offices also are located in the building, as well as Campus Recreation, student activities and programming, a student computer lab, a non-traditional student lounge, and student services offices. The Western Oregon Journal, the official student newspaper of WOU, and other student media are located on the first floor of the facility. The Werner University Center serves as an information center, providing the campus with details about current student activities and special events.



academics

Academic divisions

The College of Education

www.wou.edu/education

Dean Hilda Rosselli

education@wou.edu

The mission of the College of Education at Western Oregon University is to prepare skilled professionals in the fields of education, rehabilitation, American Sign Language/English Interpreting, American Sign Language Studies, health promotion and exercise science.

Our graduates are academically strong, ready to contribute to the continuously evolving state of their chosen professions, and prepared for a variety of diverse and complex roles in schools, service organizations, and businesses.

The Rehabilitation Counselor Education program is accredited by the Council on Rehabilitation Education (CORE) and the curricula also meets the educational requirements for the Oregon Board of Licensed Professional Counselors and Therapists (LPC) and certification for both Certified Rehabilitation Counselor (CRC) and National Certified Counselor (NCC).

The College of Education teacher preparation programs are accredited by Oregon Teacher Standards and Practices Commission (TSPC) and have been accredited by the National Council for Accreditation of Teacher Education (NCATE) for over 50 years.

Section 207 of Title II of the Higher Education Act report: the total number of students enrolled in teacher preparation programs during academic year 2005-06 was 542. During that same year 557 students were in programs of supervised student teaching and supervised by 44 full-time and part-time faculty with a 12.66 to 1 ratio. The average number of hours per week required in supervised student teaching was 40 over a 15 week period for a total of 600 hours.

The teacher preparation programs are guided by the concept of "Connecting Teaching and Learning" which can be read two ways. First, our goal as teacher educators is to assure that our teaching efforts result in deep, meaningful learning on the part of our teacher candidates. Second, the teaching actions of our candidates should result in deep, meaningful learning on the part of PK-12 students. The College faculty feel an ethical conviction to work toward the realization of both goals partnering with the school professionals who mentor WOU student teachers while embracing and modeling the foundation values of democratic ideals, educational equity, intellectual vitality, professionalism, and cultural sensitivity.

The College of Education has three divisions: Health/Physical Education, Special Education and Teacher Education. It also is

home to the Regional Resource Center on Deafness.

Health/Physical Education Division

www.wou.edu/education/healthpe

Division Chair Peggy Pedersen

pedersep@wou.edu

Responsible for teaching endorsements in health education and physical education. The division also offers majors in exercise science and community health education.

Mission

To maximize individual and professional development in health and movement science and to promote healthy lifestyles and communities.

Program Outcomes

1. Academic majors are prepared to plan effective strategies, interventions and programs based on assessment of individual and community needs.
2. Implement and evaluate strategies, interventions and programs.
3. Coordinate, communicate and advocate for research-based practices.

More detailed program information can be obtained by contacting the division at 503-838-8252, by e-mail: halls@wou.edu, or at www.wou.edu/education/healthpe.

Regional Resource Center on Deafness

www.wou.edu/rrcd

Director Cheryl Davis

rrcd@wou.edu

The Regional Resource Center (RRCd) boasts a 30-year history of preparing professionals to work with individuals who are deaf or hard of hearing. RRCd currently receives \$1.3 million in federal grant funding from the U.S. Department of Education supporting three degree programs and three continuing education programs. Students in the three degree programs, focusing on counseling/rehabilitation counseling, interpreting, and teacher education, receive stipends and/or tuition waivers from these grants.

Mission

To prepare professionals in the Northwest to be qualified to serve the unique communication, rehabilitation, and educational needs of deaf and hard of hearing children and adults.

Program Objectives

1. Provide graduate and undergraduate degree programs for professionals entering fields that serve people who are Deaf or hard of hearing.
2. Provide continuing education opportunities for currently practicing professionals.
3. Provide consultation and community service activities designed to enhance the quality of life for all citizens who are Deaf or hard of hearing.

For application materials and information on training opportunities, contact the RRCd main office in ED 220 or at www.wou.edu/rrcd.

Special Education Division

www.wou.edu/education/sped

Division Chair Elisa Maroney

spedaied@wou.edu

Houses two undergraduate majors, American Sign Language/English Interpreting and American Sign Language Studies; two undergraduate minors, Special Education/Rehabilitation Counselor and American Sign Language Studies; and four graduate programs: Special Educator I and II, Early Intervention Special Educator I and II, Rehabilitation Counselor Education, and Rehabilitation Counselor Education: Deafness. Course work is offered at the undergraduate level that can be used to reduce graduate requirements.

Mission

To prepare professionals to provide unique communication, rehabilitation, and educational services to individuals with disabilities or special needs. The Division promotes respect and sensitivity for others in order to enhance the quality of life for all.

Program Objectives

1. Prepare educators to work with children and young adults who are Deaf or who have disabilities.
2. Prepare rehabilitation and other counselors to work with adults who are Deaf or who have disabilities.
3. Prepare interpreters to work between American Sign Language and English.

Information may be obtained from the Special Education Division office (ED 220) at 503-838-8322, by e-mail: spedaied@wou.edu, or at www.wou.edu/education/sped.

Teacher Education Division

Division Chair Mark Girod

education@wou.edu

Responsible for the teaching authorizations in early childhood, elementary, middle level and high school as well as the Master of Science in Education program.

Mission

Principled upon democratic ideals, educational equity, cultural sensitivity, caring and committed professionalism, and an intellectually vital community. Committed to facilitating the learning and development of our candidates who, in turn, can successfully affect the learning and development of PK-12 students in schools.

Program Objectives

1. Prepare effective teachers who demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
2. Prepare caring, competent professionals who create a climate where diversity is valued.
3. Provide field experiences in varied partnership school district settings that model best practices.



Program information can be obtained by contacting the College of Education at 503-838-8471, by e-mail: education@wou.edu, or at www.wou.edu/education.

Detailed information on teacher licensure, definitions and Oregon state testing requirements can be found at www.wou.edu/education.

The College of Liberal Arts and Sciences

www.wou.edu/las

Dean Stephen Scheck
las@wou.edu

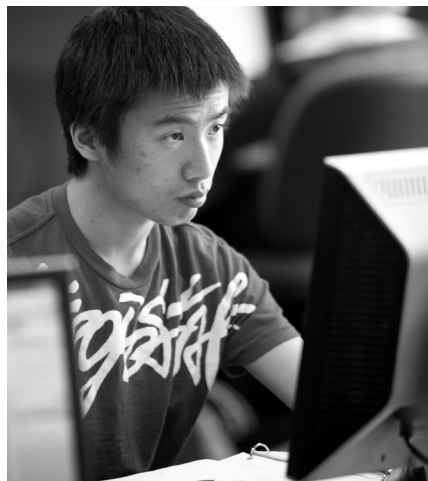
The College of Liberal Arts and Sciences is composed of the divisions of Business/Economics, Computer Science, Creative Arts, Humanities, Natural Sciences and Mathematics, Psychology and Social Science. These divisions offer various degree programs in the arts and sciences and provide academic course work needed for professional degrees in education. Additionally, several interdisciplinary minors are offered. The office of the dean coordinates the degrees in interdisciplinary studies and international studies, as well as the Liberal Arts Core Curriculum.

Mission

The College of Liberal Arts and Sciences provides the central learning experience for all undergraduate students at Western Oregon University. The faculty are committed to engaging students in academic discovery and intellectual growth via the core curriculum, major and minor baccalaureate curricula, and mastery in select graduate programs.

Program Objectives

1. Engage students in scholarly pursuits that benefit their preparation for life-long learning and societal engagement.
2. Provide an environment where students may develop disciplinary competencies necessary for their chosen career fields.
3. Provide opportunities for faculty-student mentoring and out-of-classroom learning opportunities.



Business and Economics Division

www.wou.edu/las/business

Division Chair Hamid Bahari-Kashani
business@wou.edu

The Business and Economics Division is responsible for majors and minors in business and economics and the minor in entrepreneurship.

Mission

To prepare knowledgeable, well-rounded individuals for productive lives and careers in the business and economics professions and the public sector. Graduates are individuals who conduct themselves with intelligence and integrity in domestic and global environments.

Program Outcomes

Students will be able to:

1. Effectively identify, acquire and discriminate among information resources for analysis and evaluation.
2. Effectively communicate in written documents and oral presentations and to understand the interpersonal dynamics of team work.
3. Demonstrate understanding of the relationships and interaction of the various business and economics disciplines when solving problems and making decisions.

More detailed program information, including program admission requirements can be obtained by contacting the division at: 503-838-8421, or at www.wou.edu/las/business.

Computer Science Division

www.wou.edu/las/cs

Division Chair Scot Morse
morses@wou.edu

The Computer Science Division is responsible for majors and minors in computer science and majors in information systems. These are software-oriented programs that stay close to the current needs of industry. The faculty teach the theoretical and practical aspects of computer science, with emphasis on the practical.

Mission

To give students a comprehensive foundation in the field of computer science within a liberal arts setting. The faculty are committed to preparing graduates who will be productive employees in the IT industry or promising graduate students.

Program Objectives

1. To invest the time and effort to recruit females and other minorities into the computer science/information science disciplines.
2. To provide computing expertise for the betterment of the community.
3. To provide the resources so that the faculty can remain current in the rapidly evolving computing environment.

More detailed program information, including program admission requirements can be obtained by contacting the division at: 503-838-8480, or at www.wou.edu/las/cs.

Creative Arts Division

www.wou.edu/las/creativearts

Division Chair Diane Tarter
tarterd@wou.edu

The Creative Arts Division is responsible for majors and minors in art, the arts, dance, music and theatre.

Mission

Each department emphasizes contemporary practices through a solid foundation of training. Creative work, analytical thinking and global awareness are integrated into performance and production. Throughout their educational experience, students work to achieve high standards no matter which degree offering they choose to pursue. Every program in the division provides individualized instruction with opportunities for professional involvement, service to the community, public exhibition and performance.

Program Objectives

1. Maintain high standards of quality which are achieved through individual attention to student practice and progress, professional example and expectations of student excellence.
2. Offer professional preparation programs: B.A./B.S. in Dance, B.F.A. in Theatre, B.F.A. in Art, Bachelor of Music, Master of Music, in addition to B.A./B.S. in Art, Music, Theatre and The Arts.

More detailed information, including program admission requirements can be obtained by contacting the division at: 503-838-8461, or at www.wou.edu/las/creativearts.

Humanities Division

www.wou.edu/las/humanities

Division Chair Carol Harding
hardinc@wou.edu

The Humanities Division is responsible for majors and minors in English, French, German, humanities, linguistics, philosophy, Spanish, communication studies and writing.

Mission

Humanities majors and minors explore that unique human creation, language—not only for communication but also in culture, literary art, and philosophical and religious thought.

Program Objectives

1. Provide students focused opportunities to investigate how culture is constructed and manifested in language.
2. Help students develop the creativity, critical thinking, written, and oral skills necessary to maximize their individual and professional development.
3. Encourage students to make connections across disciplines and cultures.

More detailed program information, including program admission requirements, can be obtained by contacting the division at: 503-838-8408, or at www.wou.edu/las/humanities.

Natural Sciences and Mathematics Division

www.wou.edu/las/natsci_math/nsmdiv.html

Division Chair Steve Taylor
taylors@wou.edu

The Natural Sciences and Mathematics Division is responsible for majors and minors in biology, chemistry, earth science, integrated science, mathematics and natural science.

Mission

To offer quality liberal arts education in biology, chemistry, Earth science, mathematics, physics and pre-professional studies. Our students have the opportunity to acquire and assimilate mathematical and scientific knowledge, that they may broaden and refine their understanding of the ever-changing world around them, both while at Western Oregon University and throughout their lives.

Program Objectives

1. To help students internalize and apply both the scientific method and major scientific and mathematical concepts and principles.
2. To enhance students' reasoning and problem-solving skills.
3. To improve students' individual and collaborative skills in preparation for the global scientific and mathematical challenges of the 21st century.

More detailed program information, including program admission requirements can be obtained by contacting the division at: 503-838-8206, or at www.wou.edu/las/natsci_math/nsmdiv.html.

Psychology Division

www.wou.edu/las/psychology

Division Chair Rob Winningham
kunzel@wou.edu

The Psychology Division is responsible for majors and minors in psychology.

Mission

To create lifelong learners in psychology utilizing the scientist-practitioner model. Graduates of our program will understand the scientific foundations of the discipline and the core knowledge/concepts in the field. Graduates will also be able to apply psychology to solve human difficulties; at both personal levels with self and others, and at a community level with the issues and problems that face us as a society, a nation and a world.

Program Outcomes

1. Students will learn principles of psychology and develop critical thinking/scientific method research skills.
2. Students will apply psychological knowledge, skills and values in personal and career development.
3. Students will be sensitive to and respect sociocultural and international diversity.

More detailed program information, including program admission requirements can be obtained by contacting the division office at 503-838-8344, or at www.wou.edu/las/psychology.

Social Science Division

www.wou.edu/las/socsci

Division Chair John Rector
rectorj@wou.edu

The Social Science Division is responsible for majors and minors in anthropology, criminal justice, geography, history, political science, public policy and administration, social science and sociology.

Mission

A Community of Scholars committed to excellence in teaching, learning, research, and professional and community service.

Program Objectives

1. Members of the Division will continue to develop their expertise in disciplines that offer crucial methods for the scientific understanding of the human condition.
2. The Division will be regionally acclaimed for quality education, scholarly endeavors, and service.
3. The division adheres to and promotes the values of openness and honesty, balance, tolerance and diversity, responsiveness and flexibility, creativity, a problem-solving attitude, and participation.

More detailed program information, including program admission requirements can be obtained by contacting the division at 503-838-8288, or at www.wou.edu/las/socsci.

Fire Services Administration program

www.wou.edu/las/socsci/fsa

Program Director LaRon Tolley
fsa@wou.edu

The Fire Services Administration program consists of junior and senior level classes built upon the associate degree in fire science or fire protection. Acceptance into the program is limited to persons who are Oregon Fire Fighter II or equivalent, and who have completed the required 24 hours of lower-division fire science coursework prior to transferring into the program.

Students are not eligible for the WUE scholars program until official admittance into the Fire Services Administration program is confirmed. For more information, contact the director at 503-838-8697.

WOU is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act to offer credit-bearing courses toward a B.A./B.S. in Fire Services Administration. This authorization is subject to periodic review and does not carry with it an endorsement by the board of the institution or its programs.

For information about requirements of the act or how it applies to WOU, contact:

HECB
P.O. Box 43430
Olympia, WA 98504-3430

The Division of Extended Programs

www.wou.edu/extendedprograms

Director JoNan LeRoy
extend@wou.edu

The Division of Extended Programs, in collaboration with the academic colleges and support services, provides lifelong learning opportunities through responsive, flexible and creative programs and services. This mission is accomplished through innovative and creative programming that is consistent with the mission of Western Oregon University and the Office of Academic Affairs and provides unique teaching and service opportunities for WOU faculty.

Online Courses

The Division of Extended Programs offers a number of online courses each term. The majority of these courses can be applied to a WOU degree or transferred to another institution. These courses have been adapted from traditional learning methods to better meet the needs of distance learners. For a list of courses offered, please visit: www.wou.edu/extendedprograms.

Special Summer Courses

A large variety of undergraduate and graduate-level special summer courses are offered through DEP. These courses are offered in several different formats including field trips, in-service learning activities, language intensive, youth programs, online, weekend, and short courses. Special summer courses run from June through September at WOU and are open to anyone, whether admitted to WOU or not. When compared to on-campus offerings during the academic year, special summer courses tend to be less formal and classes are generally smaller in size. For more information, visit: www.wou.edu/extendedprograms.

Programs for Educators

DEP is dedicated to the continuing professional development of educators. It extends the work of the WOU College of Education into the professional community. DEP offers various programs including teaching endorsements, Master of Science in Education courses, professional development and personal enrichment. These courses are offered on campus, online, at school district buildings, or other locations as needed. Teaching endorsements in Reading and ESOL are currently available through DEP.

Credit Overlay Program

Credit overlay is a term used to offer an "overlay" of university credit for classes, programs, workshops, in-services and/or professional development opportunities that organizations and school districts may

already be conducting for their participants. This affords teachers and professionals the opportunity to choose to meet academic requirements for a class or seminar that they are already planning to attend. Employees can have the opportunity to earn academic credit for training while meeting state and/or occupational license requirements. Courses and workshops may also be taken for continuing education units (CEU) or for professional development units (PUD).

Miller Analogies Test

Offered quarterly on campus, the Miller Analogies Test (MAT) is a qualifying test for admission to graduate school. WOU graduate admissions requires the MAT or the Graduate Record Exam (GRE) if an applicant's grade point average is less than 3.00 on the last 60 semester or 90 quarter hours of undergraduate work. To obtain testing pre-registration forms and information on testing dates and fees, contact DEP at 503-838-8483.

Academic resources

Academic Advising and Learning Center

www.wou.edu/advising

Director Karen Sullivan-Vance
advising@wou.edu

Academic Advising Center

Academic advising at WOU is a developmental process designed to help students define their life and career values and goals in relation to their academic plan. Both the student and adviser have a shared responsibility in the ongoing dialogue that helps students maximize their educational experience at WOU. All undergraduate students are required to meet with their academic adviser at least once a term until a degree plan is filed with the Registrar's Office. Students are encouraged to meet with their adviser when they have questions about their educational goals.

Students have access to faculty advisers in their major and minor areas of study. In addition, the Academic Advising and Learning Center's professional advisers advise pre-education, pre-nursing and exploratory (undeclared) students as well as advise students about requirements.

The Academic Advising and Learning Center works with:

- Students to identify their life and career goals in relation to possible academic programs
- Undeclared majors who are exploring different majors
- Students transferring into WOU from another institution
- Students on academic warning, probation or suspension
- Academic requirements for graduation, including the Liberal Arts Core Curriculum (LACC)

For more information, call 503-838-8428 V/TTY, e-mail advising@wou.edu or go to www.wou.edu/advising.

Learning Center

Academic skills, including study skills and time management, are essential for college success. The Learning Center helps students assess their current academic skills and develop new skills to help them become successful. Services are provided to WOU students at no charge.

Services through the Learning Center include:

- Peer tutoring in most academic subjects by appointment
- Tutor-assisted study groups
- Individual study skills assessment and assistance (time management, test taking, note taking, listening, textbook reading, etc.)
- Student computer lab

Tutoring assistance is offered in most academic subjects by peer tutors who have been recommended by faculty. The goal of tutoring is to help students improve their knowledge and develop better study habits. Students must be currently enrolled in the requested class at WOU, or dual enrolled, for tutoring.

For more information, call 503-838-8428 TTY, email tutoring@wou.edu or go to www.wou.edu/learning.

International Students and Scholars Affairs

www.wou.edu/international

Director Neng Yang
global@wou.edu

The Office of International Students and Scholars Affairs promotes intercultural learning and international understanding by facilitating the recruitment, admission, transition and support of international students and visiting scholars. The presence of international students on our campus provides opportunities for everyone to learn more about other peoples, cultures and perspectives in our world.

The International Students and Scholars Affairs office provides services to WOU's international students and faculty. Advisers are available to assist international students and their dependents with immigration, housing, employment and personal and academic issues. This office is responsible for maintaining the F-1 Student Program and the J-1 Exchange Visitor's program designated by the U.S. Citizenship and Immigration Service and the U.S. Department of State.

International students have many opportunities to share their culture and knowledge with the campus and community through the International Cultural Service Program, International Club, internationalized curriculum and a wide variety of campus student activities. For more information, visit www.wou.edu/international.

Library and Media Services

www.wou.edu/library

Dean Allen McKiel

libweb@wou.edu

WOU's Library and Media Services strives to meet your academic and personal information and media needs. Faculty and staff members help you learn to select and use appropriate technologies and sources of information.

Library and Media Services has two locations: the Hamersly Library and areas within the Instructional Technology Center. Hamersly Library has varied print and electronic collections: scholarly books, K-12 curricular materials and state-adopted textbooks, journals, newspapers, government documents, audiovisual materials, online resources and other materials. A valid WOU identification serves as a library card to check out materials.

The library is a member of the Orbis Cascade Alliance, which allows WOU students to order books from other Oregon and Washington college and university libraries through the Summit online catalog. Alternatively, you can visit Summit libraries and borrow their books directly by presenting your WOU ID card to the circulation desk.

Services and resources in the Hamersly Library include:

- Reference assistance and instruction, including instant messaging, 24 hours a day, 7 days a week
- Orientations and class presentations
- Course reserves
- 25,000 online journals and magazines, in addition to the print collection
- Electronic indexes, full-text resources and Internet access
- WOLF, the online catalog and its extension Summit, which lists the holdings of 35 college and university libraries in Oregon and Washington
- Oregon State Adopted Textbooks and other curricular materials for K-12 teaching and learning
- Audio and visual materials such as DVDs, CDs, slides and tapes of public television programs
- Interlibrary loans, including 48-hour delivery of Summit materials and Web-delivery of articles
- Archival material documenting the history of WOU
- Conference rooms, group study rooms and a student lounge
- Media equipment, including TV monitors, VCRs, DVD, CD and cassette players
- Services and equipment for students with special needs
- Photocopiers, scanners and microform scanners and printers
- Computer lab, laptops to checkout, and wired and wireless network connections for personal laptops
- Exhibits, artistic and artifactual, of university and regional interest

The Web site for Library and Media Services, www.wou.edu/library, gives you access to electronic indexes and databases, as well as other information and services. These resources may also be accessed from off campus.

Copy Services

Self-serve photocopying options are available in the following areas:

- Werner University Center, Information Desk
- Hamersly Library, HL 105 and HL 215
- Technology Resource Center, ITC 205
- WOU Print Shop, ITC 112

Print Shop

The Print Shop offers digital high-speed duplication and off-set printing options for simple or complex projects. The staff is available for pre-print consultations for complex jobs, custom orders and quotes on request. Services and options are listed online at www.wou.edu/printshop.

The Print Shop is located in ITC 112 and is open 8 a.m. to 5 p.m. Monday through Friday. The phone number is 503-838-8431.

Video Production Services (VPS)

VPS offers many video services to the campus. Video conferences between remote sites and the campus are available in a studio facility which accommodates 28 people as well as in the Hamersly Library. Satellite downlinking capabilities include program taping as well as transmission to the Hamersly Library and other campus locations. VPS staff provides audiotape, videotape and disc duplication services through the Print Shop. Selected university events and classroom-related activities are taped and made available, including studio and field productions such as sports events and lectures.

VPS operates and provides technical support for the local community access cable television, WIMPEG, a partnership between the university and the cities of Monmouth and Independence. A community billboard features campus and community events. Visit www.wimpeg.org for an online billboard submission form and more information, including the weekly schedule.

Video Production Services is located in room ITC 004 in the north wing behind the main ITC building. It is open 8 a.m. to 5 p.m., Monday through Friday. The phone number is 503-838-8975.

Study Abroad and International Exchanges

www.wou.edu/studyabroad

Director Michele V. Price
studyabroad@wou.edu

The Office of Study Abroad and International Exchanges promotes intercultural learning and international understanding by facilitating the movement of students and scholars across international borders for educational purposes. Students who study abroad or participate in international internships increase their global awareness, develop their critical thinking and problem solving skills, develop greater self confidence and gain experience that helps them achieve their personal and career goals.

A variety of study abroad programs and international internships are available through this office. With locations in Europe, Asia, Central and South America, Africa, Australia and New Zealand, these programs provide students intense cultural, educational and professional experience.

Study abroad and international internships are not just for those students who are studying foreign languages. WOU offers programs at sites that do not have a language requirement, and some programs are offered in English speaking countries.

Qualified students may study or work abroad for a summer, a quarter, a semester, or a year and continue to earn credit toward their degrees. Most forms of financial aid apply. The Office of Study Abroad and International Exchanges reviews study abroad and international internship/fellowship applications; reviews and resolves difficulties related to overseas study; manages pre-departure orientation; evaluates and assesses programs; and maintains an overseas study database and related informational resources. For more information, visit www.wou.edu/studyabroad.

The Teaching Research Institute

www.tr.wou.edu

Director John Killoran
kenyond@wou.edu

The mission of the Teaching Research Institute is to inform and facilitate change in educational and human service systems that improves the quality of life for individuals. To attain this vision, the Teaching Research Institute conducts a comprehensive, multi-disciplinary program of research, evaluation, program/model development, serving both typical and special populations of all ages at the local, state, regional and national levels. The Teaching Research Institute is guided by partnerships with consumers, families and practitioners and measures the effectiveness of its work by its impact on their lives.

Projects at the Teaching Research Institute are funded through a variety of sources: U.S. Department of Education, Office of Special Education Services, Maternal Child Health Bureau, National Institutes of Health, State of Oregon agencies, and private funding. For further information, please see www.tr.wou.edu.

University Computing Services

www.wou.edu/ucs

Director Bill Kernan
webmaster@wou.edu

Computer labs and classrooms: Academic computer labs and classrooms are located throughout the WOU campus; our focal point lab is located in Academic Programs and Support Center (APSC) 101. This lab contains approximately 75 computers, while other main labs can be found in the Werner University Center, library, and the ITC complex. Various computer classrooms located in the ITC complex each contain approximately 20 computers and an instructor's station; these are available for lab use during non-instructional times. Smart classrooms are located throughout campus with more being developed each term. These smart classrooms use the latest technologies to



aid in the instructional process. A showcase classroom is in ITC 211.

Data network: Faculty, staff and student computers are connected to a 10/100/1000 megabit ethernet wired/wireless network. Storage space for class projects, Web, wikis, etc. is available for all faculty, staff and students.

Desktop support: Campus computers are supported under a maintenance agreement with University Computing Services. Basic hardware and software are maintained to provide a standard level of support to campus-owned computer equipment. This includes hardware troubleshooting, software installation, new equipment distribution, and preventative maintenance against malware and virus threats.

Service request desk: Provides a point of contact where IT hardware and network related issues are evaluated and prioritized. Issues requiring assistance are responded to by the next available technician. This service is available 24/7 by calling ext. 8-8925.

Writing Center

www.wou.edu/las/humanities/writingctr

Director Katherine Schmidt
writingcenter@wou.edu

We're in the business of looking at your papers before your professors do.

The Writing Center is the only academic-support unit on campus specifically designed to promote students' development and success as college writers. A team of peer consultants is available to assist students both in person and online with writing projects for any course and at any level of instruction.

To accommodate emerging populations at WOU, the Writing Center offers specialized writing support for international students and English Language Learners. The International Writing Specialist helps international students develop their academic writing skills and supports faculty in their efforts to acclimate this student population to expectations at WOU. The English Writing Specialist for Spanish Speakers offers academic writing support to Spanish-speaking students and raises awareness regarding their unique writing challenges.

Undergraduate and graduate students are invited to utilize Writing Center support during any stage of the writing process:

- understanding assignment directions
- brainstorming ideas
- creating "maps" or outlines
- checking to see that a project specifically meets the directions specified by the instructor
- exploring practical routes for revision and development
- adhering to format and style guides (e.g., AAA, APA, APSA, Chicago, CBE, and MLA)



While tutors avoid "fixing" writing, they do help students become conscious of, and proactive about, particular error patterns that emerge in their written work. Additionally, the Writing Center maintains a library of reference texts and take-home handouts.

The Writing Center opens for business the second week of the fall, winter, and spring terms and closes on Wednesday during final exam week. The Writing Center is closed during university breaks

and holidays and maintains limited service hours during the summer term.

To learn more about the Writing Center and to make an appointment, please visit www.wou.edu/writingcenter.

International Writing Specialist:
Jennifer Morris, morrisj@wou.edu

English Writing Specialist for Spanish Speakers:
Heidi Coley, coleyh@wou.edu

Undergraduate studies

Students are held responsible for information contained in these pages. Failure to read and understand these regulations and degree requirements will not excuse a student from their observance.

Undergraduate programs at WOU maximize individual and professional development and support the advancement of knowledge for the public good. Study includes a general education program built around the Liberal Arts Core Curriculum (LACC) where students have an opportunity to develop skills in essential areas such as writing, communication studies, mathematics and computer science, as well as familiarity with the humanities, social sciences, arts and natural sciences. In a personalized learning environment marked by small class sizes and caring faculty, students pursue concentrated study in their majors as well as electives in a wide variety of areas. Together these elements of a WOU education provide students with the foundations for productive careers, lifelong development and informed citizenship. See Institutional Aspirations for Learning on page 6.

Degree requirements

The LACC is the foundation for all undergraduate bachelor degree programs. In addition, most programs require completion of a major specialization and a minor concentration that complements the major. Courses completed as part of the major requirements may not also be used to fulfill minor requirements.

Students complete the 180 credit hours, including 62 upper-division credit hours, required for graduation by selecting elec-

tives that explore unique interests or permit greater study in a major or minor. Graduation requirements in mathematics, computer science, cultural diversity and writing intensive-ness are also required and may be met within the LACC, major, minor, or elective areas.

Courses completed as part of the Liberal Arts Core Curriculum and/or B.A./B.S./B.F.A./B. Mus. requirements may also be used to fulfill requirements within a student's major or minor program (i.e., be double counted).

Bachelor of Arts

Students who complete the university requirements listed below are granted this degree.

- Proficiency through the third term (second semester) of the second year (usually 24 credit hours) of college work, or the equivalent, in a second language. Two years of a second language at any United States accredited institution will satisfy this requirement for transfer students. Transfer students from unaccredited institutions must pass a proficiency examination administered by the WOU modern language department. Native speakers who have attended high school in their own language may not use that language to fulfill this requirement.
- International students whose first language is not English must provide high school or college transcripts as evidence of formal training in the native language and a Test of English as a Foreign Language (TOEFL) score of at least 150 to the International Students and Scholars Affairs Office. International students must also meet all special graduation requirements related to writing intensive course work.
- Minimum of 180 credit hours including 62 upper-division
- Minimum of 2.00 (C) grade point average (GPA) in all college work and all work completed at WOU
- Residence: minimum of 45 of the last 60 credit hours completed through WOU
- Credit limitation of a total of 12 hours for each open-ended course set: (199,399) (403) (406, 407, 408) (409)
- Liberal Arts Core Curriculum: completion of 55 credit hours as outlined in the section on Undergraduate Programs
- Academic major: minimum of 36 upper-division credit hours unless otherwise stated
- Academic minor: minimum of 12 upper-division credit hours unless otherwise stated
- Mathematics, computer science, cultural diversity and writing intensive requirement as outlined beginning on page 44.*

Bachelor of Fine Arts

Students who complete the university requirements listed below are granted this degree.

- Minimum of 180 credit hours including 62 upper-division
- Minimum of 2.00 (C) grade point average (GPA) in all college work and all work completed at WOU

- Residence: minimum of 45 of the last 60 credit hours completed through WOU
- Credit limitation of a total of 12 hours for each open-ended course set: (199, 399) (403) (406, 407, 408) (409)
- Liberal Arts Core Curriculum: completion of 55 credit hours as outlined in the section on undergraduate programs
- Academic major: minimum of 36 upper-division credit hours unless otherwise stated
- Academic minor: minimum of 12 upper-division credit hours unless otherwise stated
- Mathematics, computer science, cultural diversity and writing intensive requirement as outlined beginning on page 44.*

Bachelor of Music

Students who complete the university requirements listed below are granted this degree.

- Minimum of 180 credit hours including 62 upper-division
- Minimum of 2.00 (C) grade point average (GPA) in all college work and all work completed at WOU
- Residence: minimum of 45 of the last 60 credit hours completed through WOU
- Credit limitation of a total of 12 hours for each open-ended course set: (199, 399) (403) (406, 407, 408) (409)
- Bachelor of Music general education requirements: completion of 42 credit hours as outlined in the section on undergraduate programs
- Academic major
- Cultural diversity and writing intensive requirements as outlined beginning on page 44.*

Bachelor of Science

Students who complete the university requirements listed below are granted this degree.

- Minimum of 180 credit hours including 62 upper-division
- Minimum of 2.00 (C) grade point average (GPA) in all college work and all work completed at WOU
- Residence: minimum of 45 of the last 60 credit hours completed through WOU
- Credit limitation of a total of 12 hours for each open-ended course set: (199, 399) (403) (406, 407, 408) (409)
- Liberal Arts Core Curriculum: completion of 55 credit hours as outlined in the section on undergraduate programs
- Academic major: minimum of 36 upper-division credit hours unless otherwise stated
- Academic minor: minimum of 12 upper-division credit hours unless otherwise stated
- Mathematics, computer science, cultural diversity and writing intensive requirements as outlined beginning on page 44.*

*additional graduation requirements

The typical degree program:

Liberal Arts Core Curriculum (55)

B.A./B.S./B.F.A./B.Mus. degree requirements (18-24)

Academic major* (52-133)

Academic minor* (15-33)

Electives (variable)

* If a student chooses to complete two academic majors, no minor is required.

The typical education degree program:

Liberal Arts Core Curriculum (55)

B.A./B.S. degree requirements (18-24)

Teaching Authorization/Teaching major (52-73)

Professional education core (48-50)

Electives (variable)

The Bachelor of Music degree:

General education requirements (42)

Academic major (120)

Electives (18)

The minimum number of credit hours required for a B.A./B.S./B.F.A./B.Mus. degree is 180.

Undergraduate majors, minors and specialty areas

Program	B.A.	B.S.	B.F.A.	B. Mus	Minor	Other
Aerospace Studies (Air Force ROTC)					•	
American Sign Language/English Interpreting	•	•				
American Sign Language Studies	•				•	
Anthropology	•	•			•	
Art	•	•	•		•	
Art History					•	
The Arts	•	•			•	
Biology	•	•			•	
Biology Teacher Education*	•	•				
Building Codes					•	
Business	•	•			•	
Chemistry	•	•			•	
Chemistry/Forensic Chemistry	•	•				
Chemistry/Physics: Natural Science	•	•			•	
Chicano/a Studies					•	
Communication Studies	•	•			•	
Community Services					•	
Community Health Education	•	•				
Computer Science	•	•			•	
Computer Science/Mathematics*	•	•				
Contemporary Music*				•		
Contemporary Music/Theatre*				•		
Criminal Justice	•	•				
Dance	•	•			•	
Earth History/Biosphere					•	
Earth Resources					•	
Earth Science	•	•				
Earth System Science					•	
Economics	•	•			•	
Education: Early Childhood Teaching Authorization*	•	•				
Education: Early Childhood/Elementary Teaching Authorizations*	•	•				
Education: Elementary/Middle Level Teaching Authorizations*	•	•				
Education: Middle Level/High School Teaching Authorizations*	•	•				
English/Literature	•				•	
English/Linguistics	•				•	
English/Writing	•				•	
Entrepreneurship					•	
Environmental Studies					•	
Exercise Science	•	•				
Film Studies					•	
Fire Services Administration	•	•				
Forensic Science/Chemistry major					•	
Forensic Science/ Non Chemistry majors					•	
French					•	
Gender Studies					•	
Geography	•	•			•	

Program	B.A.	B.S.	B.F.A.	B. Mus	Minor	Other
Geology					•	
German Studies	•				•	
German Teacher Education*	•					
Health					•	
History	•	•			•	
Homeland Security and Community Preparedness					•	•
Honors Program						•
Humanities	•	•			•	
Human Biology					•	
Information Systems	•	•				
Integrated Science Teacher Education*	•	•				
Interdisciplinary Studies*	•	•				
International Studies	•				•	
Language Arts Teacher Education*	•					
Latin American Studies					•	
Legal Studies					•	
Mathematics	•	•			•	
Mathematics Teacher Education*	•	•			•	
Military Science (Army ROTC)					•	
Music*				•		
Philosophy	•	•			•	
Physical Education					•	
Physical Education Teacher Education*	•	•				
Physics					•	
Planning					•	
Political Science	•	•			•	
Pre-Professional Studies						•
Psychology	•	•			•	
Public Policy and Administration	•	•			•	
School Health Education*	•	•				
Social Science	•	•			•	
Social Science Teacher Education*	•	•				
Sociology	•	•			•	
Spanish	•				•	
Spanish Teacher Education*	•					
Special Education/Rehabilitation Counseling					•	
Sport Management					•	
Sports Leadership					•	
Studio Art					•	
Studio/Art History					•	
Theatre Arts	•	•	•		•	

"Other" indicates specialty areas and programs.

* A minor is not required for these majors.

GENERAL EDUCATION AT WOU

Liberal Arts Core Curriculum

WOU's general education curriculum is designed to introduce students to the content and methodology of the principal areas of knowledge – the humanities and creative arts, the natural sciences, mathematics and the social sciences. The Liberal Arts Core Curriculum (LACC) is the central aspect of WOU's general education program. Math, computer science, cultural diversity and writing intensive course requirements, where applicable, are tailored to the various bachelor's degrees offered at WOU (see page 41). The learning outcomes for WOU's general education can be found in the Institutional Aspirations for Learning listed on page 6.

WOU is a participant in the Association of American Colleges and Universities' Liberal Education & America's Promise (LEAP) initiative on general education for students.

Mission Statement

The LACC provides all matriculated students with a general education core experience. The LACC prepares students for advanced study in their academic majors and helps students develop a foundation of basic knowledge necessary for a more healthy and successful personal and professional life.

Goals

1. Develop an appreciation of the liberal arts and their role in a diverse society.
2. Use oral, written and computational languages effectively.
3. Work effectively with others.

The LACC is a required part of all B.A., B.S. and B.F.A. programs and comprises 55 of the 180 credit hours necessary for graduation. It has been designed by faculty to prepare students for advanced study in their academic majors and to help students develop a foundation of basic knowledge necessary for a more successful personal and professional life.

The LACC is designed to help students: learn independently; make mature judgments; solve problems in a systematic and logical manner; use language effectively; understand global problems and issues, appreciate past and present contributions to thought and culture; work effectively with others; cope with political, social, economic, technological and environmental changes and problems; sustain an active, balanced life through the development of a sound mind and body; be creatively expressive and aesthetically sensitive; as well as achieve institutional aspirations for learning (see page 6).

It is critical that students consult with the Academic Advising and Learning Center or their academic adviser as they select

LACC courses to avoid mistakes that may prolong their time in college. Many majors and minors have prerequisites or suggestions for course work within the LACC.

Courses completed as part of the Liberal Arts Core Curriculum and/or B.A./B.S./B.F.A. requirements may also be used to fulfill requirements within a student's major or minor program (i.e. be double counted).

Standard LACC components

Communication Studies	3
Creative Arts	9
Health and Physical Education	4
Laboratory Science	12-15
Literature/Modern Language	8
Philosophy or Religion	3
Social Science	11-12
Writing	4
Total	55

Standard LACC course selections

Communication Studies (3)

COM 111 Principles of Public Speaking (3)

Creative Arts (9)

Take at least 1 credit from three of the following four program areas for a total of 9 credits.

Art

- A 100 Introduction to the Visual Arts (3)
- A 115 Beginning Design (2D) (3)
- A 116 Beginning Design (3D) (3)
- A 117 Beginning Design (Color) (3)
- A 130 Beginning Drawing (3)
- A 131 Beginning Drawing Systems (3)
- A 204 Art History: Prehistoric-Romanesque (4)
- A 205 Art History: Gothic-Rococo (4)
- A 206 Art History: Neoclassicism-Contemporary (4)

Theatre

- TA 110 Introduction to Theatre (3)
- TA 112 Introduction to Film (3)
- TA 210 Oral Expression Through Theatre (3)
- TA 244 Technical Theatre: Scenecraft (3)
- TA 245 Technical Theatre: Lighting (3)
- TA 246 Technical Theatre: Costuming (3)
- TA 247 Technical Theatre: Sound (3)
- TA 250 Basic Movement and Vocal Development (3)
- TA 251 Elements of Acting (3)
- TA 252 Technical Theatre: Makeup (3)
- TA 253 Production Workshop (1-3)

Music

- MUEN 100 Pep Band (1)
- MUEN 101 Concert Choir (1)
- MUEN 102 Chamber Singers (1)
- MUEN 111 Western Oregon Symphony (1)
- MUEN 112 Wind Ensemble (1)
- MUEN 113 Early Music Consort (1)
- MUEN 120 Chamber Ensemble (1)
- MUEN 121 Brass Chamber Ensemble (1)

- MUEN 122 String Chamber Ensemble (1)
- MUEN 123 Woodwind Chamber Ensemble (1)
- MUEN 124 Piano Chamber Ensemble (1)
- MUEN 141 Percussion Ensemble (1)
- MUEN 142 New Music Ensemble (1)
- MUEN 143 Guitar Ensemble (1)
- MUEN 151 Opera Scenes: Vocal (1-3)
- MUEN 152 Opera Scenes: Instrumental (1-3)
- MUEN 153 Musical Theatre: Vocal (1-3)
- MUEN 154 Musical Theatre: Instrumental (1-3)
- MUEN 161 Soulstice Vocal Jazz (1)
- MUEN 162 Western Hemisphere Orchestra (1)
- MUEN 170 Combo (1)
- MUEN 171 Jazz Repertoire Combo (1)
- MUEN 172 Hemisphere Combo (1)
- MUEN 173 Singer/Songwriter Combo (1)
- MUEN 174 Brazilian Combo (1)
- MUEN 190 Ensemble (1)
- MUS 105 The Magic of Mozart (3)
- MUS 111 Beginning Musicianship (3)
- MUS 181 Voice Class (2)
- MUS 182 Voice Class (2)
- MUS 201 Introduction to Music and Its Literature (3)
- MUS 202 The Music of Broadway (3)
- MUS 203 Jazz History (3)
- MUS 204 Music of the World (3)
- MUS 205 Music of Black Heritage (3)
- MUS 206 Introduction to Music and MIDI (3)
- MUS 207 Song Writing (3)
- MUS 208 Popular Music in America (3)
- MUS 209 Rock Music: A Social History (3)
- MUS 210 Music Today (3)

Dance

The following are dance studio courses to be taken in sequence:

- D 170, 171, 172 World Dance I, II, III (1 each)
- D 177, 178, 179 Beginning Hip Hop (1 each)
- D 180, 181, 182 Beginning Modern I, II, III (1 each)
- D 185, 186, 187 Beginning Ballet I, II, III (1 each)
- D 188, 189, 190 Beginning Jazz, I, II, III (1 each)
- D 196, 197, 198 Beginning Tap, I, II, III (1 each)
- D 251 Introduction to Dance (3)
- D 280, 281, 282 Intermediate Modern I, II, III (2 each)
- D 285, 286, 287 Intermediate Ballet I, II, III (2 each)
- D 288, 289, 290 Intermediate Jazz, I, II, III (2 each)

Health and Physical Education (4)

PE 131 Individual Health and Fitness
(required of all students)

Choose one additional 100 level physical education activity course (2).

Laboratory Science (12-15)

Students must take three laboratory science courses with at least two courses from the same sequence. Early Childhood, Early Childhood/Elementary and Elementary/Middle Level education majors should take BI 101, ES 104 and ES 106 as their science sequence. Students should check this cata-

GENERAL EDUCATION AT WOU

log for any prerequisites for the following science courses. Students must register for both a lecture and a lab section for the following courses, i.e., BI 101 and BI 101L.

Earth Science

ES 201 Principles of Geology (4)
ES 202 Principles of Geology (4)
ES 203 Principles of Geology (4)

Biology

BI 101 General Biology (5)
BI 102 General Biology (5)
BI 103 General Biology (5)

Earth System Science

ES 104 Earth System Science I (5)
ES 105 Earth System Science II (5)
ES 106 Earth System Science III (5)

Chemistry

CH 104 Introduction to Chemistry (4)
CH 105 Introduction to Chemistry (4)
CH 106 Introduction to Chemistry (4)

Physics

PH 201 General Physics (4)
PH 202 General Physics (4)
PH 203 General Physics (4)

Intermediate Biology

BI 211 Principles of Biology (4)
BI 212 Principles of Biology (4)
BI 213 Principles of Biology (4)

Intermediate Chemistry

CH 221 General Chemistry (5)
CH 222 General Chemistry (5)
CH 223 General Chemistry (5)

Physics with Calculus

PH 211 General Physics With Calculus (4)
PH 212 General Physics With Calculus (4)
PH 213 General Physics With Calculus (4)

Literature/Modern Language (7-8)

Choose one course from ENG 104-109, FR 110 or GL 110. Choose another course from ENG 104-109, FR 110, GL 110, LING 210 or a 3-4 credit hour course in a modern language. English majors and language arts secondary teaching majors should take ENG 107 and ENG 108; ENG 109 is also recommended.

Education majors seeking authorizations in Early Childhood, Early Childhood/Elementary, or Elementary/Middle Level teaching should take LING 210 as the second course.

Introduction to Literature

ENG 104 Introduction to Literature: Fiction (4)
ENG 105 Introduction to Literature: Drama (4)
ENG 106 Introduction to Literature: Poetry (4)

Literature of the Western World

ENG 107 Literature of the Western World (4)
ENG 108 Literature of the Western World (4)
ENG 109 Literature of the Western World (4)

Linguistics

LING 210 Introduction to Linguistics (4)

Literature in Translation

FR 110 Introduction to French Literature in Translation (4)
GL 110 Introduction to German Literature in Translation (4)

Modern Language

One 3-4 credit hour course in a foreign language

Philosophy or Religion (3)

Select one course from either area listed below:

Philosophy

PHL 101 Introduction to Philosophy: Knowledge and Reality (3)
PHL 102 Introduction to Philosophy: Personal Morality and Social Justice (3)
PHL 103 Introduction to Logic (3)
PHL 251 Ethics (3)
PHL 252 Medical Ethics (3)
PHL 255 Environmental Ethics (3)
PHL 261 Metaphysics: Theory of Being (3)
PHL 262 Epistemology: Theory of Knowledge (3)
PHL 263 Philosophy of Mind (3)
PHL 282 Philosophy of Art (3)
PHL 283 Philosophy of Religion (3)

Religion

R 201 Introduction to the World's Religions: Eastern (3)
R 204 Introduction to the World's Religions: Western (3)

Social Science (11-12)

Choose one 8 or 9 hour sequence from the following list and any additional 3 or 4 credit hour social science course for a total of 11-12. The additional 3 or 4 credits may be any social science course, including psychology and criminal justice.

Anthropology

Choose two of the following as a sequence or three for 12 hour total requirement:
ANTH 213 Language and Culture (4)
ANTH 214 Physical Anthropology (4)
ANTH 215 Archaeology (4)
ANTH 216 Cultural Anthropology (4)

Economics

EC 201 Introduction to Microeconomics (4)
EC 202 Introduction to Macroeconomics (4)

Geography

Choose two of the following as a sequence or all three for 12 hour total requirement:
GEOG 105 Introductory Physical Geography (4)
GEOG 106 Introductory Economic Geography (4)
GEOG 107 Introductory Cultural Geography (4)

Western Civilization

Choose two of the following as a sequence or all three for 12 hour total requirement:
HST 101 History of Western Civilization (4)
HST 102 History of Western Civilization (4)
HST 103 History of Western Civilization (4)

World History

Choose two of the following as a sequence or all three for 12 hour total requirement:
HST 104 World History (4)
HST 105 World History (4)
HST 106 World History (4)

US History

Choose two of the following as a sequence or all three for 12 hour total requirement:
HST 201 History of the United States (4)
HST 202 History of the United States (4)
HST 203 History of the United States (4)
Or choose the following for 8 credit hours:
HST 211 American History Survey (4)
HST 212 American History Survey (4)

Political Science

PS 201 American National Government (3)
PS 202 State and Local Government (3)
PS 203 International Relations (3)
PS 204 Intro to Comparative Politics (3)

Sociology

SOC 223 Introduction to Sociology: Theory (3)
SOC 224 Introduction to Sociology: Research (3)
SOC 225 Social Problems (3)

Writing (4)

WR 135 College Writing II (4)
This course, or its transfer equivalent, must be passed with a grade of C- or better to meet the LACC requirement. Transfer 3-hour writing classes meet this requirement.

Bachelor of Music general education requirements

Total (42 credits)

Skills

WR 135 College Writing II (4)
MUS 419 Music and Technology (4)
PE 131 Individual Health and Fitness (2)

Distribution

Creative Arts non-Music * ♦ ■ (8)
Humanities ♦ ■ (8)
Social Science ♦ ■ (8)
Natural Sciences ■ (8)

* These credits may not be used to satisfy any major requirement.
♦ Modern language courses can substitute for hours in one of these areas.
■ As approved for LACC

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Additional graduation requirements

Math and computer science requirements

High school mathematics skills deteriorate quickly. Students should take their mathematics requirements in their first year or two on campus.

Students seeking a **bachelor of arts** degree will complete:

Mathematics (MTH 105 or above*) (4)
Computer Science (CS 101 or above*) (2)

Students seeking a **bachelor of science** degree will complete: a combined total of 12 credit hours in mathematics, computer science, and/or designated quantitative literacy courses. A minimum of one course in mathematics at the level of MTH 111 or above** and one course in computer science is required. The remaining required credit hours may be from either discipline or designated quantitative literacy courses. CS 101 may not be used to meet any portion of this 12 credit requirement. Quantitative literacy courses used to complete this requirement carry a special "Q" designation in the online schedule of classes and on the transcript.

The mathematics requirement for education majors with Early Childhood, Early Childhood/Elementary or Elementary/Middle Level authorizations is: MTH 211, 212, 213 (12).

Partial completion of the MTH 211, 212, 213 sequence will not meet any mathematics, computer science, or quantitative literacy courses graduation requirements. Regardless of the academic program being pursued, if any of MTH 211, 212, 213 are to be applied toward graduation requirements, the entire sequence must be completed.

* *The course content must be equivalent to or greater than the content of MTH 105 and CS 101 offered at WOU.*

** *The prerequisite for MTH 111 is MTH 95 with a grade of C- or better, satisfactory score on WOU's math placement test, or adequate SAT or ACT score.*

Students seeking the **bachelor of fine arts in art** degree must complete either the additional graduation requirements for the B.S. degree or the B.A. degree listed above.

Students seeking the **bachelor of fine arts in theatre** degree must complete the additional graduation requirements for the B.S. degree listed above.

Approved quantitative literacy courses

See online Schedule of Classes for specific courses offered as 'Q'

BA 240Q	EC 315Q
BA 340Q	PSY 467Q
BA 367Q	PSY 468Q
CJ 427Q	SOC 328Q

Cultural diversity requirement

Students seeking a B.S., B.Mus. or B.F.A. (without a foreign language) degree will satisfy this requirement by successfully completing 6 hours of course work which emphasizes a topic or subject dealing with cultural diversity within any portion of the student's degree plan. Cultural diversity courses used to complete this requirement carry a special 'D' designation in the schedule of classes. If the course also meets the writing intensive requirements it will carry a special 'C' designation in the schedule of classes.

Students meeting the second language requirement for a B.A. degree will have satisfied this requirement.

Honors Program participants should consult the Honors Program description and the director of the Honors Program regarding course work to meet this requirement.

Approved diversity courses

See online Schedule of Classes for specific courses offered as 'D'.

A 100D Introduction to the Visual Arts
A 404D Art History: Non-Western Art
A 405D Art History: Gender in Art
ASL 101D American Sign Language I
ASL 102D American Sign Language II
ASL 103D American Sign Language III
ASL 201D American Sign Language IV
ASL 202D American Sign Language V
ASL 203D American Sign Language VI
ASL 301D American Sign Language VII
ASL 302D American Sign Language VIII
ASL 303D American Sign Language IX
ASL 310D American Sign Language Phonology/Cherology
ASL 315D American Deaf Culture
ASL 320D American Sign Language Morphology
ASL 325D American Sign Language Literature
ASL 330D Special Topics in American Sign Language
ASL 415D American Sign Language Syntax and Semantics
ASL 420D Sociolinguistics of Deaf Communities
ASL 425D Introduction to American Sign Language Teaching
ASL 430D Methodology and Curriculum: American Sign Language Teaching
ASL 435D Mentoring for ASL Specialists and Teachers
ANTH 213D Language and Culture
ANTH 214D Physical Anthropology
ANTH 215D Archaeology
ANTH 216D Cultural Anthropology
ANTH 310D World Prehistory
ANTH 311D Human Evolution
ANTH 313D North American Prehistory
ANTH 314D The Evolution of Human Societies
ANTH 316D Circumpolar Peoples
ANTH 324D Anthropological Theory
ANTH 325D Ethnographic Methods
ANTH 326D Ethnographic Writing

ANTH 330D Contemporary Chicano/a/Latino/a Culture
ANTH 332D Latin America
ANTH 358D Tribal Art of US and Canada
ANTH 360D Museum Studies
ANTH 369D Visual Anthropology
ANTH 370D Women in Cross-Cultural Perspective
ANTH 372D Social Constructions of Race
ANTH 375D Women Anthropologists
ANTH 380D Africa
ANTH 381D African Film & Society
ANTH 384D Modernization
ANTH 386D Anthropology of Islam
ANTH 388D Transnational Migration
ANTH 390D Pastoral Nomads
ANTH 392D Applied Anthropology
ANTH 394D Childhood in Cross-Cultural Perspective
ANTH 395D Medical Anthropology
ANTH 396D Environmental Anthropology
ANTH 420D Indigenous Peoples, Human Rights and the Environment
ANTH 432D Human Rights
ANTH 435D U.S.-Mexico Border
ANTH 452D U.S.-Mexico Border Field School
ANTH 461D Urban Anthropology
ANTH 475D Anthropological Approaches to Law
ANTH 476D Religion and Ritual
ANTH 478D Political Anthropology
ANTH 482D Historical Archaeology
ANTH 494D Northwest Indian Cultures
ANTH 496D Indian America

BA 361D Organizational Behavior
BA 370D Business and Society
BA 390D Management
BA 392D Management of Diversity
BA 484D International Management

COM 325D Intercultural Communication
COM 335D Communication and Gender
COM 435D Rhetoric of the Women's Movement
CJ 212D History and Development of American Law Enforcement
CJ 213D Introduction to Criminal Justice
CJ 219D Ethics and Leadership in Criminal Justice
CJ 241D Introduction to Community Crime Prevention
CJ 331D Police and Community: Policy Perspective
CJ 435D Gender, Crime and Justice
CJ 436D Minorities, Crime, Social Policy and Social Control
CJ 440D Community Crime Prevention Studies
CJ 450D Criminology
CJ 451D Youth, Crime and Society
CJ 454D Parole and Probation
CJ 455D Correctional Casework and Counseling
CJ 463D Topics on Juvenile Issues

D 170D World Dance I
D 171D World Dance II
D 172D World Dance III

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- D 251D Introduction to Dance
D 310D Women in Dance
- EC 202D Introduction to Macroeconomics
EC 417D Development of Economics
EC 440D International Trade
ED 409D Practicum
ED 446D Environments for Diverse Learners
ED 461D Differentiating Instruction for Diverse Learners
ED 482D Foundations of ESOL/Bilingual Education
ED 483D Culture, Community and the ESOL/Bilingual Classroom
ED 484D First and Second Language Acquisition and Educational Linguistics
ED 491D Curriculum Models, Instructional Approaches and Assessment Strategies for English Language Learners
ED 492D Teaching Reading and Writing to ESOL and Bilingual Students
ENG 385D Folklore
ENG 389D Minority Literature
- FR 101D First Year French
FR 102D First Year French
FR 103D First Year French
FR 110D Introduction to French Literature in Translation
FR 201D Second Year French
FR 202D Second Year French
FR 203D Second Year French
FR 301D Intermediate French Composition and Phonetics
FR 302D Intermediate French Composition and Phonetics
FR 303D Intermediate French Composition and Phonetics
FR 310D Intro to French Literature
FR 340D Topics in French Arts and Culture
FR 410D Topics in French Language & Literature
FR 440D Topics in French Civilization & Culture
- GEOG 107D Introductory Cultural Geography
GEOG 307D Canadian Identity Through Film
GEOG 310D World Regional
GEOG 311D Geography of Europe
GEOG 313D The Pacific Northwest
GEOG 314D The Pacific Rim
GEOG 315D The Indian Subcontinent
GEOG 321D Field Geography
GEOG 371D Mexico and Central America
GEOG 372D South America
GEOG 410D Global Issues
GEOG 411D Cultural Geography
GEOG 420D The West and the American Imagination
GEOG 421D The Changing American West
GEOG 432D Geography of Africa
GL 101D First Year German
GL 102D First Year German
GL 103D First Year German
GL 110D Introduction to German Literature in Translation
GL 201D Second Year German
GL 202D Second Year German
GL 203D Second Year German
GL 301D Intermediate German Composition and Conversation
GL 302D Intermediate German Composition and Conversation
GL 303D Intermediate German Composition and Conversation
GL 310D German Film and Conversation
GL 320D Business German
GL 340D German Culture and Civilization I: Romans-Enlightenment
GL 341D German Culture and Civilization II: Classicism-Reunification
GL 342D Studies in German Culture and Literature to 1900
GL 343D Studies in German Culture and Literature to 1945
GL 344D Studies in German Culture and Literature to 1990s
GL 401D Advanced German Composition and Conversation
GL 402D Advanced German Composition and Conversation
GL 403D Advanced German Composition and Conversation
GL 411D German Literature I: Medieval-Classical
GL 412D German Literature II: Naturalism-Present
GL 440D 19th Century German Drama
GL 441D 20th Century German Drama
GL 442D German Drama-Performance
- HE 465D International Health
HST 101D History of Western Civilizations
HST 102D History of Western Civilizations
HST 103D History of Western Civilizations
HST 104D World History
HST 105D World History
HST 106D World History
HST 201D History of the United States
HST 202D History of the United States
HST 203D History of the United States
HST 211D American History Survey
HST 212D American History Survey
HST 404D Gender Issues in History Part I
HST 405D Gender Issues in History Part II
HST 411D World Problems
HST 412D Yugoslavia: From Experiment to Collapse
HST 414D English History
HST 420D Philosophies of History
HST 422D Germany: The 19th Century
HST 423D Germany 1914 to 1945
HST 424D Postwar German History
HST 428D 19th Century Europe
HST 430D 20th Century Europe: Postwar Period
HST 431D Russia to Peter the Great
HST 432D Imperial Russia
HST 433D Soviet Russia
HST 445D Women in the Greco-Roman World
HST 452D Women & Family in the Middle Ages
HST 453D Pre-Columbian and Colonial Latin America
HST 454D Mexico and the Caribbean Since Independence
HST 455D South America Since Independence
HST 457D 20th Century Latin America
HST 458D History of Inter-American Relations
HST 461D History of East Asia: Traditional China
HST 462D History of East Asia: Traditional Japan
HST 463D Modern East Asia
HST 464D Southeast Asia: Imperialism to Independence
HST 465D Southeast Asia: World War II to Cold War
HST 466D Southeast Asia: Cold War to the Present
HST 467D Modern China I: Fragmentation and Reform Movements
HST 468D Modern China II: Republic of China 20th Century
HST 469D Modern China III: Peoples Republic of China
HST 470D Women in Indian Society
HST 471D Women in Japanese Society
HST 472D Women in Chinese Society
HST 473D Popular Culture in China
HST 474D Popular Culture in Japan
HST 475D Colonial America
HST 476D Market Democracy in America
HST 477D Civil War and Reconstruction
HST 479D Challenges of Progressive Era America
HST 480D Topics in Multicultural American History
HST 481D American Voices: Autobiography, Biography and Memoir in American History
HST 482D America and the World Wars
HST 483D Cold War America
HST 484D Health, Medicine and Gender in Historical Perspective
HST 485D Mexican Foundations of Chicano/a/ Latino/a History
HST 486D Chicano/a History
HST 489D Environmental History
HST 490D Wests of Early America
HST 491D Western US: 20th Century Issues
HST 492D Pacific Northwest History
HST 496D West Africa: Democracy and Dictatorships
HST 497D East Africa: Democracy and Dictatorships
HUM 328D Introduction to Chicano/a Literature
HUM 340D Civilization and Culture of Mexico
HUM 342D Introduction to Chicano/a Life and Culture
HUM 343D Studies in German Culture and Literature to 1945
HUM 344D Studies in German Culture and Literature to 1990s
- INT 420D Deaf History: Social and Cultural Issues
INT 465D Current Issues for Interpreters

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LAT 101D First Year Latin
 LAT 102D First Year Latin
 LAT 103D First Year Latin
 LAT 201D Second Year Latin
 LAT 202D Second Year Latin
 LAT 203D Second Year Latin

ML 101D First Year Language Study
 ML 102D First Year Language Study
 ML 103D First Year Language Study
 ML 201D Second Year Language Study
 ML 202D Second Year Language Study
 ML 203D Second Year Language Study
 MUS 204D Music of the World
 MUS 205D Music of the Black Heritage
 MUS 310D Women in Music
 MUS 363D Ethnomusicology I
 MUS 364D Ethnomusicology II

PS 193D Introduction to Model United Nation
 PS 199D Special Studies
 PS 203D International Relations
 PS 204D Introduction to Comparative Politics
 PS 393D Advanced Model United Nations
 PS 399D Special Studies
 PS 432D Global Health
 PS 440D Causes of War
 PS 441D Causes of Peace
 PS 459D Government & Politics of Latin America
 PS 460D Governments and Politics of Asia
 PS 461D Politics and Governments of Post-Communist States
 PS 462D Politics and Governments of Europe
 PS 463D Governments and Politics of Developing Nations
 PS 478D Political Fiction and Film
 PS 481D International Law
 PS 492D Ideologies of the 21st Century
 PS 493D International Organizations
 PS 497D American Foreign Relations
 PSY 334D Social Psychology
 PSY 448D Topics in Organizational Psychology
 PSY 487D Cross-Cultural Development
 PSY 492D Psychology of Women

R 201D Introduction to the World's Religions: Eastern
 R 204D Introduction to the World's Religions: Western
 R 315D Interpreting Religious Phenomena
 R 460D Comparative Religion

SOC 223D Introduction to Sociology: Theory
 SOC 225D Social Problems
 SOC 312D History and Anthropology of the Little Big Horn
 SOC 338D Sociology of the Family
 SOC 360D Sociology of Gender
 SOC 400D Globalization and Development
 SOC 409D Practicum: Latino/a Ed Mentor
 SOC 434D African American Studies: Social Issues, Social Movement

SOC 435D Chicano/a/Latino/a Studies: Social Issues, Social Movement
 SOC 436D Native/Asian American Studies: Social Issues, Social Movement
 SOC 437D Sociology of Race/Ethnic Relations
 SOC 440D Women and Development
 SOC 460D Feminist Theory
 SPAN 101D First Year Spanish
 SPAN 102D First Year Spanish
 SPAN 103D First Year Spanish
 SPAN 201D Second Year Spanish
 SPAN 202D Second Year Spanish
 SPAN 203D Second Year Spanish
 SPAN 301D Intermediate Spanish Composition and Conversation
 SPAN 302D Intermediate Spanish Composition and Conversation
 SPAN 303D Intermediate Spanish Composition and Conversation
 SPAN 317D Spanish for Bilingual/Heritage Speakers
 SPAN 318D Spanish for Bilingual/Heritage Speakers
 SPAN 319D Spanish for Bilingual/Heritage Speakers
 SPAN 320D Business Spanish
 SPAN 328D Introduction to Chicano/a Literature
 SPAN 338D Hispanic Culture and Civilization: Spain
 SPAN 339D Hispanic Culture and Civilization: Latin America
 SPAN 340D Civilization and Culture of Mexico
 SPAN 342D Introduction to Chicano/a Life and Culture
 SPAN 361D Hispanic Poetry

SPAN 362D Hispanic Drama
 SPAN 363D Hispanic Novel
 SPAN 370D Introduction to Latin American Literature
 SPAN 371D Introduction to Latin American Literature
 SPAN 401D Advanced Spanish Composition and Conversation
 SPAN 402D Advanced Spanish Composition and Conversation
 SPAN 403D Advanced Spanish Composition and Conversation
 SPAN 411D Spanish Literature I: Medieval
 SPAN 412D Spanish Literature II: Golden Age
 SPAN 413D Spanish Literature III: 18th and 19th Century
 SPAN 414D Spanish Literature IV: Generation of 1898
 SPAN 415D Spanish Literature V: 20th Century
 SPAN 441D 20th Century Latin American Literature
 SPAN 442D 20th Century Latin American Literature
 SPAN 443D 20th Century Latin American Literature
 SPAN 445D Hispanic Women Writers
 SPAN 490D Studies in Spanish Literature
 SPAN 491D Studies in Latin American Literature

TA 110D Introduction to the Theatre Arts
 TA 375D Asian Theatre
 TA 384D European Theatre 1875-Present
 TA 385D American Theatre
 TA 386D International Theatre
 TA 427D Contemporary Theatre



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Writing intensive requirement

Students will satisfy this requirement by completing six hours of "writing intensive" course work taken from within any portion of the student's degree program. Writing intensive courses carry a 'W' designation in the schedule of classes. If the course also meets the cultural diversity requirements it will carry a 'C' designation in the schedule of classes.

Three hours of this requirement may be met by any upper-division non-creative writing course (WR prefix) even if the class does not carry the 'W' designation in the Schedule of Classes.

Students must complete WR 135 (or its transfer equivalent) before enrolling in upper-division writing-intensive courses.

Honors Program participants should consult the Honors Program description and the director of the Honors Program regarding course work to meet the writing requirements.

Approved writing intensive courses

See online Schedule of Classes for specific courses offered as 'W'.

- A 315W Intermediate Design: 2-Dimensional
- A 404W Art History: Non-Western Art
- A 405W Art History: Gender in Art
- A 406W Art History: Special Topics
- ANTH 325W Ethnographic Methods
- ANTH 326W Ethnographic Writing
- ANTH 369W Visual Anthropology
- ANTH 380W Africa
- ANTH 384W Modernization
- ANTH 386W Anthropology of Islam
- ANTH 388W Transnational Migration
- ANTH 410W Research Design
- ANTH 412W Senior Project
- ANTH 452W U.S.-Mexico Border Field School
- ANTH 476W Religion and Ritual
- BA 345W Internet and Electronic Commerce
- BA 451W Auditing
- BA 455W Advertising Writing
- BA 477W Topics in Marketing
- BI 331W General Microbiology
- BI 357W General Ecology
- BI 454W Plant Ecology
- CA 496W Creativity
- CH 313W Instrumental Analysis
- CH 350W Chemical Literature
- CH 407W Seminar
- CH 461W Experimental Chemistry
- CH 462W Experimental Chemistry
- COM 312W Public Relations Communication
- COM 331W Nonverbal Communication
- COM 426W Language of the Mass Media
- COM 439W Contemporary U.S. Public Address
- CJ 310W Legal Research and Writing

- CJ 327W Research Methods in Criminal Justice
- CJ 407W Seminar: Criminal Justice
- CJ 423W Management of Law Enforcement Organizations
- CJ 435W Gender, Crime and Justice
- CJ 440W Community Crime Prevention Studies
- D 453W Ballet History
- D 454W Evolution of Modern Dance
- D 494W Dance Pedagogy
- D 496W Creativity
- EC 200W Introduction to Economic Perspectives
- EC 315W Economic Analysis and Report Writing
- EC 444W Labor Economics
- ED 418W Assessment Planning and Instruction
- ED 433W Human Development and Learning
- ED 442W Human Development Through Literacy
- ENG 218W Introduction to Literary Study
- ENG 341W Period Studies in World Literature after 1700
- ENG 380W Bible as Literature
- ENT 460W Entrepreneurship in Action
- GEOG 207W Geography and Film
- GEOG 321W Field Geography
- GEOG 411W Cultural Geography
- GEOG 425W Urban Planning and Policy
- GEOG 433W Political Geography
- GEOG 495W History and Philosophy of Geography
- GS 313W Earth Science for Elementary Schools
- H 303W Thesis Development Seminar
- HE 362W Contemporary Health Issues
- HE 434W Infectious and Chronic Diseases
- HE 471W Program Planning
- HE 485W Bioethics in Public Health
- HST 401W History and the Internet
- HST 404W Gender Issues in History Part I
- HST 405W Gender Issues in History Part II
- HST 420W Philosophies of History
- HST 499W Senior Seminar
- HUM 325W Studies in German Culture and Literature to 1900
- INT 465W Current Issues for Interpreters
- LING 450W Grammar and Writing
- MTH 280W Introduction to Proof
- MTH 403W Senior Project
- MTH 411W Mathematics Education Capstone
- MTH 472W History of Mathematics
- MUS 360W Music from the Ancient World through Renaissance
- MUS 361W 17th & 18th Century Music
- MUS 362W 19th and 20th Century Music
- MUS 363W Ethnomusicology I



- PE 310W Motor Learning
 - PE 483W Biomechanics
 - PHL 314W Modern European Philosophy
 - PHL 405W Senior Tutorial in Philosophy
 - PS 202W State and Local Government
 - PS 203W International Relations
 - PS 409W Practicum: Administrative Internship
 - PS 410W Political Science Internship
 - PS 415W Politics and Psychology
 - PS 423W Issues in National Policy
 - PS 430W The Aging Society
 - PS 445W Introduction to Policy Analysis
 - PS 478W Political Fiction and Film
 - PS 479W Constitutional Law
 - PS 492W Ideologies of the 21st Century
 - PS 497W American Foreign Relations
 - PSY 301W Introduction to Research Methods
 - PSY 426W History of Psychology
 - PSY 468W Research Methods in Psychology
 - SOC 492W Senior Seminar I
 - SOC 493W Senior Seminar II
 - SOC 494W Senior Seminar III
 - SPED 447W Partnerships in Special Education
 - TA 110W Introduction to the Theatre Arts
 - TA 320W Dramaturgy
 - TA 330W Script Writing
 - TA 444W Theory and Criticism of Theatre Arts
 - WR 321W Business Writing
 - WR 322W Technical Writing
 - WR 430W Historical Issues in Composition
 - WR 440W Teaching of Writing
- Additional information regarding the mathematics, computer science, cultural diversity and writing intensive graduation requirements generally follows the course requirements for each major and/or minor.

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Transfer policies regarding the LACC

1. WOU will accept, as satisfying any one of its LACC requirements, course work satisfactorily completed at any accredited institution if such course(s) bears the same prefix and number as the required course(s) in WOU's LACC statement.
2. WOU will accept, as satisfying any of its sequence requirements, sequenced course work which is satisfactorily completed at an accredited institution if it is commonly associated with the nature of the WOU sequence. As an example, a 12-hour transfer sequence in astronomy (with lab) will meet the LACC laboratory science sequence requirement, even though WOU does not offer a sequence in this subject.
3. Only courses with a letter prefix and are 100 level or above may be used to meet LACC, major or minor requirements. Grading must be on an A-F basis as opposed to a pass/no credit basis (with the exception of PE activity courses).
4. Students who have earned an Associate of Arts or an Associate of Science in Business Oregon Transfer degree from an Oregon community college will be considered to have met WOU's LACC requirements. The basic graduation, cultural diversity and writing intensive requirements are separate. The requirements of the Oregon Transfer degrees are spelled out in the May 10, 1988 and April 18, 2003 transfer agreements. All students satisfying these requirements will have "Oregon Transfer" marked on their transcript by the community college awarding the degree.
5. Students who have earned the California Intersegmental General Education Transfer Degree, Hawaii Articulated Associates of Arts Degree, or Washington Direct Transfer Degree will be considered to have met WOU's LACC requirements.
6. The lower-division general education requirements included within the Associate of Arts Oregon Transfer degree are 55-63 quarter credit hours. The lower-division general education requirements included within the Associate of Science in Business Oregon Transfer degree are 62-65 quarter credit hours. These credit hours will be directly applied toward satisfying the LACC requirements. The remaining credit hours included within the degrees will be applied toward the satisfaction of basic graduation requirements, lower-division major, minor, or elective requirements as noted within this catalog, or in consultation with the appropriate division chair.
7. Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB) exams with sufficiently high scores may satisfy specific LACC course requirements. Contact the Registrar's Office for more information.
8. These policies do not preclude case-by-case negotiation with appropriate division chairs. For example, a journalism course at a particular institution might not match the prefix of a required writing course at WOU, but the humanities division might grant a substitution on grounds of sufficient overlap in course content and resultant skill level.
9. Students who have completed a baccalaureate degree and are pursuing a second baccalaureate degree from WOU will be considered to have met WOU's LACC requirements.

Education transfer students

Prior to the first term at WOU, education majors transferring from other institutions should declare their levels of authorization and intended specialty/major areas through the Academic Advising and Learning Center as well as each academic department involved. Appropriate advisers will be assigned.

Honors Program

An alternative LACC is offered by WOU's Honors Program to students who have demonstrated outstanding ability, motivation, and academic achievement. Through the sustained contact the curriculum provides between students and teachers, the Honors Program forges a learning community committed to scholarly inquiry and the life of the mind. Upon completion of the Honors Program LACC, honors students are ideally prepared to excel in their academic major and minor courses. Each honors student integrates his or her learning into an honors thesis that is publicly presented in the spring term of senior year.

Honors Program LACC courses are open only to Honors Program students. Students interested in exploring the challenge of the Honors Program should contact the director as soon as they begin to consider this opportunity. Though acceptance usually occurs before the student starts attending WOU, a limited number of students can be accepted before the start of their second quarter. There is also a two year program for students who have completed their LACC courses either at WOU or through transfer from another institution.

Honors LACC courses

First and second year

CA 101H, 102H, 103H Correlated Study of the Arts* (9)
 ENG 107H, 108H Survey of Western Literature* (8)
 PHL 207H, 208H, 209H Philosophy in the Western World (9)
 GS 201H, 202H, 203H Natural Science: The Search for Order (15)
 Social Science sequence (approved by Honors director) (8-9)
 Social Science* (approved by Honors director) (3)
 Total (52-53)

Graduation in the Honors Program requires the following third and fourth year courses:

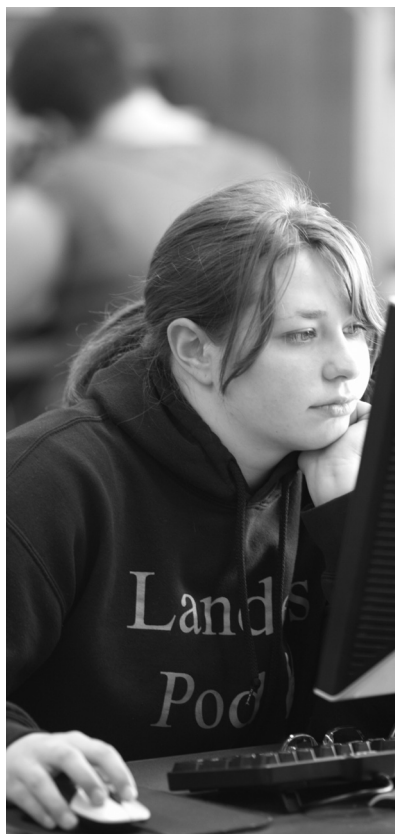
Third year courses

Junior Honors Seminar 407H - Rotating topic by invited scholar (3)
 Thesis Development Seminar H 303 and Portfolio - fall term (1)

Fourth year courses

Honors Thesis H 403 (3)
 Total (7) for third and fourth year

Completion of the Honors curriculum satisfies WOU's writing intensive and diversity requirements.



Descriptions of majors and minors

Aerospace Studies

Air Force ROTC

Mission

The ROTC selects and prepares young men and women, through a program of instruction coordinated with the students' normal academic curriculum, for commissioning and service as officers in the regular and reserve components of the Air Force.

Learning outcomes

Students will:

1. Develop leadership skills.
2. Develop character values consistent with commissioning as an officer in the Air Force.
3. Develop a commitment to life-long learning as an attribute of a strong leader.

Aerospace studies minor

(29 credits)

At least 18 of the 29 hours required in the minor must include the following aerospace studies courses.

- AS 311, 312, 313* Air Force Leadership and Management (9)
 AS 411, 412, 413* National Security Forces in Contemporary American Society (9)
 Choose one course from each category: (11)
 History (4)
 HST 482 America and the World Wars
 HST 483 Cold War America
 Political Science (3)
 PS 423 Issues in National Policy
 PS 497 American Foreign Policy
 Writing (4)
 Any Writing course offered at WOU higher than WR 135

* Courses offered through Oregon State University.

For information on Air Force ROTC, contact Oregon State University, Air Force ROTC, 308 McAlexander Field House, Corvallis, OR 97331, 503-754-3291.

American Sign Language/English Interpreting

Associate professor: Elisa Maroney
 Assistant professor: Amanda Smith

Mission

To prepare its graduates to enter the profession of interpreting.

Learning outcomes

Students will be able to:

1. Demonstrate the academic foundation and world knowledge essential to effective interpreting.
2. Analyze communication situations and apply appropriate problem solving approaches as needed.

3. Interpret accurately between American Sign Language and English and collaborate effectively in a variety of settings and across a range of subject matter.

Acceptance into the Interpreting Program is required for all INT 300- and INT 400-level courses except INT 420. Applications for admission are typically due in March for admission the following fall.

Third year ASL language courses and 200-level INT courses are considered pre-requisites to admission. All 300-level courses should be successfully completed prior to enrolling in INT 441.

Interpreting majors must have a grade of B or better in courses that are used to satisfy the major requirement.

ASL/English Interpreting major

(64 credits)

- INT 253 Comparative Linguistics: ASL/English* (3)
 INT 254 Introduction to the Profession of Interpreting* (3)
 INT 330 Theory and Process of Interpreting I (3)
 INT 330L Theory and Process of Interpreting I Lab (1)
 INT 340 Ethics and Decision Making for Interpreters (3)
 INT 341 Theory and Process of Interpreting II ** (3)
 INT 341L Theory and Process of Interpreting II Lab** (1)
 INT 342 Theory and Process of Interpreting III** (3)
 INT 342L Theory and Process of Interpreting III Lab ** (1)
 INT 365 Interpreting in Community Settings (3)
 INT 410 Internship *** (12)
 INT 420 Deaf History: Social and Cultural Issues (3)
 INT 441 Theory and Process of Interpreting IV ** (3)
 INT 441L Theory and Process of Interpreting IV Lab ** (1)
 INT 442 Theory and Process of Interpreting V ** (3)
 INT 442L Theory and Process of Interpreting V Lab ** (1)
 INT 465 Current Issues for Interpreters (3)
 INT 466 Interpreting in Postsecondary Settings (3)
 INT 467 Interpreting in Educational Settings (3)
 INT 468 Specialized Interpreting Techniques (2)
 INT 492 Language and Communication (3)
 TPD 456 First and Second Language Acquisition: Deaf and HH Children (3)

* Prerequisite: ASL V

** Must be taken in numerical order

*** All program coursework must be successfully completed prior to internship

American Sign Language Studies

Assistant professor: Carl Schroeder

Mission

To prepare students with competencies in ASL linguistics, literature and Deaf culture; an understanding of the role of the sociolinguistic aspects of sign languages and Deaf communities; and the roles of Deaf history, Deaf culture and cultural diversity in American society.

Learning outcomes

Students will be able to:

1. Participate in Deaf culture, understanding the differences between medical and social models of deafness.
2. Evaluate issues from different cultural perspectives.
3. Demonstrate linguistic skills in American Sign Language.

American Sign Language Studies major prerequisites:

- ASL 101 American Sign Language I* (4);
 ASL 102 American Sign Language II* (4)
 ASL 103 American Sign Language III* (4)
 LING 210 Introduction to Linguistics (4)

Students should be aware that the ASL Studies program is pending revision. Students must meet with their adviser or program coordinator for a complete list of current program requirements. ASL Studies majors must have a grade of C or better in courses that are used to satisfy the major requirement.

American Sign Language Studies major

(64 credits beyond first year ASL)

Students will work with an adviser to complete 64 credit hours from the following list of approved courses

- ASL 201 American Sign Language IV* (4)
 ASL 202 American Sign Language V* (4)
 ASL 203 American Sign Language VI* (4)
 ASL 301 American Sign Language VII* (4)
 ASL 302 American Sign Language VIII* (4)
 ASL 303 American Sign Language IX* (4)
 ASL 310 American Sign Language Cheroology/Phonology (3)
 ASL 315 American Deaf Culture (3)
 ASL 320 American Sign Language Morphology (3)
 ASL 325 American Sign Language Literature (3)
 ASL 330 Special Topics in American Sign Language (3)
 ASL 415 American Sign Language Syntax and Semantics (3)
 ASL 420 Sociolinguistics of Deaf Communities (3)
 LING 315 Structure of English I (4)
 SPED 406 Special Individual Studies (1-15)
 SPED 407 Seminar: ASL Studies (1-3)
 SPED 408 Workshop (1-15)
 SPED 409 Practicum (1-12)
 Electives (8-9)

8-9 upper division credits in ASL Studies, Teacher Preparation: Deaf Education, Linguistics, or Special Education.

* Must be taken in numerical order

American Sign Language minor

(18 credits)

ASL 301, 302, 303 (12)

Six additional upper division credits (6)

Students who begin coursework at a higher level than 301 may substitute other courses in consultation with their adviser. All courses for minor must be passed with a C or better.

Anthropology

Professor: Robin Smith

Associate professor: William Smith

Assistant professor: Isidore Lobnibe

Mission

A community of scholars committed to teaching, learning, research and service toward a scientific understanding of human behavior and cultural diversity.

Learning outcomes

1. Understand the interrelationship of the four subdisciplines of anthropology that support a holistic understanding of the human condition across cultures and through time.
2. Apply problem-solving anthropological investigative approaches to advance understanding of culture.
3. Develop the ability to critically examine and understand human behavior and cultural diversity in their own and other societies.

Anthropology major

(64 credits)

BA thesis option

ANTH 213 Language and Culture (4)

ANTH 214 Physical Anthropology (4)

ANTH 215 Archaeology (4)

ANTH 216 Cultural Anthropology (4)

ANTH 324 Anthropological Theory (4)

ANTH 325 Ethnographic Methods (4)

ANTH 410 Research Design (4)

ANTH 411 Fieldwork (4)

ANTH 412 Senior Project (4)

Choose one additional methods course: (4)

ANTH 326 Ethnographic Writing

ANTH 350 Research Methods in Archaeology

ANTH 352 Laboratory Methods in Archaeology

ANTH 360 Museum Studies

Choose one additional theory course: (4)

ANTH 311 Human Evolution

ANTH 480 History and Theory of Archaeology

Choose five topical or regional courses: (20)

ANTH 310 World Prehistory

ANTH 313 North American Prehistory

ANTH 314 Evolution of Human Societies

ANTH 315 South American Prehistory

ANTH 316 Circumpolar Peoples

ANTH 326 Ethnographic Writing

ANTH 330 Contemp. Chicano/a/Latino/a Culture

ANTH 332 Latin America

ANTH 358 Tribal Art of the US and Canada

ANTH 370 Women in Cross-Cultural Perspective

ANTH 372 Social Constructions of Race

ANTH 375 Women Anthropologist

ANTH 380 Africa

ANTH 384 Modernization

ANTH 386 Anthropology of Islam

ANTH 388 Transnational Migration

ANTH 390 Pastoral Nomads

ANTH 392 Applied Anthropology

ANTH 394 Childhood in Cross-Cultural Perspective

ANTH 396 Environmental Anthropology

ANTH 461 Urban Anthropology

ANTH 475 Anthropological Approaches to Law

ANTH 476 Religion and Ritual

ANTH 482 Historical Archaeology

ANTH 494 Northwest Indian Cultures

ANTH 496 The Indian in American Culture

BA/BS non-thesis option

ANTH 213 Language and Culture (4)

ANTH 214 Physical Anthropology (4)

ANTH 215 Archaeology (4)

ANTH 216 Cultural Anthropology (4)

ANTH 324 Anthropological Theory (4)

ANTH 325 Ethnographic Methods (4)

ANTH 413 Field Experience (4)

Choose one additional methods course: (4)

ANTH 326 Ethnographic Writing

ANTH 350 Research Methods in Archaeology

ANTH 352 Laboratory Methods in Archaeology

ANTH 360 Museum Studies

Choose one additional theory course: (4)

ANTH 311 Human Evolution

ANTH 480 History and Theory of Archaeology

Choose seven (7) topical or regional courses: (28)

ANTH 310 World Prehistory

ANTH 313 North American Prehistory

ANTH 314 Evolution of Human Societies

ANTH 315 South American Prehistory

ANTH 316 Circumpolar Peoples

ANTH 326 Ethnographic Writing

ANTH 330 Contemporary Chicano/a/Latino/a Culture

ANTH 332 Latin America

ANTH 358 Tribal Art of the US and Canada

ANTH 370 Women in Cross-Cultural Perspective

ANTH 372 Social Constructions of Race

ANTH 375 Women Anthropologist

ANTH 380 Africa

ANTH 384 Modernization

ANTH 386 Anthropology of Islam

ANTH 388 Transnational Migration

ANTH 390 Pastoral Nomads

ANTH 392 Applied Anthropology

ANTH 394 Childhood in Cross-Cultural Perspective

ANTH 396 Environmental Anthropology

ANTH 461 Urban Anthropology

ANTH 475 Anthropological Approaches to Law

ANTH 476 Religion and Ritual

ANTH 482 Historical Archaeology

ANTH 494 Northwest Indian Cultures

ANTH 496 The Indian in American Culture

Anthropology minor

(28 credits)

A 28-hour minor program to be planned with the help of an adviser.

Art (B.A./B.S.)

Professors: Kim Hoffman, Rebecca McCannell, Diane Tarter

Associate professors: Mary Harden, Elaina

LaBoda Jamieson, Jodie Garrison Raborn

Assistant professor: Michael Freeman

Mission

Cultivate a unified atmosphere of learning in the undergraduate programs of visual art through aesthetic research activities and artmaking, personalized learning and public service. The program teaches theory, philosophy and aesthetic awareness. Student and professional gallery exhibits contribute to the cultural environment of the campus and region. The process of critical and creative thinking, skill building and visual literacy are emphasized throughout the program.

Learning outcomes

1. Apply design elements and principles in the work for self-expression and communication.
2. Develop and engage in written and verbal communication skills to articulate one's own artistic intentions and to evaluate the art of other artists.
3. Develop technical abilities and a disciplined work ethic within the studio media that incorporates exploration and risk-taking into the process of transforming thought to form.

Art major prerequisites for studio concentrations: All 200 level studio courses require A 115; some require both A 115 and A 130. All 300 level studio sequences must be taken in numerical order and require the prerequisite of both 200 level studio courses in the concentration. All 300 level studio courses require A 116, A 117, A 130 and A 135. All 400 level studio courses require a completed 300 level studio sequence in the concentration and must be taken in numerical order.

Art major

(84 credits)

Art History courses (12)

Drawing courses (9)

A 130 Beginning Drawing

A 131 Beginning Drawing Systems

A 135 Beginning Life Drawing

Design courses (12)

A 115 Beginning Design: 2-D

A 116 Beginning Design: 3-D

A 117 Beginning Design: Color

A 119 Digital Presentation for Artists Theory (9)
 A 315 Intermediate Design: 2-D
 A 316 Intermediate Design: 3-D
 A 398 Production: Gallery Exhibition
 A 498 Professional Concerns
 Contracted art courses (15) *See adviser*
 Minimum of four 200 level studio courses, plus one of the following:
 A 260 Basic Photography I
 A 330 Intermediate Drawing
 A 335 Intermediate Life Drawing
 3 three-course studio sequences (27)
 300 or 400 level

Art minor: Studio Art

(30 credits)

A 115 Beginning Design: 2-D (3)
 A 116 Beginning Design: 3-D (3)
 A 117 Beginning Design: Color (3)
 A 130 Beginning Drawing (3)
 A 135 Beginning Life Drawing (3)
 Upper-division courses (15)
All prerequisites required

Art minor: Art History

(28 credits)

Choose two 200 level art history courses: (8)
 A 204 Art History: Prehistoric through Romanesque
 A 205 Art History: Gothic through Rococo
 A 206 Art History: Neoclassicism through Contemporary
 A 304 Art History: Modernism (4)
 A 305 Art History: Modernism (4)
 A 306 Art History: Modernism (4)
 Choose two 400 level art history courses: (8)
 A 404 Non-Western Art*
 A 405 Gender in Art
 A 406 Special Topics*

* May be repeated up to three times with different course topics. 400 level art history courses are offered on a rotating basis

Art minor: Combination Studio/ Art History

(31 credits)

A 115 Beginning Design: 2-D (3)
 A 116 Beginning Design: 3-D (3)
 A 117 Beginning Design: Color (3)
 A 130 Beginning Drawing (3)
 A 135 Beginning Life Drawing (3)
 Upper-division art history (16)
 Choose four:
 A 304 Art History: Modernism
 A 305 Art History: Modernism
 A 306 Art History: Modernism
 A 404 Non-Western Art
 A 405 Gender in Art
 A 406 Special Topics

Art History minor

(20 credits)

For Art Studio majors

Choose five:

A 304 Art History: Modernism I (4)
 A 305 Art History: Modernism II (4)
 A 306 Art History: Modernism III (4)

A 404 Non-Western Art*(4)
 A 405 Gender in Art (4)
 A 406 Special Topics* (4-8)

* May be repeated with different course topics. These course requirements are in addition to the 12 credits of Art History required for an Art Studio major.

Art (B.F.A.)

Professors: Kim Hoffman, Rebecca McCannell, Diane Tarter
 Associate professors: Mary Harden, Elaina LaBoda Jamieson, Jodie Garrison Raborn

Mission

Cultivate a unified atmosphere of learning in the undergraduate programs of visual art through aesthetic research activities and artmaking, personalized learning and public service. The program teaches theory, philosophy and aesthetic awareness. Student and professional gallery exhibits contribute to the cultural environment of the campus and region. The process of critical and creative thinking, skill building and visual literacy are emphasized throughout the program.

Learning outcomes

1. Apply design elements and principles in the work for self-expression and communication.
2. Develop and engage in written and verbal communication skills to articulate one's own artistic intentions and to evaluate the art of other artists.
3. Develop technical abilities and a disciplined work ethic within the studio media that incorporates exploration and risk-taking into the process of transforming thought to form.

Applications for acceptance into the BFA Degree Program in Art are due the second Friday of April each year. Applications are available in the Art Department office during Winter Term. Students apply in their senior year when they are within one term (approximately 15 credits) of completing the BA/BS requirements for the art degree.

B.F.A. in Art

(133 credits)

A 115 Beginning Design: 2-D (3)
 A 116 Beginning Design: 3-D (3)
 A 117 Beginning Design: Color (3)
 A 130 Beginning Drawing (3)
 A 131 Beginning Drawing Systems (3)
 A 135 Beginning Life Drawing (3)
 A 200, 201 Introductory courses in first concentration* (6)
 A 200, 201 Introductory courses in second concentration* (6)
 A 204 Art History: Prehistoric through Romanesque (4)
 A 205 Art History: Gothic through Rococo (4)
 A 206 Art History: Neoclassicism through Contemporary (4)
 A 260 Basic Photography I (3)

A 300, 301, 302 Intermediate sequence in first concentration* (9)
 A 300, 301, 302 Intermediate sequence in second concentration* (9)
 A 304, 305, 306 Art History Modernism (12)
 A 315, 316 Intermediate Design: 2-D and 3-D (6)
 A 330, 335 Intermediate Drawing, Intermediate Drawing: Life (6)
 A 398 Production: Gallery Exhibition (1)
 A 400, 401, 402 Advanced sequence in first concentration (9)
 A 400, 401, 402 Advanced sequence in second concentration (9)
 A 485, 486 Service Learning** (taken sequentially) – **and/or** – A 487, 488 International Studio Art Studies*** (3)
 A 495, 496, 497 B.F.A. Thesis Project (18)
Cannot be taken concurrently
 A 498 Professional Concerns (2)
 WR 322 Technical Writing (4)

* Concentration areas: ceramics, graphic design, printmaking, painting or sculpture.
 ** Service Learning and International Studies may be combined to meet the 3 credit requirement.
 *** A 487, 488 this requirement may be met with studio art courses from another accredited university only if offered outside of the U.S.

Completion of the Liberal Arts Core curriculum and the BA/BS requirements for language or math/computer science is part of the BFA in Art.

The Arts (Art, Dance, Music, Theatre)

Mission

Provides individualized instruction with opportunities for professional involvement, service to the community, public exhibition and performance.

Learning outcomes

1. Learn high standards of quality, achieved through individual attention to student practice and progress, professional example and expectations of student excellence.
2. Have experience with three of the four discipline areas in the Creative Arts Division, and become familiar with professional practices.
3. Demonstrate a broad understanding of the arts and their place in culture.

The Arts program allows students to study contemporary practices through a solid foundation of traditional training in three of the four arts areas offered in the division – art, music, theatre and dance. Creative work, analytical thinking and global awareness are integrated into performance and production.

The Arts major

(72 credits)

Choose areas of emphasis from art, dance, music and theatre.

- First emphasis area (39)
At least 21 upper-division
- Second emphasis area (15)
6 or more upper-division;
- Third emphasis area (12)
3 or more upper-division

The degree plan must include a capstone project, to be documented by the following coursework, depending on the student's first emphasis area:

- Art: A 398 (1) and A 498 (2)
- Dance: D 405 (3)
- Music: MUS 405 and MUS 406 (6)
- Theatre: TA 453 (3)

The Arts minor

(27 credits)

All minors must be planned with and approved by a Creative Arts Division adviser.

Students seeking a B.S. in The Arts must complete the following: CS 121; MTH 111 and CS 161 or CS 406 with advance consent of the instructor.

Bilingual/English for Speakers of Other Languages (ESOL)

(Endorsement only)

Associate professor: Maria Dantas-Whitney

Mission

Prepares teachers to ensure that students succeed in all aspects of their schooling: academics, socialization, linguistic development, acculturation, and physical and emotional health.

Learning outcomes

1. Prepare teachers who understand how first and second languages are acquired and developed, and who apply research-based teaching and assessment practices that address the needs of English language learners in a variety of school settings;
2. Prepare teachers who foster a classroom climate that is inclusive of all diversity, and who understand the influence of culture on students' learning process and academic achievement; and
3. Prepare teachers who are knowledgeable about policies related to the education of English language learners, and who collaborate with colleagues, administrators and families to meet their learners' needs.

As the demographics of the state change and the language minority population increases, teachers need to be prepared to educate culturally and linguistically diverse (CLD) students. Teachers with bilingual/ESOL education credentials are in high demand and are usually first to be hired by school districts with high CLD populations.

This program prepares teachers to work effectively with CLD students in mainstream, sheltered bilingual and ELD (English Language Development) classrooms.

Endorsement in Bilingual/ESOL or ESOL

(21 credits)

ED 482 Foundations of ESOL/Bilingual Education (3)

ED 483 Cultural, Community and the ESOL/Bilingual Classroom (3)

Successful completion of ED 482 and ED 483 strongly recommended for all other courses.

- ED 484 First and Second Language Acquisition and Educational Linguistics (3)
- ED 491 Curriculum Models, Instructional Approaches and Assessment Strategies for English Language Learners (3)
- ED 492 Teaching Reading and Writing to ESOL and Bilingual Students (3)
- Technology Elective (3) *Approved by adviser*
- ED 409 Practicum (3)

ED 491 and ED 492 are not open to Pre-Ed majors.

Prerequisites for ED 409 are:

1. Obtain a passing score on the ESOL PRAXIS test, and
2. Complete at least 15 credits of coursework toward the ESOL endorsement. Students must apply to the Director of Field Services one term preceding the practicum.

For ESOL endorsement, no second language is required. For Bilingual/ESOL endorsement, verification of language proficiency is required.

Biology

Professors: Sarah Boomer, Bryan Dutton, Stephen Scheck

Associate professors: Irja Galvan, Karen Haberman, Michael LeMaster
Assistant professors: Erin Baumgartner, Ava Howard, Kristin Latham

Mission

The biology department prepares students for careers in biology and science education, and admission to graduate and professional schools in the life and health sciences. We also promote the understanding of biology as an essential part of a liberal arts education and of global citizenship.

Learning outcomes

1. Understand key concepts from the many disciplines within the biological sciences.
2. Engage in laboratory experimentation, data analysis and interpretation, and critical thinking at all course levels.
3. Have opportunities to augment their coursework experiences with advanced studies and research within areas of particular interest.

Biology major

(79-87 credits)

Required biology core courses (59-62)

- BI 211, 212, 213 Principles of Biology (12)
- BI 311 Introductory Genetics (4)
- BI 312 Evolution (4)
- BI 313 Cell Biology (4)
- BI 331 General Microbiology (4)

Choose one: (4-5)

- BI 317 Vertebrate Natural History (4)
- BI 321 Systematic Field Botany (4)
- BI 451 Invertebrate Zoology (5)

Choose one: (4-5)

- BI 357 General Ecology
- BI 454 Plant Ecology

CH 221, 222, 223 General Chemistry (5 each)

Math (8-10) *Choose an option:*

- A. MTH 112 Elementary Functions (4)
MTH 243 Introduction to Probability and Statistics (4)
- B. MTH 251 Calculus I (5)
MTH 252 Calculus II (5)
- C. MTH 251 Calculus I (5)
MTH 243 Introduction to Probability and Statistics (4)

Select **one** of the following six emphases:

General biology emphasis (20-24 credits)
Cell/Development (4)

Choose one:

- BI 326 Vertebrate Embryology
- BI 432 Immunology
- BI 475 Molecular Biology

Anatomy and Physiology (8-10)

Choose two:

- BI 324 Comparative Vertebrate Anatomy (5)
- BI 330 Plant Physiology (5)
- BI 371 Structure of Seed Plants (4)
- BI 434 Comparative Vertebrate Physiology (4)

Field Biology of Animals (4-5)

Choose one:

- BI 317 Vertebrate Natural History (4)
- BI 361 Marine Ecology (5)
- BI 451 Invertebrate Zoology (5)
- BI 474 Biology of Insects (5)

One upper division course approved by adviser (4-5)

All students pursuing this emphasis must complete BI 321 as their required biology core option. In addition, students may choose any of the three mathematics options of the required biology core.

Botany emphasis (21-24 credits)

- BI 330 Plant Physiology (5)
- BI 371 Structure of Seed Plants (4)
- Three upper division courses approved by adviser (12-15)

All students pursuing this emphasis must complete BI 321 and BI 454 as their required biology core option. In addition, math option B or C of the required biology core is strongly recommended.

Ecology emphasis (21-22 credits)

- BI 361 Marine Ecology (5)
- BI 435 Microbial Ecology (4)
- BI 454 Plant Ecology (4)
- BI 461 Conservation Biology (4)

One upper division course approved by adviser (4-5)

All students pursuing this emphasis must complete BI 357 as their required biology core option. Furthermore, all students must complete option B as their required biology core math option. In addition, MTH 243 is strongly recommended.

Molecular/Cell emphasis (22 credits)

BI 475 Molecular Biology (4)

Choose one: (4)

BI 326 Vertebrate Embryology

BI 431 Medical Microbiology

BI 432 Immunology

CH 312 Quantitative Analysis (4)

CH 450 Biochemistry I (3)

CH 451 Biochemistry II (3)

MTH 243 Introduction to Probability and Statistics (4)

All students pursuing this emphasis must complete option B as their required biology core math option. Students must also complete the physical science minor.

Pre-professional emphasis (23-25 credits)

CH 451 Biochemistry II (3)

BI 336 Human Histology and Physiology (4)

Choose an option (8-9)

A. BI 324 Comparative Vertebrate Anatomy (5)

BI 434 Comparative Vertebrate Physiology (4)

B. BI 334 Advanced Human Anatomy and Physiology (4)

BI 335 Advanced Human Anatomy and Physiology (4)

Choose one: (4)

BI 326 Vertebrate Embryology

BI 431 Medical Microbiology

BI 432 Immunology

One upper division course approved by adviser (4-5)

All students pursuing this emphasis must complete BI 357 as their required biology core option. Students must also complete either a chemistry or physical science minor.

Zoology emphasis (22-23 credits)

BI 324 Comparative Vertebrate Anatomy (5)

BI 434 Comparative Vertebrate Physiology (4)

BI 451 Invertebrate Zoology (5)

Choose one: (4)

BI 360 Animal Behavior

BI 326 Vertebrate Embryology

One upper division course approved by adviser (4-5)

All students pursuing this emphasis must complete BI 317 and BI 357 as their required biology core option. In addition, option B or C of the required biology core math option is strongly recommended.

Biology program:

1. Biology majors, regardless of the emphasis, are required to maintain a C average in courses that are used to satisfy biology degree requirements.

2. Students graduating in the various emphases of the biology major are required to take a standardized exit exam in their last year.

Biology minor

(27 credits)

BI 211, 212, and 213 or an equivalent sequence (12)

Upper-division courses approved by a biology adviser (15)

Students are required to maintain a C average in courses that are used to satisfy biology minor degree requirements.

Human Biology minor

(27 credits)

BI 234, 235, 236 Human Anatomy & Physiology (12)

BI 318 Microbiology for the Health Sciences (4)

BI 441 Human Heredity (3)

HE 325 Nutrition (4)

PSY 311 Developmental Psychology (4)

Students are required to maintain a C average in courses that are used to satisfy human biology minor degree requirements.

Biology Teacher Education degree

(67-70 credits)

BI 211, 212, 213 Principles of Biology (12)

CH 221, 222, 223 General Chemistry (15)

BI 311 Introductory Genetics (4)

BI 312 Evolution (4)

BI 313 Cell Biology (4)

BI 321 Systematic Field Botany (4)

BI 331 General Microbiology (4)

BI 357 General Ecology (4)

ES 351 Geology for Educators (3)

Cell/Development (4)

Choose one:

BI 326 Vertebrate Embryology

BI 432 Immunology

BI 475 Molecular Biology

Anatomy and Physiology (8-10)

Choose two:

BI 324 Comparative Vertebrate Anatomy (5)

BI 330 Plant Physiology (5)

BI 371 Structure of Seed Plants (4)

BI 434 Comparative Vertebrate Physiology (4)

Field Biology of Animals (4-5)

Choose one:

BI 317 Vertebrate Natural History (4)

BI 361 Marine Ecology (5)

BI 451 Invertebrate Zoology (5)

BI 474 Biology of Insects (5)

*BI 211, 212, 213; CH 221, 222, 223 or PH 201, 202, 203 are to be counted as the LACC requirement in laboratory science.

All students pursuing this degree must complete PH 201, 202, 203 (general physics) or PH 211, 212, 213 (General physics with calculus) as part of the LACC laboratory

science requirement and MTH 112 must be completed as the additional degree requirement in mathematics. Furthermore, this program does not lead to a biology degree but may lead to an education degree following the completion of the professional education core in the College of Education. Requirements for admission into education programs can be obtained from the College of Education.

Business

Professors: Hamid Bahari-Kashani, Kristina Frankenberger, John Leadley, Mark Seabright

Assistant professor: Zhuoming "Joe" Peng

Mission

Prepare students for challenging roles and opportunities in business, advanced degree programs and professional certification.

Learning outcomes

1. *Analysis and Evaluation*: Critically analyze and interpret information to solve problems and make decisions.
2. *Communication*: Effectively communicate in written documents, oral presentations, and interpersonal interactions.
3. *Ethics*: Recognize and evaluate ethical issues at the individual, organizational, and societal levels of analysis.

Admission to the business major is required for students seeking a business degree.

Typically, application for admission will be made at the end of a student's sophomore year by completing a degree plan with the Division of Business and Economics office. Prior to admission, the student should have completed the designated set of courses below.

Business major prerequisites:

BA 211 Financial Accounting (4)

BA 213 Managerial Accounting (4)

BA 240 Quantitative Business Methods – **or** – MTH 241 Calculus for Social Science (4)

BA 243 Business Statistics (4) – **or** – MTH 243 Introduction to Probability and Statistics (4)

COM 111 Principles of Public Speaking (3)

CS 121 Computer Applications (2)

EC 201 Introduction to Microeconomics (4)

EC 202 Introduction to Macroeconomics (4)

MTH 111 College Algebra (4)

WR 135 College Writing II (4)

Additional information regarding these requirements should be obtained from the division. Limited courses taken at other institutions may be transferred to the program based on the course and grade obtained.

Business major

(73 credits)

BA 211 Financial Accounting (4)

BA 213 Managerial Accounting (4)

BA 230 Introduction to Business Law (3)

BA 243 Business Statistics (4)

BA 310 Principles of Marketing (3)
 BA 315 Financial Management (3)
 BA 325 Portfolio Management (3)
 BA 361 Organizational Behavior (3)
 BA 362 Business Ethics (3)
 BA 367 Regression Analysis (3)
 BA 368 Introduction to Operations Research (3)
 BA 411 Marketing Strategy (3)
 BA 490 Operations Management (3)
 BA 491 Strategic Management (3)
 EC 318 Money and Banking (4)
 Upper-division focus (24)

Students electing to complete the bachelor of science degree in business will meet the 12 credit graduation requirement in mathematics, computer science and quantitative literacy courses by completing the following courses: MTH 111 (or higher), CS 121 (or higher) and an additional 6 credits from BA 240, BA 340, BA 367.

Business minor

(22 credits)

BA 211 Financial Accounting (4)
 BA 310 Principles of Marketing (3)
 BA 315 Financial Management (3)
 BA 361 Organizational Behavior (3)
 BA 370 Business and Society (3)
 Upper division electives in Business, Economics or Entrepreneurship (6)

Chemistry

Professors: Arlene Courtney, Pete Poston
 Associate professor: Rahim Kazerouni
 Assistant professor: Patricia Flatt

Mission

Provides preparation for professional work in chemistry or forensic science; graduate work in chemistry or forensic science; or pre-professional training in the health sciences or secondary education. Coupling the program with an appropriate minor prepares students to enter related fields such as biochemistry, oceanography, pharmacy, toxicology and the environmental or atmospheric sciences. Through the study of general, organic, analytical and physical chemistry, students gain an understanding of the world around them.

Learning outcomes

Students will:

1. Develop competency in laboratory environments via laboratory coursework, research and practicum opportunities.
2. Develop an awareness of historical developments in chemistry and their impact on society.
3. Understand the current applications of chemical synthesis and analysis and their support of discovery in other scientific disciplines.

Formal admission is required for all students seeking a chemistry or chemistry-forensic chemistry option degree. Typically, application for admission will be made at the end of a student's sophomore year by

completing a degree plan with the adviser. Prior to admission, the student should have completed the set of courses below.

Chemistry major prerequisites:

PH 211, 212, 213 (traditional chemistry major)
 PH 201, 202, 203 – **or** – PH 211, 212, 213 (forensic chemistry major)
 MTH 251, 252

Additional information regarding these requirements should be obtained from the division. Limited courses taken at other institutions may be transferred to the program based on the course and grade obtained.

Chemistry major

(73 credits)

CH 221, 222, 223 General Chemistry (15)
 CH 334, 335, 336 Organic Chemistry (12)
 CH 312 Quantitative Analysis (4)
 CH 313 Instrumental Analysis (4)
 CH 350 Chemical Literature (1)
 CH 440, 441, 442 Physical Chemistry (9)
 CH 461, 462, 463 Experimental Chemistry (6)
 CH 407 Seminar (1)
 MTH 251, 252 Calculus I, II (10)
 MTH 254 Multivariate Calculus (5)
 Upper division Chemistry electives (6)

Preparation for a prospective chemistry major includes high school chemistry, physics and a minimum of three years of mathematics including a minimum of MTH 111 equivalency. The B.A. requires MTH 252, CS 161 and completion of the third term of the second year of a modern language course. The B.S. requires a combined total of 12 credit hours of course work in mathematics and computer science including MTH 252 and CS 161.

The B.S. and B.A. require completion of the cultural diversity and writing intensive requirements. For this major the six credits of writing intensive course work should come from CH 350W, CH 407W, CH 461W and CH 462W. The sequence PH 201, 202, 203 or PH 211, 212, 213 is to be completed as the LACC science requirement.

Chemistry majors are required to maintain a C average in their major. Forensic chemistry majors are required to maintain a C average in both major and minor.

If a chemistry major selects mathematics as a minor, the calculus sequences MTH 251, 252 and 254 are to be replaced by PH 211, 212, 213.

Chemistry minor

(30-31 credits)

CH 221, 222, 223 General Chemistry (15)
 CH 334, 335, 336 Organic Chemistry (12)
 Approved upper-division elective in chemistry (3-4)

If a biology major selects chemistry as a minor, the general chemistry sequence is to be replaced by either PH 201, 202, 203 or PH 211, 212, 213

Chemistry major: Forensic Chemistry option

(71-73 credits)

CH 221, 222, 223 General Chemistry (15)
 CH 312 Quantitative Analysis (4)
 CH 313 Instrumental Analysis (4)
 CH 334, 335, 336 Organic Chemistry (12)
 CH 340 Elementary Physical Chemistry (4)
 CH 350 Chemical Literature (1)
 CH 407 Seminar (1)
 CH 409 Practicum (1)
 CH 450, 451 Biochemistry (6)
 CH 461, 462 Experimental Chemistry (4)
 COM 327 Communication in the Legal Field (3)
 MTH 243 Introduction to Probability & Statistics (4)
 WR 322 Technical Writing (4)
 Limited Electives - choose one track:
 BI 101, 102, 103 General Biology (10)
 BI 211, 212, 213 Principles of Biology (8)

The B.A. requires MTH 252, CS 121 or 161 and completion of the third term of the second year of a modern language course. The B.S. requires a combined 12 credit hours of course work in mathematics and computer science including MTH 252 and CS 121 or 161. For this major the six hours of writing intensive course work should come from CH 350W, CH 407W, CH 461W and CH 462W. The sequence PH 201, 202, 203 or PH 211, 212, 213 is to be completed as the LACC science requirement.

Forensic Science minor: Chemistry majors

(27 credits)

This minor may be taken by majors in other scientific disciplines providing they complete CH 221-223, CH 334-336, and CH 313.
 CH 161 Fundamentals of Photography for Forensic Science (2)
 CH 320 Introduction to Forensic Science (3)
 CH 420 Forensic Chemistry (4)
 CH 430, 431, 432 Applications of Forensic Science (6)
 CJ 213 Introduction to Criminal Justice (4)
 CJ 321 Principles of Forensic Investigation (4)
 CJ 452 Criminal Procedure (4)

Forensic Science minor: Non-Chemistry majors

(29 credits)

It is suggested that students pursuing this minor take BI 101 as part of their LACC science requirement. Alternatively CH 104, 105, 106 may be applied to the LACC. In this case, an additional 12 hours of science elective approved by the minor adviser may be substituted. CH 161 is highly recommended as a general education elective.

CH 104, 105, 106 Introductory Chemistry (12)
 CH 320 Introduction to Forensic Science (3)
 CH 430, 431, 432 Applications of Forensic Science (6)
 CJ 321 Principles of Forensic Investigation (4)
 CJ 452 Criminal Procedure (4)

Chemistry/Physics option: Natural Science major

(72 credits)

CH 221, 222, 223 General Chemistry (15)
 CH 312 Quantitative Analysis (4)
 CH 313 Instrumental Analysis (4)
 CH 334, 335, 336 Organic Chemistry (12)
 CH 340 Elementary Physical Chemistry (4)
 PH 211, 212, 213 General Physics with
 Calculus (12)
 PH 311, 312 Introduction to Modern Physics (8)
 MTH 251, 252 Calculus I and II (10)
 Approved electives in the natural sciences
 or math (6)

The B.A. requires MTH 251, CS 160 and completion of the third term of the second year of a modern language course. The B.S. requires a combined total of 12 credit hours of course work in mathematics, and computer science including MTH 251 and CS 160. The B.S. and B.A. require completion of the cultural diversity and writing intensive requirements. For this major, writing intensive should include CH 350W.

Physical Science minor

(27-29 credits)

CH 334, 335, 336 Organic Chemistry (12)
 PH 201, 202, 203 General Physics – or –
 PH 211, 212, 213 General Physics with
 Calculus (12)
 One upper-division Physical Science course
 (i.e., a course with a CH, ES, GS, or PH
 prefix) approved by adviser (3-5)

All students pursuing the molecular/cell emphasis for the biology major must complete the PH 211, 212, 213 sequence as requirements for this minor. All students pursuing the Preprofessional emphasis for the biology major must complete CH 450 as a requirement for this minor.

Chicano/a Studies

Professor: Maureen Dolan, Cheryl Strand

Mission

To provide students with a broad knowledge base and the intellectual tools to understand the central questions, applications and language relevant to this field of inquiry. Courses focus on comparative topic issues, discipline specific approaches and practicum/experiential learning opportunities.

Learning outcomes:

1. Gain an understanding of the cultural dynamics of Mexican origin people in the U.S.
2. Learn to apply an interdisciplinary approach—drawing from background, current issues and language studies—to examination of topics.
3. Apply academic skills in Oregon's Latin American communities through service learning opportunities.

Chicano/a Studies minor

(24-26 credits)

Core (12-14)

Select four courses, at least one in social science and one in humanities:
 ED 301 Introduction to Chicano/a Studies
 HST 485 Mexican Foundations of
 Chicano/a/Latino/a History
 HST 486 Chicano/a History
 SOC 435 Chicano/a/Latino/a Studies:
 Social Issues, Social Movements
 SPAN/HUM 328 Introduction to
 Chicano/a Literature
 SPAN/HUM 342 Introduction to
 Chicano/a Life and Culture

In consultation with an adviser, select four additional courses from courses above not already used and/or the following, with no more than two courses from any one department:

ANTH 330 Contemporary Chicano/a
 Culture
 ED 302 Multicultural Education and the
 American Experience
 ENG 389 Studies in Minority Literature
 (when related to Chicano/a/Latino/a
 Studies)
 GEOG 370 Human Migration
 GEOG 371 Mexico and Central America
 HST 454 Mexico and the Caribbean Since
 Independence
 HST 490 Wests of Early America
 HST 491 Western US: 20th Century Issues
 SOC 406 Special Individual Studies (when
 related to Chicano/a/Latino/a Studies)
 SOC 407 Seminar (when related to
 Chicano/a/Latino/a Studies)
 SOC 409 Practicum: Latino/a Ed Mentor
 SPAN 317 Spanish for Bilingual/Heritage
 Speakers
 SPAN 318 Spanish for Bilingual/Heritage
 Speakers
 SPAN 319 Spanish for Bilingual/Heritage
 Speakers
 SPAN/HUM 340 Civilization and Culture
 of Mexico
 SPAN 407 Seminar (when related to
 Chicano/a/Latino/a Studies)

Communication Studies

Professors: Claire Ferraris, Molly Mayhead,
 Frank Nevius
 Associate professors: Nick Backus, Emily Plec
 Assistant professor: Cat McGrew

Mission

Committed to excellence in teaching, research, and service in communication based on sound theory and practice, concentrating on understanding contexts and perspectives, preparing students for life-long effective communication.

Learning outcomes

1. Develop abilities to make informed, critical analyses of communication.
2. Apply their knowledge to facilitate effective communication.

3. Synthesize and accept varieties of communication styles reflecting diversity in standpoint, cultural background and belief.

Communication Studies major

(66 credits)

Interpersonal and Organizational Communication

Choose six: (18)

COM 112 Interpersonal Communication
 COM 312 Public Relations
 Communication
 COM 323 Group Discussion and
 Leadership
 COM 324 Business and Professional
 Communication
 COM 331 Nonverbal Communication
 COM 340 Conflict Management
 COM 410 Communication and Event
 Planning
 COM 420 Communication in
 Organizations
 COM 440 Relational Communication
 COM 450 Crisis Communication
 Management

Rhetoric and Critical Thinking

Choose six: (18)

COM 321 Influencing Through Argument
 COM 326 Communication and
 Controversy
 COM 327 Communication in the Legal
 Field
 COM 412 Criticism of Public Discourse
 COM 422 Persuasion
 COM 432 Rhetoric in the Western
 Tradition
 COM 435 Rhetoric of the Women's
 Movement
 COM 439 Contemporary U.S. Public
 Address
 COM 442 Communication and Social
 Change

Media, Culture and Society

Choose six: (18)

COM 211 Introduction to Mass
 Communication
 COM 236 Contemporary Issues in Media
 COM 325 Intercultural Communication
 COM 335 Communication and Gender
 COM 342 Media Literacy
 COM 343 Communication in the
 Information Age
 COM 380 Environmental Communication
 COM 416 Communication and Politics
 COM 426 Language of the Mass Media

Communication Studies electives

Choose four: (12)

Choose from any COM courses not used to fulfill another requirement in the major. Courses from other disciplines such as WR and LING may be substituted, in consultation with a communication studies adviser, for COM electives.

Communication Studies minor

(27 credits)

In consultation with an adviser, students select at least 12 credit hours of any COM courses 100-level through 400-level, and at least 15 credit hours from 300 and 400-level COM courses.

Computer Science

Professors: Robert Broeg, Jie Liu, John Marsaglia, David Olson
Associate professor: Scot Morse

Mission

Software oriented program that stays close to the current needs of industry. We teach the theoretical and practical aspects of computer science, with emphasis on the practical. Our primary goal is to give students a comprehensive foundation in the field of computer science within a liberal arts setting. We are committed to preparing graduates who will be productive employees in the IT industry or promising graduate students.

Learning outcomes

1. Develop programming expertise in common computer languages suitable for professional practice in the field of computer science.
2. Gain appreciation of practical applications via participation in internships group projects and research opportunities.
3. Gain an understanding of the challenges placed on information delivery systems in a dynamic information-laden climate.

Computer Science major

(60 credits)

CS 160 Survey of Computer Science (3)
CS 161 Computer Science I (5)
CS 162 Computer Science II (5)
CS 260 Data Structures I (3)
CS 262 Programming Language (2)
CS 271 Computer Organization (4)
CS 311 Data Structures II (3)
CS 315 Theory of Programming Languages (3)
CS 345 Theory of Computation I (3)
CS 372 Operating Systems (3)
CS 409 Practicum (3)
CS 409 Practicum (2)
CS 420 Database Management (3)
CS 425 Systems Analysis and Design (3)
CS 430 Software Implementation (3)

Choose 9 hours from one of the following sequences:

A. Computational Theory

CS 440 Analysis of Algorithms (3)
CS 445 Theory of Computation (3)
CS 447 Compiler Design (3)
CS 449 Topics in Computational Theory (3)

B. System Management

CS 450 Network Fundamentals (3)
CS 451 Management of Information Systems (3)
CS 452 Internet Communications (3)
CS 453 Data Mining & Data Warehousing (3)
CS 459 Topics in Systems Management (3)

C. Software Engineering

CS 470 Human Machine Interfaces (3)
CS 471 Metrics and Testing (3)
CS 472 Operating Systems: Advanced Topics (3)
CS 474 Concurrent Systems (3)
CS 475 Applied Computational Intelligence (3)
CS 479 Topics in Software Engineering (3)
Choose an elective in Mathematics: (3)
MTH 341 Linear Algebra I
MTH 346 Number Theory
MTH 354 Discrete Structures I

Computer science majors must have a grade of C or better in courses that are used to satisfy the major requirements. Students must also have a C or better in all listed prerequisite courses unless waived by the course instructor and the computer science division chair.

Computer Science/Mathematics major

(106-107 credits)

MTH 251 Calculus I (5)
MTH 252 Calculus II (5)
MTH 253 Calculus III Sequences and Series (3)
MTH 254 Multivariate Calculus (5)
MTH 280 Introduction to Proof (4)
MTH 341 Linear Algebra I (4)
MTH 344 Group Theory (4)
MTH 355 Discrete Mathematics (4)
MTH 365 Mathematical Probability (4)
MTH 366 Mathematical Statistics (4)
Choose three electives: (11-12)
MTH 311 Advanced Calculus I (4)
MTH 314 Differential Equations (4)
MTH 345 Ring Theory (4)
MTH 346 Number Theory (4)
MTH 351 Introduction to Numerical Analysis (4)
MTH 358 Mathematical Modeling (4)
MTH 420 Special Topics: Applied Mathematics (3)
MTH 441 Linear Algebra II (4)
MTH 451 Numerical Analysis (4)
MTH 460 Special Topics: Probability and Statistics (3)

CS 160 Survey of Computer Science (3)
CS 161 Computer Science I (5)
CS 162 Computer Science II (5)
CS 260 Data Structures I (3)
CS 262 Programming Languages (2)
CS 271 Computer Organization (4)
CS 311 Data Structures II (3)
CS 315 Theory of Programming Languages (3)
CS 345 Theory of Computation I (3)
CS 372 Operating Systems (3)
CS 420 Data Management Systems (3)
CS 425 Systems Analysis and Design (3)
CS 430 Software Implementation and Testing (3)
CS 406 Senior Seminar (1)

Choose nine hours from one of the following elective sequences (9)

A. Computational Theory

CS 440 Analysis of Algorithms (3)
CS 445 Theory of Computation (3)
CS 447 Compiler Design (3)
CS 449 Topics in Computational Theory (3)

B. Software Engineering

CS 470 Operating Systems- Advanced Topics (3)
CS 471 Metrics and Testing (3)
CS 473 Human Machine Interfaces (3)
CS 474 Current Systems (3)
CS 475 Applied Computational Intelligence (3)
CS 479 Topics in Software Engineering (3)
C. Systems Management
CS 450 Network Fundamentals (3)
CS 451 Management of Information Systems (3)
CS 452 Internet Communications (3)
CS 453 Data Mining and Data Warehousing (3)
CS 459 Topics in Systems Management (3)

* Computer science majors must have a grade of C or better in courses that are used to satisfy the major requirements. Students must also have a C or better in all listed prerequisite courses unless waived by the course instructor and the computer science division chair.

Computer Science minor

(27 credits)

12 credits from upper division. The minor program to be planned with the help of an adviser.

Criminal Justice

Professor: Stephen Gibbons
Associate professors: Vivian Amantana, William Brown, Terry Gingerich, David Murphy
Assistant professor: Mari Pierce

Mission

Provide high quality liberal arts courses and programs in the discipline of criminal justice. The department contributes to the campus and larger academic communities and the region's state, local and federal agencies through service and research. Criminal Justice majors are prepared for beginning professional work in local, state or federal corrections agencies at the juvenile or adult level.

Learning outcomes

1. Develop a comprehensive understanding of the criminal justice field.
2. Master basic theories and practices suitable for entry-level careers in criminal justice or related fields.
3. Enhance the practical applications of criminal justice theory through engagement in service learning experiences such as internships and research activities.

Criminal Justice major

(72 credits)

Core Criminal Justice Courses (48 credits)

CJ 213 Introduction to Criminal Justice (4)
CJ 219 Ethics & Leadership in Criminal Justice (4)
CJ 252 American Court System (4)

CJ 327 Research Methods in Criminal Justice (4)
 CJ 331 Police and Community (4)
 CJ 352 Criminal Law (4)
 CJ 427 Crime Analysis (4)
 CJ 450 Criminology (4)
 CJ 453 Corrections (4)
 CJ 409 Practicum (12)

Criminal Justice Electives (24 credits)

Select six courses from the following criminal justice courses or any combination of social science or writing courses. Students electing to take a minor in homeland security and community preparedness cannot count those courses as electives.

CJ 212 History/Development of American Law Enforcement (4)
 CJ 220 Introduction to Homeland Security (4)
 CJ 241 Community Crime Prevention (4)
 CJ 310 Legal Research and Writing (4)
 CJ 244 Comparative Criminal Justice (4)
 CJ 310 Legal Research and Writing (4)
 CJ 320 Developing Homeland Security Practices (4)
 CJ 321 Principles of Forensic Investigations (4)
 CJ 351 Police Organization and Administration (4)
 CJ 403 Field Study (4)
 CJ 406 Independent Study (1-4)
 CJ 408 Workshop (1-15)
 CJ 420 Implementing Homeland Security Strategies (4)
 CJ 421 Policy Analysis in Criminal Justice (4)
 CJ 422 Community Collaboration and Development (4)
 CJ 423 Management of Law Enforcement Organizations (4)
 CJ 424 Law Enforcement Planning (4)
 CJ 425 Program Evaluation/Participation (4)
 CJ 435 Gender, Crime, and Justice (4)
 CJ 436 Minorities, Crime, Social Policy and Social Control (4)
 CJ 440 Community Crime Prevention Studies (4)
 CJ 449 Youth Gangs in American Society (4)
 CJ 451 Youth Crime and Society (4)
 CJ 452 Criminal Procedure (4)
 CJ 454 Parole and Probation (4)
 CJ 455 Correctional Casework and Counseling (4)
 CJ 456 Contemporary Issues in Criminal Justice (4)
 CJ 458 Integrated Services in Community Crime Prevention (4)
 CJ 463 Topics on Juvenile Issues (4)
 CJ 499 Special Studies in Community Crime Prevention (4)

Formal admission is required for all students seeking the B.A./B.S. in criminal justice. Normally, students will apply for admission to the criminal justice major at the end of the freshman year, or in the case of transfer students, upon admission to the university. Prior to application for admission to the criminal justice major, applicants must complete CJ 213 and achieve a sophomore standing (45 or more credit hours). Students must earn a grade of B or above in WR 135 prior to admission to the program. All transfer English classes must be 3.00 or higher to substitute for WR 135. Students must also have an

overall GPA of 2.67 in order to be admitted into the criminal justice major.

Homeland Security and Community Preparedness minor

(25-28 credits)

Core Criminal Justice Courses (12)

CJ 220 Introduction to Homeland Security
 CJ 320 Developing Homeland Security Practices
 CJ 420 Implementing Homeland Security Strategies

Electives

Choose two: (6-8)

PS 203 Introduction to International Relations (3)
 PS 202 State and Local Government (3)
 PS 350 Introduction to Public Policy (3)
 PS 351 Introduction to Public Administration (3)
 PS 454 Public Personnel Administration (3)
 GEOG 413 Urban Geography (4)
 GEOG 425 Urban Planning and Policy (4)
 HE 227 Community and Public Health (4)
 HST 411 World Problems (4)
 GEOG 410 Global Issues (4)
 GEOG 310 World Regional Geography (4)
 GEOG 433 Political Geography (4)

Choose an option: (8)

A. Option one

CJ 421 Policy Analysis in Criminal Justice
 CJ 425 Program Evaluation/Participation

B. Option two

CJ 422 Community Collaboration and Development
 CJ 425 Program Evaluation/Participation

Homeland Security and Community Preparedness Certificate

(20 credits)

Core Criminal Justice Courses (12)

CJ 220 Introduction to Homeland Security
 CJ 320 Developing Homeland Security Practices
 CJ 420 Implementing Homeland Security Strategies

Choose an option: (8)

A. Option one

CJ 421 Policy Analysis in Criminal Justice
 CJ 425 Program Evaluation/Participation

B. Option two

CJ 422 Community Collaboration and Development
 CJ 425 Program Evaluation/Participation

Dance

Professors: Deborah Jones, Sharon Oberst, Darryl Thomas

Mission

Offers students opportunities to develop knowledge, skills, understanding and appreciation of dance as an art form that can enrich and inform the quality of life. The B.A./B.S. degrees in dance include academic courses, performance opportunities and choreographic experiences geared entirely

for the undergraduate student seeking a career in dance or a dance related field.

Learning outcomes

1. Demonstrate strong technical skills in a variety of dance idioms and vocabulary, as well as a working understanding of body structure, conditioning and wellness.
2. Demonstrate a significant body of theoretical and historical knowledge pertaining to the dance field.
3. Produce scholarly/creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/aesthetic focus.

Dance major

(72 credits)

D 260 Improvisation (1)
 D 330 Rhythmic Awareness (3)
 D 351 Dance Composition I (3)
 D 352 Dance Composition II (3)
 D 399 Dance Theatre (2)
 D 405 Senior Project (2)
 D 455 Group Choreography (3)
 Modern Dance Technique (12)
 D 180, 181, 182 Beginning Modern Dance
 D 210, 211, 212 Beginning Modern Dance
 D 280, 281, 282 Intermediate Modern Dance
 D 360, 361, 362 Intermediate Modern Dance
 D 370, 371, 372 Intermediate Modern Dance
 D 380, 381, 382 Advanced Modern Dance
 D 383, 384, 385 Advanced Modern Dance
 D 386, 387, 388 Advanced Modern Dance
 Ballet Technique (6)

D 185, 186, 187 Beginning Ballet
 D 220, 221, 222 Beginning Ballet
 D 285, 286, 287 Intermediate Ballet
 D 363, 364, 365 Intermediate Ballet
 D 373, 374, 375 Intermediate Ballet
 D 376, 377, 378 Advanced Ballet
 D 380, 381, 382 Advanced Ballet
 D 383, 384, 385 Advanced Ballet

Elective technique courses from Modern, Ballet, Jazz, Tap, World Dance, Hip Hop, Pointe, Conditioning (12)

Choose two: (6)

D 310 Women in Dance (3)
 D 357 Dance in Musical Theatre (3)
 D 453 Ballet History (3)
 D 454 Evolution of Modern Dance (3)

Choose from: (19)

D 199 SS: Group Choreography (1)
 D 240 Wellness for Dancers (3)
 D 300 Human Movement Notation (3)
 D 390 Kinesiology for Dancers (3)
 D 406 Independent Studies (1-3)
 D 407 Seminar (1-15)
 D 409 Internship (1-6)
 D 450 Dance Repertory (1-3)
 D 451 Dance Production (3)
 D 451L Dance Production Lab (1)
 D 460 Dance and Technology (3)
 D 491 Creative Dance for Children (3)
 D 494 Dance Pedagogy (3)
 D 496 Creativity (3)

All dance majors are required to take D 251 Intro to Dance to meet the LACC requirement in creative arts which is not counted in the 72 hours of the major.

Dance minor

(33 credits)

D 260 Improvisation (1)

D 351 Dance Composition I (3)

Modern Technique (6)

D 180, 181, 182 Beginning Modern (1 each)

D 210, 211, 212 Beginning Modern (2 each)

D 280, 281, 282 Intermediate Modern (2 each)

Choose one: (3)

D 453 Ballet History

D 454 Evolution of Modern Dance

Choose elective technique courses: (11)

Beg Modern, Beg Ballet, Beg Jazz, Beg Tap, World Dance, Beg Hip Hop, Pointe,

Int Modern, Int Ballet, Int Jazz, Adv

Modern, Adv Ballet, Conditioning

Electives in Dance (9)

Earth Science

Professor: Jeffrey Myers

Associate professors: Stephen Taylor, Jeffrey Templeton

Mission

The Earth Science program provides a liberal arts education in geoscience with an emphasis on scientific methods, problem solving and interdisciplinary science education. A key objective of the program is to prepare undergraduates for careers as professional geoscientists and educators. The program also promotes the development of an informed citizenry for wise decision-making on issues related to natural resources, environmental quality, and sustainability in Oregon and beyond.

Learning outcomes

1. Demonstrate knowledge of the physical, chemical and biological processes operating in the Earth system.
2. Develop proficiency in using technology-enriched methods to solve geologic problems and communicate results.
3. Gain experience in conducting inquiry-based science in laboratory and field settings.

Completion of the Earth Science degree qualifies graduates to begin the process of professional licensure as registered geologists in the state of Oregon.

Earth Science major

(73-78 credits)

ES 201, 202, 203 Principles of Geology (12)

Choose one of the following sequences (12)

BI 101, 102, 103 General Biology

BI 211, 212, 213 Principles of Biology

PH 201, 201, 203 General Physics

PH 211, 212, 213 General Physics with Calculus

Choose one of the following Math options: (8-10)

A. MTH 112 Elementary Functions (4)

MTH 243 Intro to Probability & Statistics (4)

B. MTH 243 Intro to Probability & Statistics (4)

MTH 251 Calculus I (5)

C. MTH 251 Calculus I (5)

MTH 252 Calculus II (5)

ES 301 Petrographic Microscopy (2)

ES 302 Quantitative Methods (2)

ES 321 Structural Geology (4)

ES 322 Geomorphology and Aerial Photo Interpretation (4)

ES 392 Sedimentary Geology (4)

ES 407 Senior Seminar (1)

ES 450 Introduction to Petrology (4)

ES 453 Geology of the Pacific Northwest (4)

ES 473 Environmental Geology (4)

Choose one course in Earth System Science: (3)

ES 331 Introduction to Oceanography

ES 390 Basic Meteorology

GS 351 Elements of Astronomy

Choose one course in Sedimentology/

Paleobiology: (3-4)

ES 304 Survey of the Fossil Record

ES 431 Paleobiology

ES 491 Stratigraphy and Depositional Systems

Choose one course in Volcanology/

Petrology: (3-4)

ES 354 Volcanoes and Earthquakes

ES 454 Volcanology

ES 460 Energy and Mineral Resources

Choose one course in Environmental

Geology/Surface Processes: (3-4)

ES 341 Fundamentals of Geographic

Information Systems

ES 476 Hydrology

ES 492 GIS Applications in Earth Science

CH 104, 221, 222 is to be completed as the LACC laboratory science requirement. The B.S. and B.A. require completion of 2 to 4 credit hours of Computer Science coursework depending on the chosen Math option. For this major, 4 hours of writing intensive course work should come from WR 322.

Earth Resources minor

(27-30 credits)

ES 201, 202 Principles of Geology (8)

ES 473 Environmental Geology (4)

ES 491 Stratigraphy and Depositional Systems (3)

Choose one: (3)

CH 310 Geochemistry

CH 371 Environmental Chemistry

Choose two: (6-8)

ES 321 Structural Geology

ES 354 Volcanoes and Earthquakes

ES 454 Volcanology

ES 460 Energy and Mineral Resources

Choose one: (3-4)

ES 341 Fundamentals of Geographic

Information Systems

ES 476 Hydrology

ES 492 GIS Applications in Earth Science

Earth System Science minor

(25-28 credits)

ES 104 Earth System Science (5)

ES 105 Earth System Science (5) – or –

ES 106 Earth System Science (5)

Choose two: (6)

ES 331 Introduction to Oceanography

ES 390 Basic Meteorology

GS 351 Elements of Astronomy

Choose one: (3-4)

ES 341 Fundamentals of Geographic Information Systems

ES 473 Environmental Geology

ES 476 Hydrology

ES 492 GIS Applications in Earth Science

Choose one: (3-4)

ES 354 Volcanoes and Earthquakes

ES 454 Volcanology

ES 460 Energy and Mineral Resources

Choose one: (3-4)

ES 304 Survey of the Fossil Record

ES 431 Paleobiology

ES 453 Geology of the Pacific Northwest

ES 491 Stratigraphy and Depositional Systems

Geology minor

(28 credits)

ES 201, 202, 203 Principles of Geology (12)

ES 301 Petrographic Microscopy (2)

ES 302 Quantitative Methods (2)

ES 322 Geomorphology and Aerial Photo

Interpretation (4)

ES 392 Sedimentary Geology (4)

ES 450 Introduction to Petrology (4)

History of the Earth and Biosphere minor

(25-26 credits)

BI 211 Principles of Biology (4)

BI 311 Introductory Genetics (4)

BI 446 Evolution (3)

Choose one: (4) or other approved introductory geology course

ES 201 Principles of Geology (4)

ES 202 Principles of Geology (4)

ES 351 Geology for Educators (3)

ES 203 Principles of Geology (4)

ES 431 Paleobiology (4)

ES 491 Stratigraphy and Depositional Systems (3)

This minor is an interdisciplinary series of courses designed to introduce science, liberal arts and content-specific educators to the history of the earth and its life. Biology majors may substitute approved upper division biology or earth science electives for BI 211, BI 311 and BI 446.

Economics

Professor: John Leadley

Associate professor: Zenon Zygmunt

Mission

Trains students in the tools of the discipline and encourages them to apply that

knowledge to domestic and international economic and social problems. Introductory and intermediate courses in macroeconomics and microeconomics, as well as additional upper division electives in various economic specialties will prepare students for career goals.

Learning outcomes:

1. Develop the analytical and decision-making skills necessary to understand and resolve complicated contemporary business, financial and social problems;
2. Expand information literacy through the collection and interpretation of data from all relevant sources; and
3. Improve communication and presentation skills to effectively convey economic information to the public.

Economics major

(60 credits)

EC 201 Introduction to Microeconomics (4)
 EC 202 Introduction to Macroeconomics (4)
 MTH 111 College Algebra (4)
 EC 311 Intermediate Microeconomics (4)
 EC 313 Intermediate Macroeconomics (4)
 EC 315 Economic Analysis and Report Writing (4)
 Upper division Economics courses (24)
 Electives* (12)

* Electives may be lower division courses and courses from other departments and divisions, but they must be approved by an economics department adviser.

Economics minor

(28 credits)

EC 201 Introduction to Microeconomics (4)
 EC 202 Introduction to Macroeconomics (4)
 MTH 111 College Algebra (4)
 EC 311 Intermediate Microeconomics (4)
 EC 313 Intermediate Macroeconomics (4)
 Upper-division electives in Economics (8)

Students electing to complete the B.S. degree in economics will meet the 12 credit graduation requirement in mathematics, computer science and quantitative literacy courses by completing the following courses: MTH 111 (or higher), CS 121 (or higher) and an additional 6 credits from BA 240, BA 340, BA 367, EC 315.

Education

Professors: Sue Dauer, Gwenda Rice, Adele Schepige, Dana Ulveland
 Associate professors: Mary Bucy, Maria Dantas-Whitney, Wangeci Gatimu, Mark Girod, Chloe Myers, Mary Reynolds
 Assistant professors: Carmen Caceda, Rachel Harrington, Marie LeJeune, Karie Mize, Tracy Smiles, Steven Wojcikiewicz

Mission

Principled upon democratic ideals, educational equity, cultural sensitivity, caring

and committed professionalism, and an intellectually vital community. Committed to facilitating the learning and development of our candidates who, in turn, can successfully affect the learning and development of PK-12 students in schools.

Learning outcomes

The program prepares caring, competent professionals who:

1. Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students;
2. Create a climate where diversity is valued; and
3. Successfully affect the learning and development of PK-12 students in schools.

There are special requirements for admission to the education programs. Contact the College of Education division representatives for more information. The College of Education's Policy Analysis and Review Committee establishes policies and standards that students must meet before being admitted to teacher education courses. Students may explore their interest in teaching during their freshman and sophomore years by enrolling in FS 199, 303, 358, 399 and ED 100, 230, 240 and 312.

The university has found it necessary to evaluate a person's background to determine his or her likelihood of maintaining standards of professional conduct necessary in the discipline. An evaluation may take into consideration current performance as well as past experiences and actions that could affect a student's ability to perform in the particular course or program.

Complete with early childhood, early childhood/elementary, elementary/middle level, middle level/high school teaching authorizations.

Undergraduate Teacher Preparation

Coordinator: Mary Reynolds

Initial licensure

Professional Education Core (48 credits)

Education majors are required to have successfully completed ED 312 prior to entry into the education professional core.

ED 411 Student Teaching I (3)
 ED 412 Student Teaching II (3)
 ED 418 Assessment, Planning, and Instruction (3)
 ED 421 Technology Integration (3)
 ED 429 Professional Development Seminar (2)
 ED 444 Fluency in Literacy (3)
 ED 446 Environment for Diverse Learners (3)
 ED 450 Authorization Specialty and Classroom Management (3)
 ED 461 Differentiating Instruction for Diverse Learners (3)
 ED 498 Student Teaching (10)

Early Childhood, Early Childhood/Elementary

ED 442 Human Development and Learning Through Literacy (3)
 ED 443 Developing Literacy (3)
 ED 452 Applied Learning: Social Studies (3)
 ED 453 Applied Human Learning: Mathematics and Science (3)

Elementary/Middle

ED 433 Human Development and Learning (3)
 ED 434 Content Pedagogy I (3)
 ED 436 Content Pedagogy II (3)
 ED 477 Literacy at the Middle Level (3)

Middle/High, High Only

ED 433 Human Development and Learning (3)
 ED 434 Content Pedagogy I (3)
 ED 436 Content Pedagogy II (3)
 ED 496 Cross Disciplinary and Advanced Teaching Strategies (3)

Early Childhood authorizations

Age three through grade four in an elementary school only

Professional education core (48 credits)

Education majors are required to have successfully completed ED 312 prior to entry into the education professional core.

Early Childhood Teaching authorization (64-70 credits)

Test requirements: passing score on CBEST and ORELA. Required courses to partially fulfill the B.A./B.S. and basic graduation requirements are: MTH 211, 212, 213. Strongly recommended sequence and elective to fulfill LACC requirements in laboratory science and social science are: laboratory science: BI 101, ES 104 and ES 106; social science: two courses from one of the following sequences: (HST 101, 102, 103) or (HST 104, 105, 106) or (HST 201, 202, 203) or (GEOG 105, 106, 107); and for the elective: PSY 218 or PSY 201.

Creative Arts (9)

MUE 318 Music for the Classroom Teacher (3)
 ARE 433 Art Education (3)
 Choose one:
 D 491 Creative Dance for Children (3)
 TA 240 Creative Drama for Teachers (3)

Health (8)

HE 351 School Health Programs: Elementary (4)
 HE 415 Child and Adolescent Health (4)
 Language Arts (7-8)
 LING 210 Introduction to Linguistics (4)
 Choose one:
 ENG 254 Survey of American Literature (4)
 PHL 433 Philosophy for Children (3)
 WR 440 Teaching of Writing (4)

Mathematics/Science (10)

MTH 213 Foundations of Elementary Mathematics III (4)
 MTH 396 Elementary Problem Solving (3)

Choose one: (3)

- GS 311 Biological Science for Elementary Schools
- GS 312 Physical Science for Elementary Schools
- GS 313 Earth Science for Elementary Schools

Physical Education (11)

- PE 433 Physical Education in the Elementary School (4)
- PE 434 Elementary Physical Education Teaching Practicum (3)
- Choose one: (4)
 - PE 310 Motor Learning
 - PE 415 Lifespan Motor Development

Psychology (8-12)

- PSY 311 Developmental Psychology (4)
- Choose one or two:
 - PSY 349 Introduction to Behavior Modification (4)
 - PSY 390 Theories of Learning (4)
 - PSY 463 Maladjusted Child (4)
 - PSY 480 Infancy and Childhood (4)
 - PSY 481 Middle and Late Childhood (3)

Social Science (8-9)

- Choose courses in two different areas:
 - ANTH 310, 311, 313, 332, 360, 370, 380, 494
 - CJ 213, 241, 451, 463
 - EC 201, 202
 - GEOG 105, 106, 107
 - HST 201, 202, 203, 404, 405, 478
 - PS 201, 202, 203
 - SOC 223, 225, 338, 360, 437
 - SSC 201

Early Childhood/Elementary authorizations

Age three through grade eight in an elementary school only

Professional Education Core (48 credits)

Education majors are required to have successfully completed ED 312 prior to entry into the education professional core.

Early Childhood/Elementary authorizations (63-71 credits)

Test requirements: Passing score on CBEST and ORELA. Required courses to partially fulfill the B.A./B.S. and basic graduation requirements are: MTH 211, 212, 213. Strongly recommended sequence and elective to fulfill LACC requirements in laboratory science and social science are: laboratory science: BI 101, ES 104 and ES 106, social science: two courses from one of the following sequences: (HST 101, 102, 103) or (HST 104, 105, 106) or (HST 201, 202, 203) or (GEOG 105, 106, 107) and for the elective: PSY 218 or PSY 201.

Humanities/Language Arts (11-12)

- LING 315 Structure of English I (4)
- WR 440 Teaching of Writing (4)
- Choose one: (3-4)
 - COM 112 Interpersonal Communication (3)
 - COM 321 Influencing through Argument (3)

- COM 326 Communication and Controversy (3)
- COM 422 Persuasion (3)
- ENG 254 Survey of American Literature (4)
- PHL 433 Philosophy for Children (3)

Mathematics/Science (15)

- MTH 213 Foundations of Elementary Mathematics III (4)
- MTH 396 Elementary Problem Solving (3)
- Choose one: (5)
 - BI 102 General Biology
 - ES 105 Earth System Science II
- Choose one: (3)
 - GS 311 Biological Science for Elementary Schools
 - GS 312 Physical Science for Elementary Schools
 - GS 313 Earth Science for Elementary School

Social Science (12)

- Choose at least three courses from two or more areas:
 - ANTH 310, 311, 313, 332, 360, 370, 380, 494
 - CJ 213, 241, 451, 463
 - EC 201, 202
 - GEOG 105, 106, 107
 - HST 201, 202, 203
 - HST 404, 405, 478
 - PS 201, 202, 203
 - SOC 223, 225, 338, 360, 437
 - SSC 201

Health/Physical Education (8)

- HE 351 Elementary School Health (4)
- PE 433 Physical Education in Elementary School (4)

Creative Arts (9)

- Choose three:
 - ARE 433 Art Education
 - MUE 318 Music for the Classroom Teacher **-or-** MUE 321 Introduction to Orff-Schulwerk
 - D 491 Creative Dance for Children
 - TA 240 Creative Drama for Teachers

Complete two areas below: (15-22)

A. Creative Arts (9)

- Choose one of the following:
 - Art (9)**
 - A 130 Beginning Drawing
 - Any 100 or 200 level Art Class
 - ARE 433 (taken last in sequence, or if taken to meet another requirement, take another 100 or 200 level art class)
 - Dance (9)**
 - D 491 Creative Dance for Children (3)
 - One technique sequence - ballet, jazz, tap, or world dance
 - Choose one: (3)
 - D 357 Dance in Musical Theater (3)
 - D 451 Dance Production (3)

Music (9)

- Select nine credit hours, at least three credit hours with MUE prefix:
 - MUE 318 Music for the Classroom Teacher (3) *Offered as a one-week summer intensive only*
 - MUE 320 Introduction to Orff-Schulwerk (3)

- MUE 425 Orff-Schulwerk Level I (6) *Offered as a two-week summer intensive only*
- MUEN 100 level Choral or Instrumental Ensemble (1 each)
- MUS 111 Beginning Musicianship (3)
- MUS 181 Voice Class (2)
- MUS 211/211L Musicianship I (5)

Theatre (9)

- TA 240 Creative Drama for Teachers (3) *(Unless used to meet another requirement)*
- TA 414 Children's Theatre (3)
- Choose one: (3) *(two if TA 240 already taken)*
 - TA 110 Introduction to Theatre
 - TA 244 Technical Theatre: Scenecraft
 - TA 245 Technical Theatre: Lighting
 - TA 246 Technical Theatre: Costuming
 - TA 250 Basic Movement and Vocal Development
 - TA 251 Elements of Acting
 - TA 252 Technical Theatre: Makeup
 - TA 253 Production Workshop
 - TA 350 Advanced Creative Dramatics: Pupperty
 - TA 353 Advanced Production Workshop
 - TA 442 Using Creative Dramatics to Teach Across the Curriculum

B. Language Arts (7-8)

- Choose two:
 - COM 321 Influencing through Argument (3)
 - COM 325 Intercultural Communication (3)
 - COM 326 Communication and Controversy (3)
 - COM 422 Persuasion (3)
 - ENG 205 Survey of British Literature (4)
 - ENG 206 Survey of British Literature (4)
 - ENG 254 Survey of American Literature (4)
 - ENG 385 Folklore (4)
 - ENG 387 Mythology (4)
 - ENG 389 Minority Literature (4)
 - LING 370 Discourse and Text (4)

C. Mathematics (9-10)

- Choose one:
 - MTH 111 College Algebra (4)
 - MTH 392 College Algebra for Elementary Teachers (3)
- Choose two:
 - MTH 393 Probability and Statistics for Elementary Teachers (3)
 - MTH 394 Introduction to Geometry for Elementary Teachers (3)
 - MTH 395 Elementary Integrated Mathematics (3)
 - MTH 398 Discrete Mathematics for Elementary Teachers (3)

D. Modern Language (9)

- French, Spanish or German beyond second year or 203 equivalent

E. Science (9-12)

Choose one of the following:

Earth Science (9-10)

Choose three:

- GS 351 Elements of Astronomy (3)
- ES 390 Basic Meteorology (3)
- ES 331 Introduction to Oceanography (3)
- ES 473 Environmental Geology (4)

Life Science (8-10)

Choose two:

- BI 357 General Ecology (4) – **or** –
- BI 370 Environmental Science (4)
- BI 317 Vertebrate Natural History (4)
- BI 321 Systematic Field Botany (4)
- BI 360 Animal Behavior (4)
- BI 361 Marine Ecology (5)
- BI 451 Invertebrate Zoology (4)
- BI 453 Marine Vertebrates (4)
- BI 458 Field Biology (3-4)
- BI 474 Biology of Insects (5)

Environmental Science (11-12)

- CH 371 Environmental Chemistry (3)
- ES 473 Environmental Geology (4)

Choose one:

- BI 357 General Ecology (4)
- BI 370 Environmental Science (4)

F. Social Science (8-9)

Choose one of the following:

Anthropology (8)

Choose two (at least one upper-division):

- ANTH 213 Language and Culture
- ANTH 214 Physical Anthropology
- ANTH 215 Archaeology
- ANTH 216 Cultural Anthropology
- ANTH 310 World Prehistory
- ANTH 311 Human Evolution
- ANTH 332 Latin America
- ANTH 380 Africa
- ANTH 494 Northwest Indian Cultures

Community Crime Prevention (8)

Choose two: (4)

- CJ 213 Introduction to Criminal Justice
- CJ 241 Introduction to Community Crime Prevention
- CJ 440 Community Crime Prevention Studies

Juvenile Justice System (8)

Choose two: (4)

- CJ 213 Introduction to Criminal Justice
- CJ 451 Juvenile Delinquency: Prevention and Control
- CJ 463 Topics on Juvenile Issues

Economics (8)

Choose two: (4)

- EC 318 Money and Banking
- EC 319 Public Finance
- EC 440 International Trade

Geography (8)

Choose two: (4)

- GEOG 105 Introductory Physical Geography
- GEOG 106 Introductory Economic Geography
- GEOG 107 Introductory Cultural Geography – **or** – If above already taken for LACC, one course from two of the following three areas:

Cultural (4)

- GEOG 411 Cultural Geography
- GEOG 413 Urban Geography
- GEOG 433 Political Geography

Regional (4)

- GEOG 310 World Regional Geography
- GEOG 313 The Pacific Northwest
- GEOG 314 The Pacific Rim
- GEOG 315 The Indian Subcontinent
- GEOG 371 Mexico and Central America
- GEOG 420 The West and the American Imagination
- GEOG 421 The Changing American West
- GEOG 432 Geography of Africa

Environmental (4)

- GEOG 380 Environmental Conservation
- GEOG 410 Global Issues
- GEOG 425 Urban Planning and Policy

History (8)

- United States History (8)
 - Any two upper division United States History courses
- European History (8)
 - Any two upper-division European History courses
- Latin American History (8)
 - Any two upper-division Latin American History courses
- Asian History (8)
 - Any two upper division Asian History courses

Legal Studies (9)

- PS 201 American National Government (3)
- PS 202 State and Local Government (3)
- PS 479 Constitutional Law (3)

Political Science (9)**Basic Political Science (9)**

- PS 201 American National Government (3)
- PS 202 State & Local Government (3) – **or** – PS 203 International Relations (3)
- One upper-division Political Science course

American Government (9)

Choose three: (3)

- PS 201 American National Government
- PS 414 Political Parties, Pressure Groups and Elections – **or** –
- PS 419 American Presidential Elections
- PS 426 Federalism and Intergovernmental Relations
- PS 469 Congress and the Presidency

State and Local Government (9)

- PS 201 American National Government (3)
- PS 202 State and Local Government (3)
- Choose one:
 - PS 409 Practicum: Administrative Internship (3-12)
 - PS 410 Political Science Internship (3-12)
 - PS 424 Policy Making in the States (3)
 - PS 426 Federalism and Intergovernmental Relations (3)
 - PS 490 Community Politics (3)

International Relations (9)

- PS 203 International Relations (3)
- Choose two: (3)
 - PS 303 Politics and Governments of Europe
 - PS 460 Governments and Politics of Asia

- PS 463 Governments and Politics of Developing Nations
- PS 493 International Organizations
- PS 497 American Foreign Relations

Psychology (7-8)

PSY 311 Developmental Psychology (4)

Choose one:

- PSY 334 Social Psychology (4)
- PSY 349 Introduction to Behavior Modification (4)
- PSY 443 Group Processes (4)
- PSY 463 The Maladjusted Child (4)
- PSY 480 Infancy and Childhood (4)
- PSY 481 Middle and Late Childhood (3)
- PSY 482 Adolescence (4)

Sociology (9)

Choose three: (3)

- SOC 338 Sociology of the Family
- SOC 360 Sociology of Gender
- SOC 390 Sociology of Education
- SOC 437 Sociology of Race/Ethnic Relations

G. Environmental Studies (11-12)

- GEOG 380 Environmental Conservation (4)
- HST 489 Environmental History (4)
- Choose one or two:
 - COM 380 Environmental Communication (3)
 - EC 436 Environmental Economics and Public Policy (4)
 - GEOG 425 Urban Planning & Policy (4)
 - HST 492 Pacific Northwest History (4)
 - PS 446 Land Resource Politics and Policy (3)
 - PS 447 Environmental Politics and Policy (3)
 - PS 449 Environmental Values and Political Action (3)

H. Gender Studies (9-12)

Choose three:

- SSC 201 Intro. to Gender Studies (3)
- ANTH 370 Women in Cross-Cultural Perspective (4)
- A 405 Art History: Gender in Art (4)
- D 310 Women in Dance and Music: 1800- Present (3)
- HST 404 Gender Issues in History (4)
- HST 405 Gender Issues in History (4)
- PS 435 Women and Politics (3)
- PSY 492 Psychology of Women (4)
- SOC 360 Sociology of Gender (3)

I. Physical Education (7)

- PE 434 Elementary Physical Education Teaching Practicum (3)
- Choose one: (4)
 - PE 310 Motor Learning
 - PE 415 Lifespan Motor Development

J. Health (8)

- HE 415 Child and Adolescent Health (4)
- Choose one: (4)
 - HE 325 Nutrition
 - HE 366 Alcohol, Tobacco and Other Drugs
 - HE 367 Human Sexuality

Elementary/Middle Level authorizations

Grade three through grade nine in an elementary or middle level school only

Professional Education Core (48 credits)
Education majors are required to have successfully completed ED 312 prior to entry into the education professional core.

Elementary/Middle Level authorizations (63-68 credits)
Test requirements: Passing score on CBEST and ORELA. Required courses to partially fulfill the B.A./B.S. and basic graduation requirements are: MTH 211, 212, 213. Recommended sequence and elective to fulfill LACC requirements in laboratory science and social science are: laboratory science BI 101, ES 104 and ES 106; social science: two courses from one of the following sequences: (HST 101, 102, 103) or (HST 104, 105, 106) or (HST 201, 202, 203) or (GEOG 105, 106, 107); and for the elective: PSY 218 or PSY 201.

Health (4)
HE 415 Child and Adolescent Health

Humanities/Language Arts (11-12)
LING 315 Structure of English I (4)
WR 440 Teaching of Writing (4)
Choose one: (3-4)
COM 112 Interpersonal Communication (3)
COM 321 Influencing through Argument (3)
COM 422 Persuasion (3)
ENG 254 Survey of American Literature (4)
PHL 433 Philosophy for Children (3)

Mathematics (9-10)
MTH 396 Elementary Problem Solving (3)
Choose one: (3-4)
MTH 111 College Algebra (4)
MTH 392 College Algebra for Elementary Teachers (3)
Choose one: (3)
MTH 393 Probability and Statistics for Elementary Teachers
MTH 395 Elementary Integrated Mathematics
MTH 398 Discrete Mathematics for Elementary Teachers (3)
MTH 492 Introduction to Abstract Algebra for Middle School Teachers
MTH 494 Geometry for Middle School Teachers
MTH 495 Calculus for Middle School Teachers

Science (13)
BI 102 General Biology (5)
ES 105 Earth System Science II (5)
Choose one: (3)
GS 311 Biological Science for Elementary Schools
GS 312 Physical Science for Elementary Schools
GS 313 Earth Science for Elementary Schools

Social Science (12)
Choose courses in two different areas:
ANTH 310, 311, 313, 332, 360, 370, 380, 494

CJ 213, 241, 451, 463
EC 201, 202
GEOG 105, 106, 107
HST 201, 202, 203, 404, 405, 478
PS 201, 202, 203
SOC 223, 225, 338, 360, 437
SSC 201

Choose one of the following options: (11-14)
French (12)

12 credits in French beyond FR 303

German (12)
GL 331 German Pronunciation and Phonetics (3)
Choose one: (3)
GL 340 German Culture and Civilization I
GL 341 German Culture and Civilization II
GL 342 Studies in German Culture and Literature
GL 343 Studies in German Culture and Literature
GL 344 Studies in German Culture and Literature
Two electives beyond GL 303

Spanish (12)
SPAN 350 Spanish Pronunciation & Phonetics (3)
Choose one: (3)
SPAN 338 Hispanic Culture and Civilization: Spain
SPAN 339 Hispanic Culture and Civilization: Latin America
SPAN 340 Hispanic Culture and Civilization: Mexico
Two electives beyond SPAN 303

Art (12)
A 115 Beginning Design: 2-D (3) *If taken for LACC, then take any 100 or 200 level art class*
A 130 Beginning Drawing (3)
Any 100 or 200 Level Art Class (3)
ARE 433 Art Education (3)

Music (12)
Select twelve credit hours, at least 3 credit hours with MUE prefix:
MUE 318 Music for the Classroom Teacher (3)
MUE 320 Introduction to Orff-Schulwerk (3) *Offered as a one-week summer intensive only*
MUE 425 Orff-Schulwerk Level I (6) *Offered as a two-week summer intensive only*
MUEN 101-108 Choral or Instrumental Ensemble
MUS 111 Beginning Musicianship (3)
MUS 181 Class Voice (2)
MUS 211/211L Musicianship I (3)

Theatre (12)
TA 240 Creative Drama for Teachers (3)
TA 414 Children's Theatre (3)
TA 364 Play Direction (3)
Choose one: (3)
TA 244 Technical Theatre: Scenecraft
TA 245 Technical Theatre: Lighting
TA 246 Technical Theatre: Costuming
TA 252 Technical Theatre: Makeup

Dance (12-15)
D 180, 181, 182 Beginning Modern Dance I-III (3)
Elective technique sequence from ballet, jazz, tap, or world dance
D 491 Creative Dance for Children (3)
Choose one: (3)
D 357 Dance in Musical Theatre
D 451 Dance Production

Language Arts (10-12)
ENG 218 Introduction to Literary Study (4)
Choose two:
COM 321 Influencing through Argument (3)
COM 342 Media Literacy
COM 422 Persuasion (3)
ENG 205 Survey of British Literature (4)
ENG 206 Survey of British Literature (4)
ENG 253 Survey of American Literature (4)
ENG 254 Survey of American Literature (4)
ENG 301 Shakespeare (4)
ENG 385 Folklore (4)
ENG 387 Mythology (4)
ENG 389 Minority Literature (4)
LING 370 Discourse and Text (4)
PHL 433 Philosophy for Children (3)

Science (12)
ES 351 Geology for Educators (3)
GS 351 Elements of Astronomy (3)
ES 390 Basic Meteorology (3)
ES 331 Oceanography (3)

Mathematics (12)
MTH 494 Geometry for Middle School Teachers (3)
MTH 495 Calculus for Middle School Teachers (3)
Choose two: (*cannot be same courses used to meet other requirements*)
MTH 393 Probability and Statistics for Elementary Teachers (3)
MTH 395 Elementary Integrated Mathematics (3)
MTH 398 Discrete Mathematics for Elementary Teachers (3)
MTH 492 Intro. to Abstract Algebra for Middle School Teachers (3)

Anthropology (12)
Choose three: (12) (*at least one upper-division*)
ANTH 213 Language and Culture
ANTH 214 Physical Anthropology
ANTH 215 Archaeology
ANTH 216 Cultural Anthropology
ANTH 310 World Prehistory
ANTH 311 Human Evolution
ANTH 332 Latin America
ANTH 380 Africa
ANTH 494 Northwest Indian Cultures

Community Crime Prevention (12)
CJ 213 Introduction to Criminal Justice (4)
CJ 241 Introduction to Community Crime Prevention (4)
CJ 440 Community Crime Prevention Studies (4)

Juvenile Justice System (12)

- CJ 213 Introduction to Criminal Justice (4)
- CJ 451 Youth, Crime and Society (4)
- CJ 463 Topics on Juvenile Issues (4)

Economics (12)

Choose three:

- EC 318 Money and Banking (4)
- EC 319 Public Finance (4)
- EC 436 Environmental Economics and Public Policy (4)
- EC 440 International Trade (4)

Cultural Geography (12)

- GEOG 411 Cultural Geography (4)
- GEOG 413 Urban Geography (4)
- GEOG 433 Political Geography (4)

Regional Geography (12)

Choose any three: (4)

- GEOG 310 World Regional Geography
- GEOG 313 The Pacific Northwest
- GEOG 314 The Pacific Rim
- GEOG 315 The Indian Subcontinent
- GEOG 371 Mexico and Central America
- GEOG 420 The West and the American Imagination
- GEOG 421 The Changing American West
- GEOG 432 Geography of Africa

Environmental Geography (12)

- GEOG 380 Environmental Conservation (4)
- GEOG 410 Global Issues (4)
- GEOG 425 Urban Planning and Policy (4)

General Geography (12)

Three upper-division courses pre-approved by a geography adviser

United States History (12)

Three upper-division United States history courses

European History (12)

Three upper-division European history courses

Latin American History (12)

Three upper-division Latin American history courses

Asian History (12)

Three upper-division Asian history courses

Basic Political Science (12)

- PS 201 American National Government
- Choose one:
 - PS 202 State and Local Government
 - PS 203 International Relations
- Two upper-division Political Science courses

American Government (12)

- PS 201 American National Government (3)
- PS 426 Federalism and Intergovernmental Relations (3)
- PS 469 Congress and the Presidency (3)
- Choose one: (3)
 - PS 414 Political Parties, Pressure Groups, and Elections
 - PS 419 American Presidential Elections

State and Local Government (12)

- PS 201 American National Government (3)
- PS 202 State and Local Government (3)
- Choose two:
 - PS 409 Practicum: Administrative Internship (3-12)
 - PS 410 Political Science Internship (3-12)
 - PS 424 Policy making in the States (3)
 - PS 426 Federalism and Intergovernmental Relations (3)
 - PS 490 Community Politics (3)

International Relations (12)

- PS 203 International Relations (3)
- Choose three: (3)
 - PS 303 Politics and Governments of Europe
 - PS 460 Governments and Politics of Asia
 - PS 463 Governments and Politics of Developing Nations
 - PS 493 International Organizations
 - PS 497 American Foreign Relations

Psychology (11-12)

- PSY 311 Developmental Psychology (4)
- Choose two:
 - PSY 334 Social Psychology (4)
 - PSY 349 Introduction to Behavior Modification (4)
 - PSY 443 Group Processes (4)
 - PSY 463 The Maladjusted Child (4)
 - PSY 480 Infancy and Childhood (4)
 - PSY 481 Middle and Late Childhood (3)
 - PSY 482 Adolescence (4)

Sociology (12)

Choose one of the following options:

- Multi-Cultures (12)**
 - SOC 400 International Development
 - SOC 427 Revolutionary Social Movements
 - SOC 437 Sociology of Race/Ethnic Relations
 - SOC 450 Latin American Society

Gender and Family (12)

- SOC 338 Sociology of the Family
- SOC 360 Sociology of Gender
- SOC 440 Women and Development
- SOC 460 Feminist Theory

History and Development (12)

- SOC 320 Industrial Sociology (3)
- SOC 400 International Development (3)
- SOC 410 Historical Sociology: Origins of Capitalism (3)
- Choose one: (3)
 - SOC 427 Revolutionary Social Movements
 - SOC 350 Food and Hunger

Environmental Studies (11-12)

- GEOG 380 Environmental Conservation (4)
- HST 489 Environmental History (4)
- Choose one:
 - COM 380 Environmental Communication (3)
 - EC 436 Environmental Economics and Public Policy (4)
 - GEOG 425 Urban Planning and Policy (4)
 - HST 492 Pacific Northwest History (4)
 - PS 446 Land Resource Politics and Policy (3)

- PS 447 Environmental Politics and Policy (3)
- PS 449 Environmental Values and Political Action (3)

Gender Studies (12-14)

- SSC 201 Introduction to Gender Studies (3)
- ANTH 370 Women in Cross-Cultural Perspective (4)
- A 405 Art History: Gender in Art (4)
- D 310 Women in Dance and Music (3)
- HST 404 Gender Issues in History (4)
- HST 405 Gender Issues in History (4)
- PS 435 Women and Politics (3)
- PSY 492 Psychology of Women (4)
- SOC 360 Sociology of Gender (3)

Legal Studies (12)

- PS 201 American National Government (3)
- PS 202 State and Local Government (3)
- PS 479 American Constitutional Law (3)
- PS 480 Administrative Law (3)

Physical Education (14)

- PE 241 Teaching Games I (3)
- PE 433 Physical Education in the Elementary School (4)
- PE 434 Elementary Physical Education Teaching Practicum (3)
- Choose one: (4)
 - PE 310 Motor Learning
 - PE 415 Lifespan Motor Development

Health (12)

- HE 351 Elementary School Health (4)
- Choose two: (8)
 - HE 325 Nutrition
 - HE 366 Alcohol, Tobacco and Other Drugs
 - HE 367 Human Sexuality

Middle Level/High School authorizations**Grade five through grade 12 in a middle level or high school only****Professional Education Core (48 credits)**

Education majors are required to have successfully completed ED 312 prior to entry into the education professional core.

Middle Level/High School Teaching authorizations (52-85 credits)

Test requirements: CBEST, ORELA. For programs in academic specialty areas, see listings under the academic area, e.g. biology, language arts, social science, etc.

English (B.A. only)

Professors: Kit Andrews, David Hargreaves, Gavin Keulks, Marjory Lange, Cornelia Paraskevas, Thomas Rand, Curtis Yehnert

Associate professors: Ann Bliss, Carol Harding, Henry Hughes, Katherine Schmidt, Uma Shrestha

Assistant professors: Margaret Artman, Jason Waite

Mission:

Provides personalized learning opportunities leading to advanced studies, or a variety of careers including teaching, writing, editing, linguistics and literature. The various programs help students develop a broad knowledge of literature, language and writing to foster analytical and critical skills. Students encounter new ideas; appreciate aesthetic and practical language; become impassioned readers, writers, and thinkers; and gain perspectives in assimilating and evaluating their new experiences.

English/Language Arts Common Core

(41 credits)

Before taking common core literature courses (ENG prefix), students must complete two LACC literature courses. ENG 107 and 108 should be taken as the two LACC literature courses for English majors and language arts secondary education majors. ENG 109 is also recommended. Students who already have taken ENG 104, 105, 106, 109, FR 110, or GL 110 should see their English adviser to substitute for ENG 107 and/or 108 on their Academic Degree Program form. All students should complete ENG 218W as early as possible in the English Core.

ENG 218 Introduction to Literary Study (4)

ENG 204, 205, 206 Survey of British Literature (12)

ENG 253, 254 Survey of American Literature (8)

ENG 301 Shakespeare (4)

LING 210 Introduction to Linguistics (4)

LING 315 Structure of English I (4)

HUM 450 Senior Portfolio (1) *Not required for Language Arts Secondary Education majors*

WR 230 Introduction to Rhetoric and Composition Studies (4)

B.A. in English/Literature

(69 credits)

Learning outcomes

1. Develop an appreciation of literary works within a broad scope of literary traditions and genres.
2. Understand theories, methods, and forms of literary interpretation and research methods.
3. Recognize relationships between literature and culture, society, and the individual.

Common Core (41 credits)

ENG 318 Contemporary Literary Theory (4)

Three 300-level literature courses (12) [no more than one course from ENG 380-89]

Three 400-level literature courses (12)

B.A. in English/Linguistics

(68-69 credits)

Learning outcomes

1. Develop familiarity with issues in language usage, language variation, language acquisition and history of the English language, with special attention to writing, literacy and language arts.
2. Understand structure and function in analyzing the English language system.
3. Recognize the relationship between language and culture, society and the individual.

Common Core (41 credits)

LING 312 Language and Society (4)

LING 370 Discourse and Text (4)

Three 400-level linguistics courses (12)

One upper-division writing course (4)

One upper-division Humanities elective (3-4)

B.A. in English/Writing

(67-69 credits)

Learning outcomes

1. Develop a familiarity with aims of discourse, rhetorical strategies and artistic craft.
2. Understand writing theory and practice.
3. Recognize the relationship between writing and language, knowledge and power.

Common Core (41 credits)

Three 300-level writing classes* (11-12)

Three different 400-level writing classes for a minimum of (12)

One upper-division Humanities elective (3-4)

*may include TA 330 Script Writing

Literature minor

(20 credits)

ENG 218 Introduction to Literary Study (4)

Approved upper-division literature courses (16)

Linguistics minor

(20 credits)

LING 210 Introduction to Linguistics (4)

LING 315 Structure of English I (4)

Approved upper-division linguistics courses (12)

Writing minor

(19-20 credits)

WR 222 or WR 230 (4)

Approved upper-division writing courses

(May include TA 330 Script Writing) (15-16)

Students planning a minor in literature, linguistics or writing need to be aware of prerequisites for upper-division courses. Students with a major in one of these areas and a minor in another need to plan with an adviser additional classes in the minor to replace courses taken in the common core. Planning with an adviser is essential.

Entrepreneurship

Professor: Hamid Bahari-Kashani

Mission

The minor in entrepreneurship provides an opportunity to learn more about starting and managing your own business. The program combines theoretical study and practical experience, creating a challenging program that provides students the skills and knowledge for initiating and operating successful ventures.

Learning outcomes

1. Understand the unique characteristics of the entrepreneurial business environment.
2. Develop the personal and professional attributes of successful entrepreneurs.
3. Gain practical experience in entrepreneurial engagement through partnering with the local business community through student internships and projects.

Entrepreneurship minor

(19 credits)

BA 211 Financial Accounting (4)*

BA 310 Principles of Marketing (3)*

ENT 320 Entrepreneurial Finance (1)

ENT 330 Planning and Creating New Ventures (3)

ENT 350 Small Business Management (3)

ENT 360 Small Business Marketing (3) – or –

ENT 460 Entrepreneurship in Action (3)

Choose two: (2)

ENT 380 Entrepreneurs Today (1)

ENT 381 Creativity and Entrepreneurs (1)

ENT 382 Innovation and Strategy (1)

ENT 383 Entrepreneurs and Society (1)

ENT 384 Going into Business in Oregon (1)

* If business major, choose any business or economics elective.

Environmental Studies

Professors: Bryan Dutton, Max Geier, Mark Henkels

Associate professors: Susan Daniel, Mary Pettenger, Emily Plec, Stephen Taylor, Jeffrey Templeton, Mark Van Steeter

Mission

Educate students about the physical, biological and social dimensions of the environment. The program teaches specific topics and skills central to understanding environmental issues and promotes pathways to jobs in the environmental field.

Learning outcomes

1. Develop a working understanding of the interconnectedness of human civilization and the environment.
2. Engage in experiential learning through laboratory classes, field work, and internships.
3. Develop an awareness of current environmental issues and engage in advocacy in the community.

Environmental Studies minor

(27-31 credits)

Core Courses (8)

HST 489 Environmental History (4)

BI 357 General Ecology (4) – **or** – BI 370
Environmental Science (4)**Foundation Courses (13-14)**

CH 371 Environmental Chemistry (3)

ES 473 Environmental Geology (4)

Choose two: (*one course from any two disciplines*) (6-7)

COM 380 Environmental Communication (3)

GEOG 380 Environmental Conservation (4)

GEOG 392 Physical Geography (4)

GEOG 425 Urban Planning and Policy (4)

GEOG 480 Nature and the American
West (4)

PHL 255 Environmental Ethics (3)

PS 447 Environmental Politics and Policy (3)

PS 449 Environmental Values and Political
Action (3)PS 477 International Environmental
Politics (3)**Electives (6-9)**Select two courses approved by minor
adviser:

ANTH 311 Human Evolution (4)

BI 317 Vertebrate Natural History (4)

BI 321 Systematic Field Botany (4)

BI 331 General Microbiology (4)

BI 361 Marine Ecology (5)

BI 451 Invertebrate Zoology (5)

BI 453 Marine Vertebrates (4)

CH 310 Geochemistry (3)

CH 412 Advanced Inorganic Chemistry (3)

EC 436 Environmental Economics and
Public Policy (4)ES 322 Geomorphology and Aerial
Photography Interpretation (4)

ES 331 Introduction to Oceanography (3)

ES 390 Basic Meteorology (3)

ES 431 Paleobiology (4)

ES 453 Geology of Pacific Northwest (4)

ES 454 Volcanology (4)

ES 460 Energy and Mineral Resources (3)

ES 476 Hydrology (3)

ES 492 GIS Applications in Earth Science (3)

GEOG 240 Map and Air Photo
Interpretation (4)

GEOG 340 Cartography (4)

GEOG 341 Geographic Information
Systems (4)GEOG 385 Quantitative Methods in
Geography (4)

GEOG 391 Biogeography (4)

GEOG 393 Soils (4)

GEOG 490 Climatology (4)

HST 407 Nuclear Landscapes (4)

HST 490 Wests of Early America (4)

HST 491 Western US: 20th Century Issues (4)

HST 492 Pacific Northwest History (4)

PS 409 Administrative Practicum (3-6)

PS 446 Land Resource Politics and Policy (3)

SOC 290 World Population and Social
Structure (3)

SOC 328 Social Data Analysis (3)

SOC 350 Food and Hunger (3)

SOC 400 International Development (3)

Exercise Science

Professors: Marita Cardinal, Brian Caster

Associate professors: Jon Carey, Robert
Hautala, Gay Timken

Assistant professor: Jeffrey Armstrong

MissionTo maximize individual and professional
development in health and movement sci-
ence and to promote healthy lifestyles and
communities.**Learning outcomes**Relative to physical activity, physical fitness,
and motor skill development programs,
candidates will:

1. Plan effective strategies, interventions
and programs based on assessment of
individual and community needs.
2. Implement and evaluate strategies,
interventions and programs.
3. Coordinate, communicate and advocate
for research-based practices.

Exercise Science major

(72-74 credits)

Required Core courses (32 credits)

PE 230 Foundations of Exercise Science (4)

PE 310 Motor Learning (4)

PE 371 Kinesiology (4)

PE 415 Lifespan Motor Development (4)

PE 444 Lifespan Adapted Physical Activity (4)

PE 470 Sociological and Psychological
Aspects of Physical Activity (4)

PE 473 Physiology of Exercise (4)

PE 483 Biomechanics (4)

Professional tracks

Select one:

Applied Exercise Science (40 credits)

HE 325 Nutrition (4)

PE 485 Exercise Testing and Prescription (4)

PE 499 Capstone (4)

Choose two: (8)

HE 426 Sports and Exercise Nutrition (4)

PE 484 Advanced Topics in Biomechanics (4)

PE 486 Advanced Topics in Motor
Behavior (4)PE 487 Advanced Topics in Physiology
of Exercise (4)PE 488 Exercise Motivation and
Adherence (4)

Electives (20)

*Courses must be selected with adviser
approval, and may include courses outside
the division.***Pre-Education Non-Licensure (43 credits)**

PE 239 Teaching Movement Education (3)

PE 240 Teaching Dance in Physical
Education (3)

PE 241 Teaching Games I (3)

PE 242 Teaching Games II (3)

PE 243 Teaching Outdoor and Adventure
Education (3)

PE 244 Teaching Aerobic Fitness (3)

PE 245 Teaching Strength Training and
Conditioning (4)PE 330 Teaching Methods in Physical
Education I (4)PE 335 Field Experience in Physical
Education (1)PE 430 Teaching Methods In Physical
Education II (4)PE 431 Assessment Strategies in Physical
Education (4)PE 445 Curricular Issues in Physical
Education (4)Choose two courses from the following
areas: (4)

Aquatics

Eastern Arts

Gymnastics

Outdoor Recreation

It is recommended that students take BI
102 General Biology and BI 234, and BI 235
Human Anatomy and Physiology to fulfill the
natural science requirement in the LACC. BI
234, 235 and 236 are prerequisites to several
major required and elective courses. See
course descriptions for specific prerequisites.**Film Studies**Professors: Gavin Keulks, Mark Perlman,
Robin SmithAssociate professors: Shaun Huston, Gianna
Martella, Michael Phillips, Emily Plec**Mission**To engage students in the critical study of
moving images, including opportunities for
practical experience in film and video mak-
ing and criticism.**Learning outcomes**

1. Enhanced awareness of the power of
visual media to shape perceptions of the
world.
2. Contextual understandings of moving
image arts and media.
3. Skills to pursue specific interests in film
and critically analyze and interpret visual
media.

Film Studies minor

(29-35 credits)

Core Courses (11)

ANTH 369 Visual Anthropology (4)

COM 426 Language of the Mass Media (3)

ENG 386 Form and Meaning in Film (4)

Theory, tools and methods (6-8)

Choose two:

A 305 Art History: Modernism (4)

A 306 Art History: Modernism (4)

COM 342 Media Literacy (3)

ENG 218 Introduction to Literary Study (4)

GEOG 386 Making Digital Video for the
Social Sciences (4)

SOC 460 Feminist Theory (3)

MUS 423 Scoring for Film and Television (3)

MUS 460 Special Topics in Music History (3)

PHL 282 Philosophy of Art (3)

TA 251 Elements of Acting (3)

TA 308 History of Fashion (3)

TA 330 Script Writing (3)

TA 338 History of Architecture and Decor (3)

Topical courses (6-8)

Choose two:

- FR 340 Topics in French Arts and Culture (3)
- GEOG 207 Geography and Film (4)
- GEOG 307 Canadian Identity Through Film (4)
- GEOG 420 The West and the American Imagination (4)
- GEOG 421 The Changing American West (4)
- GL 310 German Film (3)
- PS 478 Political Fiction and Film (3)
- SOC 407 Latin American Social Issues Through Film (3)

Electives (6-8)

Choose courses in consultation with a Film Studies adviser. Courses not listed here may be applied towards the minor with adviser approval. Students may also apply credits from FLM 406 Special Individual Studies and FLM 409 Practicum towards completion of the minor.

Fire Services Administration

Director: LaRon Tolley

Mission

To reduce fire and life safety losses in Oregon and nationwide with the application of knowledge through education and professional development.

Learning outcomes

1. Demonstrate comprehension of current competency-based certification standards.
2. Integrate academic theory for fire and emergency services with practical applications.
3. Integrate technological proficiency with effective decision making.

Fire Services Administration major

(72 credits)

Community College Professional Courses (24 credits)

- FSA 311 Principles of Fire Protection Management (3)
- FSA 313 Fire Personnel Management (3)
- FSA 315 Organization for Fire Protection (3)
- FSA 317 Fiscal Management in Fire Protection (3)
- FSA 319 Legal Aspects of Fire Protection (3)
- FSA 421 Master Planning for Emergency Services (3)
- Elective professional course (3)
Consult your WOU adviser

Additional electives in Fire Services Administration and/or social science and/or business (*selected with adviser's assistance*) (27)

WOU requires a minimum grade point average of 2.50 in the 72-hour major and a minimum GPA of 2.00 in all college work. At least 45 credit hours must be completed through WOU or Eastern Oregon University's FSA courses. Acceptance into the program is limited to persons who are Oregon Fire Fighter II or equivalent, and who have

completed the required 24 hours of core curriculum lower-division fire science course work prior to transferring into the program.

Those in the program must also complete the Liberal Arts Core Curriculum.

WOU has established cooperative agreements with other institutions and agencies throughout Oregon and several other states. The participation of these other organizations provides various distance education opportunities for individuals to work towards a B.A. or B.S. in fire services administration. Participating institutions include: National Fire Academy, Eastern Oregon University, Oregon Department of Public Safety Standards and Training, Alaska Commission on Post Secondary Education, Washington State Higher Education Coordinating Board, and several community colleges throughout the U.S.

For more information on how these agreements may help the student in higher education pursuits, please contact: Fire Services Administration office, 345 N. Monmouth Ave., Monmouth, OR 97361; 1-800-451-5767; e-mail: fsa@wou.edu; or Internet: www.wou.edu/fsa.

French**Mission**

Create and transmit knowledge concerning world languages, literatures and cultures in a climate that promotes ease of communication and mutual understanding.

Learning outcomes

1. Attain strong linguistic skills suitable for pursuing graduate work, careers in business, government, social services, tourism and life-long learning of French.
2. Develop an understanding of French cultural and historical perspectives in a global society.
3. Advance language mastery and cultural awareness through active learning experiences such as study abroad.

French minor

(18 credits)

- FR 301, 302, 303 (12)
- Upper-division hours in French (6)

Students who begin coursework at a higher level than 301 can substitute other courses in consultation with their adviser. Students must maintain a 2.0 GPA in their minor courses.

Gender Studies

Professors: Maureen Dolan, Kimberly Jensen, Robin Smith

Mission

Explores scholarship on women and gender. Historical and cross-cultural perspectives, critical theory and interdisciplinary approaches are employed to examine questions of

gender difference, inequality and exclusion. In keeping with the philosophy of liberal arts education, the goal of gender studies is to better understand and ultimately to transform our lives and the world in which we live.

Learning outcomes

1. How gender roles and ideologies are differently constructed and expressed in different cultures.
2. Theories on the origin of patriarchy and the history of efforts to balance its effects.
3. The interaction of race, class, gender, and other categories of difference in society.

Gender Studies minor

(26-28 credits)

- HST 404 Gender Issues Part I (4)
- HST 405 Gender Issues Part II (4)
- SOC 360 Sociology of Gender (3)
- Elective courses (15-18)

Choose electives from at least two divisions:

Creative Arts

- A 405 Art History: Gender in Art (4)
- D 310 Women in Dance (3)

Education

- HE 367 Human Sexuality (4)

Humanities

- COM 335 Communication and Gender
- COM 435 Rhetoric of the Women's Movement
- SPAN 445 Hispanic Women Writers

Psychology

- PSY 492/592 Psychology of Women (4)

Social Science

- ANTH 370 Women in Cross-Cultural Perspective (4)
- ANTH 375 Women Anthropologists (4)
- CJ 435 Gender, Crime and Justice (4)
- HST 445 Women in the Greco Roman World (4)
- HST 452 Women and the Family in the Middle Ages (4)
- HST 470 Women in Indian Society (4)
- HST 471 Women in Japanese Society (4)
- HST 472 Women in Chinese Society (4)
- HST 481 American Voices (4)
- HST 484 Health, Medicine and Gender in Historical Perspective (4)
- PS 435 Women and Politics (3)
- PS 436/536 Gender and Public Policy (3)
- SOC 338 Sociology of the Family (3)
- SOC 437 Sociology of Race/Ethnic Relations (3)
- SOC 440 Women and Development (3)
- SOC 460 Feminist Theories (3)
- SSC 201 Introduction to Gender Studies (3)
- SSC 403 Research/Internship (1-9)

SSC 201, SSC 403, and SOC 460 are strongly recommended. Also, minor may include any seminar that focuses on adding content on/by women to the curriculum, or that substantially and explicitly addresses gender issues and feminist theory in the treatment of its subject area, or a course in which the student has the option of selecting and exploring gender-related topics in the process of developing a special skill, e.g. an advanced writing course.

Geography

Professor: Michael McGlade

Associate professors: Shaun Huston, Sriram Khe, Mark Van Steeter

Mission

To be recognized for excellence in teaching and scholarship, and graduating students who are critical thinkers with a keen awareness and appreciation of the geographic dimensions of society.

Learning outcomes

1. Become conversant in geographic thought and practice.
2. Understand the role of geography in society.
3. Develop a clear understanding of the nature and significance of human-environment relations.

Geography major

(64 credits)

Foundations (12)

GEOG 105, 106, 107 Introductory Geography

Geographic Thought and Practice (16)

GEOG 341 Geographic Information Systems
GEOG 495 History and Philosophy of Geography

Choose two:

GEOG 240 Map and Air Photo Interpretation

GEOG 321 Field Geography

GEOG 340 Cartography

GEOG 384 Qualitative Methods

GEOG 385 Quantitative Methods

GEOG 386 Making Digital Video for the Social Sciences

Geography and Society (8)

Choose two:

GEOG 370 Human Migration

GEOG 391 Biogeography

GEOG 410 Global Issues

GEOG 411 Cultural Geography

Human-Environment Relations (8)

Choose two:

GEOG 380 Environmental Conservation

GEOG 425 Urban Planning and Policy

GEOG 470 Energy, Environment, and Society

GEOG 480 Nature and the American West

Capstone (4)

GEOG 499 Capstone Experience

Choose one of the following three concentrations:

Culture and Politics (16)

Choose four:

GEOG 207 Geography and Film

GEOG 327 Popular Culture in Global Perspective

GEOG 420 The West and the American Imagination

GEOG 421 The Changing American West

GEOG 433 Political Geography

GEOG 435 U.S. and Canadian Geopolitics

GEOG 480 Nature and the American West

Urban and International (16)

Choose four:

GEOG 314 Pacific Rim

GEOG 315 The Indian Subcontinent

GEOG 370 Human Migration

GEOG 371 Mexico and Central America

GEOG 410 Global Issues

GEOG 413 Urban Geography

GEOG 418 International Trade and Transportation

GEOG 425 Urban Planning and Policy

GEOG 470 Energy, Environment, and Society

Physical Environment (16)

Choose four:

GEOG 321 Field Geography

GEOG 380 Environmental Conservation

GEOG 391 Biogeography

GEOG 392 Physical Geography

GEOG 393 Soils Geography

GEOG 425 Urban Planning and Policy

GEOG 470 Energy, Environment, and Society

GEOG 480 Nature and the American West

GEOG 490 Climatology

GEOG 492 Regional Physiography of North America

Geography minor

(28 credits)

GEOG 105, 106, 107 Introductory

Geography (12)

Choose one: (4)

ES 391 Fundamentals of Geographic Information Systems (4)

GEOG 321 Field Geography (4)

GEOG 341 Geographic Information Systems (GIS) (4)

GEOG 495 History and Philosophy of Geography (4)

Any three upper-division Geography courses (12)

Planning minor

(28 credits)

GEOG 105, 106 Introductory Geography (8)

GEOG 413 Urban Geography (4)

GEOG 425 Urban Planning and Policy (4)

Choose one: (4)

ES 391 Fundamentals of Geographic Information Systems (4)

GEOG 240 Map and Air Photo

Interpretation (4)

GEOG 341 Geographic Information

Systems (GIS) (4)

Choose one: (4)

GEOG 370 Human Migration

GEOG 380 Environmental Conservation

GEOG 411 Cultural Geography

Upper-division elective in Geography (4)

German Studies

Associate professor: Gudrun Hoobler

Mission

Create and transmit knowledge concerning world languages, literatures and cultures in a climate that promotes ease of communication and mutual understanding.

Learning outcomes

1. Attain strong linguistic skills suitable for pursuing graduate work, careers in business, government, social services, tourism and life-long learning of German.
2. Develop an understanding of German cultural and historical perspectives in a global society.
3. Advance language mastery and cultural awareness through active learning experiences such as study abroad.

German major

(55-58 credits)

Hours beyond first year language

GL 201, 202, 203 Second Year German (12)*

GL 301, 302, 303 Composition and Conversation (12)

GL 110 Introduction to German Literature in Translation (4)

Choose five: (15-16) *At least two 300 level and at least two 400 level*

GL 310 German Film and Conversation (3)

GL 320 Business German (3)

GL 331 German Pronunciation and Phonetics (3)

GL 340 Culture and Civilization I - from Romans to Enlightenment (3)

GL 341 Culture and Civilization II - from Classicism to Reunification (3)

GL 350 Methods in Translation (3)

GL 399 Special Studies (3)

GL 401, 402, 403 Advanced German Composition and Conversation (3 each)

GL 406 Special Individual Studies (1-6)

GL 411 German Literature I: Medieval to Classical (3)

GL 412 German Literature II: Naturalism to Present (3)

GL 423 Studies in German Language and Literature (3)

GL 440 19th Century German Drama (3)

GL 441 20th Century German Drama (3)

GL 442 German Drama-Performance (4)

GL 481 History and Structure of German Language (3)

Choose two: (instruction in English, readings and compositions in German)

GL 342/ HUM 325 Studies in German Culture and Literature to 1900 (3)

GL 343/ HUM 343 Studies in German Culture and Literature to 1945 (3)

GL 344/ HUM 344 Studies in German Culture and Literature to 1990s (3)

Choose two 300 or 400 level courses with German focus: (6-8)

May include, but not limited to:

A 304, 305, 306 Art History (4)

ENG 340, 341 Period Studies in World Literature (4)

ENG 441 Studies in World Literature (4)

GEOG 306 Global Economic Geography (4)

GEOG 410 Global Issues (4)

GEOG 418 International Trade and Transportation (4)

GEOG 426 Geography of Europe (4)

GEOG 433 Political Geography (4)

HST 411 World Problems (4)

HST 422 Germany: The 19th Century (4)

HST 423 Germany 1914 to 1945 (4)

HST 424 Postwar German History (4)

HST 428 19th Century Europe (4)
 HST 429 20th Century Europe (4)
 MUS 361 17th and 18th Century Music (3)
 MUS 362 19th and 20th Century Music (3)
 PHL 314 Modern European Philosophy (3)
 PHL 316 Contemporary Philosophy (3)
 PS 462 Politics and Governments of Europe (3)

Study abroad, internship or capstone project: The German Studies major requires study abroad or an internship in a German-speaking country. If the student is unable to study or intern abroad, the adviser will help design a capstone project that meets the objectives of study abroad.

* Students who begin courses beyond 201 must identify substitute credits with their adviser.

German minor

(18 credits)

GL 301, 302, 303 (12)

Upper-division hours in German (6)

(not GL 342, 343, 344, or other courses which are taught in English)

Students who begin coursework at a higher level than 301 can substitute other courses in consultation with their adviser. Students must maintain a 2.0 GPA in their minor courses.

German Teacher Education major

(53 credits)

53 hours beyond first year language

GL 201, 202, 203 Second Year German (12)

GL 301, 302, 303 Composition & Conversation (12)

GL 331 Pronunciation and Phonetics (3)

GL 340, 341 Culture and Civilization (6)

GL 416 Language Teaching Practicum (2)

Two 400-level GL courses (6)

Four other upper-division German courses (12)

Health

Professors: Jessica Henderson, Linda Stonecipher

Associate professor: Peggy Pedersen

Assistant professors: Charles Daramola, Daniel Lopez-Cevallos

Mission

To maximize individual and professional development in health and movement science and to promote healthy lifestyles and communities.

Learning outcomes

1. Plan effective strategies, interventions and programs based on assessment of individual and community needs.
2. Implement and evaluate programs.
3. Coordinate, communicate and advocate for research-based practices.

Community Health Education major

(77 credits)

Common Core (25)

B.S.: MTH 111 College Algebra (4) – **or** –

B.A. only: MTH 105 Introduction to Contemporary Mathematics (4)

BI 102 General Biology (5)

BI 234 Human Anatomy and Physiology (4)

BI 235 Human Anatomy and Physiology (4)

BI 236 Human Anatomy and Physiology (4)

HE 227 Community and Public Health (4)

Students must earn a C- or better in all common core classes before being considered for acceptance into the community health education major.

Community Health Core

(52 credits)

HE 375 Epidemiology (4)

HE 385 Foundations of Health Education (4)

HE 419 Internship in Health Promotion (4)

HE 471 Program Planning (4)

HE 473 Biometrics and Research Methods (4)

HE 487 Assessment and Program Evaluation (4)

HE 499 Capstone (4)

HE Electives (24 upper-division credit hours with HE prefix in consultation with a health adviser)

It is recommended that students take BI 102, 234, and 235 to fulfill the laboratory science requirement in the LACC.

School Health Education major

(77 credits)

This major is intended for students seeking initial teacher licensure in Health Education. Upon completion of School Health Education major, students apply for admission to the College of Education Professional Education Core.

Common Core (25)

B.S.: MTH 111 College Algebra (4) or

B.A. only: MTH 105 Introduction to Contemporary Mathematics (4)

BI 102 General Biology (5)

BI 234 Human Anatomy and Physiology (4)

BI 235 Human Anatomy and Physiology (4)

BI 236 Human Anatomy and Physiology (4)

HE 227 Community and Public Health (4)

Students must earn a C- or better in all common core classes before being considered for acceptance into the school health education major.

School Health Education Core

(52 credits)

HE 375 Epidemiology (4)

HE 385 Foundations of Health Education (4)

HE 445 Best Practice in ATOD and Sexuality Education (4)

HE 471 Program Planning (4)

HE 473 Biometrics and Research Methods (4)

HE 487 Assessment and Program Evaluation (4)

HE 496 School Health Programs: Methods and Materials (4)

Electives: 24 credit hours required (minimum of 20 credits with HE prefix) in consultation with a health adviser

It is recommended that students take BI 102, 234, and 235 to fulfill the laboratory science requirement in the LACC.

Health minor

(27 credits)

The health minor should be planned with a health adviser. The health minor consists of 27 hours of courses with a HE prefix, of which at least 15 credits must be upper-division. Health minors are encouraged to seek instructor consent and enroll in courses included in the community health core.

History

Professors: Max Geier, Bau Hwa Hsieh, Kimberly Jensen, Narasingha Sil, John Rector

Associate professors: David Doellinger, Ben Lowe

Mission

Promote a community of scholars dedicated to excellence in teaching, research, professional and community service. This community connects students with the past through a global and comparative perspective and provides them with the tools for critical thinking and analysis that are the foundation of the liberal arts education.

Learning outcomes

1. Preparation for professional careers as well as graduate study in History, education and other disciplines.
2. Acquire a broad range of historical knowledge and methodologies.
3. Develop tools for critical thinking and analysis; research methods; analysis of primary and secondary sources; written and oral presentation.

History major

(72 credits)

HST 101, 102, 103 History of Western Civilization (12) – **or** – HST 104, 105, 106 World History (12)

HST 201, 202, 203 History of the United States (4 each) (choose two of the three courses) – **or** – HST 211 and HST 212 American History Survey (8)

HST 420 Philosophies of History (4)

HST 499 Senior Seminar (4)

Select at least two courses from four of the five areas below (44)

Consult a history department adviser in developing your plan. This may include History 407 seminars on topical/regional areas offered on a periodic basis. With prior approval from their history department adviser, students may plan a program that includes up to 9 hours of social science electives relevant to their concentration areas in history to complete the 44-hour sequence.

Students will use a paper completed for an upper-division history course at WOU as a foundation for their Senior Seminar thesis. They will revise and expand this topical paper, with history department advisers, across the senior year to complete Senior Seminar (HST 499) in the spring term. HST 420 should be taken the term preceding HST 499. In HST 420 the student will explore the theoretical foundations of the research topic that will become the basis for the HST 499 senior thesis paper.

Europe/Russia (4)

HST 412 Yugoslavia: From Experiment to Collapse
 HST 414, 415, 416 English History
 HST 417 The Renaissance
 HST 418 The Reformation
 HST 419 Early Modern Europe
 HST 421 England Under the Tudors and Stuarts
 HST 422 Germany: The 19th Century
 HST 423 Germany 1914 to 1945
 HST 424 Postwar German History
 HST 425 Modern France: Revolution and Napoleon
 HST 426 Modern France: The 19th Century
 HST 427 Modern France: The 20th Century
 HST 428 Nineteenth Century Europe
 HST 429 Twentieth Century Europe: From World Wars to Cold Wars
 HST 430 Twentieth Century Europe: Postwar Period
 HST 431 Russia to Peter the Great
 HST 432 Imperial Russia
 HST 433 Soviet Russia
 HST 434, 435 History of Spain and Portugal
 HST 436 History of Modern Italy
 HST 438 Ancient Near East and Egypt
 HST 439 Ancient Greece
 HST 440 Ancient Rome
 HST 441 Aristophanes' Athens
 HST 442 Cicero and the Politics of the Late Republic
 HST 443 Biography and Empire
 HST 444 Cities of Vesuvius: Pompeii, Herculaneum and Stabiae
 HST 445 Women in the Greco-Roman World
 HST 446 Archaeology of the Biblical World
 HST 447 Early Middle Ages
 HST 448 High Middle Ages
 HST 449 Late Middle Ages
 HST 450 The Byzantine Empire
 HST 451 The Crusades
 HST 452 Women and Family in the Middle Ages
 HST 493 British Constitutional History

North American Studies (4)

HST 454 Mexico and the Caribbean
 HST 456 Mexico Since Independence
 HST 475 Colonial America
 HST 476 Market Democracy in America
 HST 477 Civil War and Reconstruction
 HST 478 Managing and Resisting Incorporation, 1865-1914
 HST 479 Challenges of Progressive Era America
 HST 480 Topics in Multicultural American History
 HST 481 American Voices: Autobiography, Biography and Memoir in American History

HST 482 America and the World Wars
 HST 483 Cold War America
 HST 484 Health, Medicine and Gender in Historical Perspective
 HST 487 Canada: to Confederation (1867)
 HST 488 Canada: Since Confederation
 HST 489 Environmental History
 HST 490 Wests of Early America
 HST 491 Western US: 20th Century Issues
 HST 492 Pacific Northwest History
 HST 494 North American Constitutional History

Comparative/Methods (4)

HST 401 History and the Internet
 HST 404/405 Gender Issues in History
 HST 406 Archival Science
 HST 408/508 Oral History
 HST 409/509 Historical Editing
 HST 410/510 Introduction to Public History
 HST 411 World Problems
 HST 441 Aristophanes' Athens
 HST 442 Cicero and the Politics of the Late Republic
 HST 443 Biography and Empire
 HST 444 Cities of Vesuvius: Pompeii, Herculaneum and Stabiae
 HST 445 Women in the Greco-Roman World
 HST 446 Archaeology of the Biblical World
 HST 450 The Byzantine Empire
 HST 451 The Crusades
 HST 452 Women and Family in the Middle Ages
 HST 458 History of Inter-American Relations
 HST 479, 480 Challenges of Progressive Era America
 HST 481 American Voices: Autobiography, Biography and Memoir in American History
 HST 484 Health, Medicine and Gender in Historical Perspective
 HST 489 Environmental History
 HST 492 Pacific Northwest History
 HST 493 British Constitutional History
 HST 494 North American Constitutional History

Africa/Latin America

HST 453 Precolumbian and Colonial Latin America (4)
 HST 454 Mexico and Caribbean Since Independence (4)
 HST 455 South America Since Independence (3)
 HST 456 Mexico Since Independence (4)
 HST 457 20th Century Latin America (4)
 HST 485 Mexican Foundations of Chicano/a/Latino/a History (4)
 HST 486 Chicano/a History (4)
 HST 496 West Africa: Democracy and Dictatorships (4)
 HST 497 East Africa: Democracy and Dictatorships (4)

East and West Asia (4)

HST 461, 462, 463 History of East Asia
 HST 464 South East Asia: Imperialism to Independence
 HST 465 South East Asia: Second World War to Cold War
 HST 466 South East Asia: Cold War to Present
 HST 467 Modern China I: Fragmentation and Reform Movements in Late Imperial China

HST 468 Modern China II
 HST 469 Modern China III: Peoples Republic of China, Confucianism and Socialism
 HST 470 Women in Indian Society
 HST 471 Women in Japanese Society
 HST 472 Women in Chinese Society
 HST 473 Popular Culture in China
 HST 474 Popular Culture in Japan
 HST 495 Arab World in Transition

History minor

(28 credits)

Choose at least one course from four of the five categories below and three additional electives. A minimum of 16 credits must be upper division.

Europe/Russia
 North American Studies
 Comparative/Methods
 Africa/Latin American
 East and West Asia

The history minor should be planned with the help of a history department adviser. HST 201, 202, 203, 211, and 212 are designated as North American Studies; HST 101, 102 and 103 are designated as Europe/Russia; and HST 104, 105 and 106 are designated as Comparative/Methods.

Humanities

Mission

Humanities majors and minors explore that unique human creation, language—not only for communication but also in culture, literary art, and philosophical and religious thought.

Learning outcomes

1. Acquire knowledge based on a combination of interests and goals not available in a single department.
2. Develop the creativity, critical thinking, written, and oral skills necessary to maximize individual and professional development.
3. Make connections across disciplines and cultures.

Humanities major

(64 credits)

Courses in two or more of the following areas: communication studies, French, German, humanities, Latin, linguistics, literature/English, modern languages, philosophy, religious studies, Spanish, or writing. The emphasis in the major is determined with the help of an adviser. Possible emphases include communications, modern languages, and philosophy/religion/mythology

- at least five (5) courses total in each of two areas;
- at least four (4) of the five courses must be upper-division courses, for a minimum of 12 credits upper-division per block/area;
- other Humanities areas may be included in the plan, in addition to the two blocks of courses;

- first-year language courses will not count in the major.

Required: 36 upper-division credits, including HUM 450 Senior Portfolio (1)

Humanities minor

(15 credits)

Approved upper-division hours in humanities areas; maximum 6 credits of internship.

Information Systems

Professors: Robert Broeg, Jie Liu, John Marsaglia, David Olson
Associate professor: Scot Morse

Mission

The Information Systems degree is primarily a software oriented program that stays close to the current needs of industry. We teach the theoretical and practical aspects of information technology, with emphasis on the practical. Our primary goal is to give students a comprehensive foundation in the field of information systems within a liberal arts setting. We are committed to preparing graduates who will be productive employees in the IT industry or promising graduate students

Learning outcomes

1. Develop programming expertise in common computer languages suitable for professional practice in information delivery.
2. Gain appreciation of practical applications via participation in internships, group projects and research opportunities.
3. Gain an understanding of the challenges placed on information delivery systems in a dynamic information-laden climate.

Information Systems major

(71 credits)

BA 211 Financial Accounting (4)
BA 310 Principles of Marketing (3)
BA 361 Organizational Behavior (3)
CS 160 Survey of Computer Science (3)
CS 161 Computer Science I (5)
CS 162 Computer Science II (5)
CS 340 Ethics & Information Management (3)
CS 350 Network Administration (3)
CS 420 Database Management (3)
CS 453 Data Mining & Data Warehousing (3)
IS 270 Applied Operating Systems (3)
IS 320 Data Structures (3)
IS 409 Internship (3)
IS 409 Practicum (3)
IS 409 Practicum (2)
IS 421 Database Administration (3)
IS 425 Introduction to Project Management (3)
IS 430 IT Project Implementation (3)
IS 452 Internet (3)
IS 483 Systems Administration (3)
MTH 231 Elements of Discrete Mathematics (3)
MTH 243 Introduction to Probability and Statistics (4)

Information Systems majors must have a grade of C or better in courses that are used to satisfy the major requirements. Students must also have a C or better in all listed prerequisite courses unless waived by the course instructor and the computer science division chair.

Integrated Science

Mission

Prepares students to teach general science and physical science at the middle and high school level. Students will develop connections that link fundamental concepts in physics, chemistry and earth science that will prepare them to be future educators.

Learning outcomes

1. Develop reasoning and problem solving skills as applied to scientific investigations.
2. Understand the major concepts from the many different disciplines of the sciences, as well as the relevance of science to the broader world.
3. Preparation for middle and high school science teaching.

Integrated Science Teacher Education major

(64-64 credits)

CH 221, 222, 223 General Chemistry (15)
Choose one sequence: (12)
PH 201, 202, 203 General Physics
PH 211, 212, 213 General Physics with Calculus
ES 331 Introduction to Oceanography (3)
ES 351 Geology for Educators (3)
ES 390 Basic Meteorology (3)
MTH 112 Elementary Functions (4)
GS 314 Classroom and Laboratory Resources in Science (2)
GS 351 Elements of Astronomy (3)
Choose one: (4)
ES 431 Paleobiology
ES 450 Introduction to Petrology
ES 453 Geology of the Pacific Northwest
Choose one: (3)
CH 310 Geochemistry
CH 320 Introduction to Forensic Science
CH 360 Nuclear Chemistry
CH 371 Environmental Chemistry
Choose one: (4-5)
BI 321 Systematic Field Botany
BI 331 General Microbiology
BI 357 General Ecology
Upper-division electives in Science (8-9)
Courses must be approved by your science adviser

BI 211, 212, 213 must be completed as part of the LACC requirement in the natural sciences and mathematics. BA/B.S.: MTH 111 College Algebra.

Interdisciplinary Studies

Coordinator: LaRon Tolley

Mission

The undergraduate Interdisciplinary Studies program (IDS) meets the University's academic standards of both the Bachelor of Arts (BA) and the Bachelor of Science (BS) degrees. These are individualized degrees that allow students to develop cross-disciplinary academic focus areas that fall outside or across the usual departmental boundaries. With the assistance of an IDS academic adviser, students design their own rigorous and coherent program that leads to the following outcomes:

Learning outcomes

1. Develops an understanding of the value and opportunities provided by a broad education required in most professions/careers.
2. Contributes to professional growth, career aspirations and/or prepares for future graduate study.
3. Provides flexible options allowing students to: create their own degree path from the outset, follow non-departmental topic areas of interest, and/or elect to change academic majors/path without significant delay to graduation time lines.

Interdisciplinary major

(54-120 credits)

The major must include study from two or more academic areas with a minimum of 27 hours in each with a minimum of 48 upper-division hours within the focus areas.

A minor is not required.

Students interested in the Interdisciplinary Studies program should contact the IDS office at 503-838-8690 or 503-838-8697.

International Studies

Professor: Robin Smith
Associate professor: Mary Pettenger

Mission

To introduce students to important concepts and issues in world affairs. Students will acquire advanced language skills and knowledge of geopolitics, history and culture. Participation in study abroad, a global internship, or field research abroad prepares the student for an international career. This major is also excellent preparation for graduate study in a variety of fields that emphasize language, geopolitics, history and culture.

Learning outcomes

1. Learn to analyze international problems from a global perspective.
2. Gain fluency and confidence in the use of a second language.
3. Understand the geopolitics, history and culture of specific regions of the world.

International Studies major

(72 credits)

International Studies Core (18)

ANTH 216 Cultural Anthropology (4)
 GEOG 106 Introductory Economic Geography (4)
 HST 106 World History (4)
 PS 203 International Relations (3)
 PS 204 Comparative Politics (3)

Regional and Topical Content (30)

A. Regional (at least four courses in one region) (12-16)

African Studies

ANTH 380 Africa (4)
 ANTH 381 African Film and Society (4)
 GEOG 432 Geography of Africa (4)
 HST 496 West Africa: Democracy and Dictatorships (4)
 HST 497 East Africa: Democracy and Dictatorships (4)
 PS 464 Government and Politics of Africa (3)

Asian Studies

GEOG 315 The Indian subcontinent (4)
 HST 461 History of East Asia: Traditional China (4)
 HST 462 History of East Asia: Traditional Japan (4)
 HST 463 Modern East Asia (4)
 HST 464 Southeast Asia: Imperialism to Independence (4)
 HST 465 Southeast Asia: World War II to Cold War (4)
 HST 466 Southeast Asia: Cold War to the Present (4)
 HST 467 Modern China I (4)
 HST 468 Modern China II (4)
 HST 469 Modern China III (4)
 HST 472 Women in Chinese Society (4)
 HST 473 Popular Culture in China (4)
 HST 474 Popular Culture in Japan (4)
 PS 460 Government and Politics of Asia (3)
 R 201 Intro to World Religions: Eastern (3)

Canadian Studies

ANTH 358 Tribal Art of the US and Canada (4)
 ANTH 494 Northwest Indian Cultures (4)
 ANTH 496 Indian America (4)
 GEOG 211 U.S. and Canada (4)
 GEOG 307 Canadian Identity Through Film (4)
 GEOG 435 U.S. and Canadian Geopolitics (4)
 HST 487 Canada to Confederation (4)
 HST 488 Canada Since Confederation (4)
 HST 494 North American Constitutional History (4)

European Studies (including French and German Studies)

FR 340 Topics in French Arts and Culture (3)
 FR 410 Topics in French Language and Literature (3)
 FR 440 Topics in French Culture and Civilization (3)
 GL 342/HUM 325 Studies in German Culture and Literature to 1900 (3)
 GL 343/HUM 343 Studies in German Culture and Literature to 1945 (3)

GL 344/HUM 344 Studies in German Culture and Literature to 1990's (3)
 GL 340 Culture and Civilization I: from Romans to Enlightenment (3)
 GL 341 Culture and Civilization II: from Classicism to Reunification (3)
 GL 412 German Literature II: Naturalism to Present (3)
 GL 423 Studies in German Language and Literature (3)
 GL 441 20th Century German Drama (3)
 HST 414 English History (4)
 HST 415 English History (4)
 HST 416 English History (4)
 HST 422 Germany: The 19th Century (4)
 HST 423 Germany 1914 to 1945 (4)
 HST 424 Postwar German History (4)
 HST 425 Modern France: Revolution and Napoleon (4)
 HST 426 Modern France: 19th Century (4)
 HST 427 Modern France: 20th Century (4)
 HST 431 Russia to Peter the Great (4)
 HST 432 Imperial Russia (4)
 HST 433 Soviet Russia (4)
 HST 436 History of Modern Italy (4)
 PHL 314 Modern European Philosophy (3)
 PHL 316 Contemporary Philosophy (3)
 PHL 321 Existentialism (3)
 PHL 323 Continental Philosophy (3)
 PS 462 Government and Politics of Europe (3)
 PS 461 Government and Politics of Post-Communist States (3)
 R 204 Intro to World Religions: Western (3)
 SPAN 338 Hispanic Civilization and Culture: Spain (3)
 SPAN 413 Spanish Literature III: 18th and 19th Century (3)
 SPAN 414 Spanish Literature IV: Generation of 1898 (3)
 SPAN 415 Spanish Literature V: 20th Century (3)

Latin American Studies

ANTH 332 Latin America (4)
 GEOG 371 Mexico and Central America (4)
 HST 453 Pre-Columbian and Colonial Latin America (4)
 HST 454 Mexico and the Caribbean Since Independence (4)
 HST 455 South America Since Independence (4)
 HST 457 20th Century Latin America (4)
 HST 458 History of Inter-American Relations (4)
 PS 459 Government & Politics of Latin America (3)
 PS 497 American Foreign Relations (3)
 SOC 450 Latin American Society (3)
 SPAN 339 Hispanic Civilization and Culture: Latin America (3)
 SPAN 340/HUM 340 Civilization and Culture of Mexico (3)
 SPAN 370 Introduction to Latin American Literature (3)
 SPAN 371 Introduction to Latin American Literature (3)
 SPAN 441 20th Century Latin American Literature (3)
 SPAN 442 20th Century Latin American Literature (3)
 SPAN 443 20th Century Latin American Literature (3)

B. Topical content (0-22 credits)

(Or as needed to complete 30 total credits in content)

ANTH 370 Women in Cross-cultural Perspective (4)
 ANTH 384 Modernization (4)
 ANTH 386 Islam (4)
 ANTH 388 Transnational Migration (4)
 ANTH 432 Human Rights (4)
 ANTH 478 Political Anthropology (4)
 COM 325 Intercultural Communication (3)
 ENG 341 Period Studies in World Literature after 1700 (4)
 ENG 441 Studies in World Literature (4)
 GEOG 370 Human Migration (4)
 GEOG 410 Global Issues (4)
 GEOG 418 International Trade and Transport (4)
 HE 465 International Health (4)
 HST 411 World Problems (4)
 LING 312 Language and Society (4)
 PHL 350 Social & Political Philosophy (3)
 PS 204 Introduction to Comparative Politics (3)
 PS 432 Global Health (3)
 PS 465 Government & Politics of the Middle East (3)
 PS 473 Globalization Issues (3)
 PS 477 International Environmental Politics (3)
 PS 481 International Law (3)
 PS 493 International Organizations (3)
 PS 497 U.S. Foreign Policy (3)
 SPAN 445 Hispanic Women Writers (3)

Modern Language Specialization

(24 credits) *In the same language*
 Study of a second modern world language through the third year of university level instruction or equivalent. First year courses may not be counted toward the major. Students who begin their college language study above the first term of the second year must complete the language requirement with other courses in that language and/or relevant study-abroad credits, or courses in a third language.

WOU requires a minimum grade point average of 2.50 in the International Studies major and a minimum GPA of 2.00 in all university work.

International Experience

The major requires at least 8 weeks of international experience consisting of study abroad, an international internship, and/or field research abroad, selected in consultation with and approved by the student's adviser.

International Studies minor

(27 credits)

Choose 12 credits from the International Studies Core

Choose 15 additional upper-division credits from the International Studies Regional and Topical Content areas.

The major and minor may include additional courses (subject to pre-approval of the adviser) that focus on internationally related topics, and/or substantially and explicitly address international issues.

Language Arts (B.A. Only)

Mission

Drawing on work in linguistics, literature, writing and communication studies, prepares students to teach secondary-level language arts.

Learning outcomes

1. Develop familiarity with linguistic principles, composition theory/practice, methods of literary analysis.
2. Understand literature, writing and linguistics in relation to pedagogy.
3. Recognize the aesthetic potential and rhetorical power of language.

Language Arts Teacher Education major

(73 credits)

Before taking common core literature courses (ENG prefix), students must complete two LACC literature courses. ENG 107 and 108 should be taken as the two LACC literature courses for English majors and language arts secondary education majors. ENG 109 is also recommended. Students who already have taken ENG 104, 105, 106, 109, FR 110, or GL 110 should see their English adviser to substitute for ENG 107 and/or 108 on their Academic Degree Program form. All students should complete ENG 218W as early as possible in the English Core.

Common Core (40 credits)

ENG 218 Introduction to Literary Study (4)
 ENG 204, 205, 206 Survey of British Literature (12)
 ENG 253, 254 Survey of American Literature (8)
 ENG 301 Shakespeare (4)
 LING 210 Introduction to Linguistics (4)
 LING 315 Structure of English I (4)
 WR 230 Introduction to Rhetoric and Composition Studies (4)

Literature (16)

Two 300-level literature courses (8)
 (no more than one course from ENG 380-389)
 Two 400-level literature courses (8)

Linguistics and Writing (8)

LING 450 Grammar and Writing (4)
 WR 440 Teaching of Writing (4)

Communication (9)

COM 112 Interpersonal Communication (3)
 Choose two: (6) *At least one must be upper-division*
 COM 211 Introduction to Mass Communication
 COM 321 Influencing through Argument
 COM 323 Group Discussion and Leadership
 COM 325 Intercultural Communication
 COM 340 Conflict Management
 COM 342 Media Literacy
 COM 422 Persuasion

Latin American Studies

Professors: Maureen Dolan, John Rector

Mission

Provides an interdisciplinary approach to Latin American history, society, culture, environment and language. The program encourages students to view Latin America within the ongoing processes of globalization, immigration and trans-nationalism. Students are encouraged to combine coursework on Latin America with study abroad opportunities that include Mexico, Argentina, Ecuador and Chile offered in cooperation with the NCSA and OUS consortium.

Learning outcomes

1. Interdisciplinary understanding of Latin America.
2. Comprehension of globalization and immigration.
3. Study abroad experience.

Latin American Studies minor

(27 credits)

HST 453 Pre-Columbian and Colonial Latin America (4)
 SOC 450 Latin American Societies (3)
 Choose one: (4)
 HST 454 Mexico and the Caribbean Since Independence
 HST 455 South America Since Independence
 Choose one: (4)
 GEOG 371 Mexico and Central America
 GEOG 372 South America
 Electives (12) *(Choose courses from at least two departments)*
 ANTH 332 Latin America (4)
 ANTH 435 U.S.-Mexico Border (4)
 EC 417 Development Economics (4)
 GEOG 370 Human Migration (4)
 GEOG 371 Mexico and Central America (4)
 GEOG 372 South America (4)
 HST 407 Topical Courses on Latin America (4)
 HST 454 Mexico and the Caribbean Since Independence (4)
 HST 455 South America Since Independence (3)
 HST 456 Mexico Since Independence (4)
 HST 457 20th Century Latin America (4)
 HST 458 History of Inter-American Relations (4)
 PS 463 Governments and Politics of Developing Nations (3)
 SOC 350 Food and Hunger (3)
 SOC 400 International Development (3)
 SOC 407 Topical Courses on Latin America (3)
 SOC 427 Revolutionary Social Movements (3)
 SOC 440 Women and Development (3)
 SPAN 339 Hispanic Culture and Civilization: Latin America (3)
 SPAN 340 Hispanic Culture and Civilization: Mexico (3)
 SPAN 361 Hispanic Poetry (3)
 SPAN 362 Hispanic Drama (3)
 SPAN 363 Hispanic Novel (3)

SPAN 370 Introduction to Latin American Literature (3)
 SPAN 371 Introduction to Latin American Literature (3)
 SPAN 441 20th Century Latin American Literature (3)
 SPAN 442 20th Century Latin American Literature (3)
 SPAN 443 20th Century Latin American Literature (3)
 SPAN 445 Hispanic Women Writers (3)
 SPAN 491 Studies in Latin American Literature (3)

Legal Studies

Professor: Mark Henkels

Mission

Prepares students for success in law school and in fields related to the law. The program serves the university by integrating law-related curriculum and promoting awareness of legal processes and issues.

Learning outcomes

1. Attain critical thinking, reading, writing skills, and proficiency in public presentation of ideas
2. Develop a critical understanding of the theoretical and practical aspects of the nature and practice of law, as well as the diverse law-related fields and their service to society.
3. Engage in advocacy activities promoting understanding of the legal system and issues.

Legal Studies minor

(27-29 credits)

BA 230 Intro to Business Law (3)
 PS 201 American Government (3)
 PS 202 State and Local Government (3)
 PS 479 Constitutional Law (3)
 PS 480 Administrative Law (3)
 PS 484 American Jurisprudence (3)
 PS 485 Legal Reasoning and Writing (3)
 Choose two: (6-8)
 ANTH 475 Anthropological Approaches to Law (4)
 BA 211 Financial Accounting (4)
 COM 321 Influencing through Argument (3)
 COM 326 Communication and Controversy (3)
 COM 327 Communication in the Legal Field (3)
 CJ 213 Introduction to Criminal Justice (4)
 CJ 452 Criminal Procedure (4)
 HST 414 English History (4)
 HST 415 English History (4)
 HST 493 British Constitutional History (4)
 PHL 103 Introduction to Logic (3)
 PHL 350 Social and Political Philosophy (3)
 PHL 380 Philosophy of Law (3)
 PS 409 Administrative Internship (3-12)
 PS 410 Legislative/Political Internship (3-12)
 PS 481 International Law (3)

Mathematics

Professors: Hamid Behmard, Laurie Burton,
Michael Ward
Associate professors: Cheryl Beaver, Scott
Beaver, Klay Kruczek
Assistant professor: Mary Beisiegel

Mission

Teaching of mathematics and the communication of mathematical ideas. Faculty members believe that both the assimilation of mathematical knowledge and the enhancement of one's capacity for mathematical reasoning are essential outcomes of a liberal arts education.

Learning outcomes

1. Develop problem solving, modeling and technological skills.
2. Demonstrate ability to make rigorous mathematical arguments, work with axiomatic systems, and precisely articulate (both in writing and orally) complicated and technical arguments (both mathematical and logical).
3. Understand the distinction between applied and theoretical mathematics, the connection between the two fields, and the breadth of each field.

Mathematics major

(74-75 credits)

Choose a track:

Mathematics track

CS 161 Computer Science I (5)
MTH 251 Calculus I (5)
MTH 252 Calculus II (5)
MTH 253 Calculus III Sequences and Series (3)
MTH 254 Multivariate Calculus (5)
MTH 280 Introduction to Proof (4)
MTH 311 Advanced Calculus I (4)
MTH 312 Advanced Calculus II (4)
MTH 341 Linear Algebra I (4)
MTH 344 Group Theory (4)
MTH 345 Ring Theory (4)
MTH 365 Mathematical Probability (4)
MTH 366 Mathematical Statistics (4)
MTH 403 Senior Project (4)
Four upper-division electives (15-16)

Mathematics majors must have a grade of C- or better in courses that are used to satisfy the major requirements.

Applied Mathematics track

CS 161 Computer Science I (5)
MTH 251 Calculus I (5)
MTH 252 Calculus II (5)
MTH 253 Calculus III Sequences and Series (3)
MTH 254 Multivariate Calculus (5)
MTH 280 Introduction to Proof (4)
MTH 311 Advanced Calculus I (4)
MTH 312 Advanced Calculus II (4)
MTH 341 Linear Algebra I (4)
MTH 365 Mathematical Probability (4)
MTH 366 Mathematical Statistics (4)
MTH 403 Senior Project (4)

Choose three: (12)

MTH 314 Differential Equations (4)
MTH 351 Introduction to Numerical Analysis (4)
MTH 355 Discrete Mathematics (4)
MTH 358 Mathematical Modeling (4)
Three upper-division electives (11-12)

Mathematics majors must have a grade of C- or better in courses that are used to satisfy the major requirements.

Computer Science/Mathematics major

(106-107 credits)

MTH 251 Calculus I (5)
MTH 252 Calculus II (5)
MTH 253 Calculus III Sequences and Series (3)
MTH 254 Multivariate Calculus (5)
MTH 280 Introduction to Proof (4)
MTH 341 Linear Algebra I (4)
MTH 344 Group Theory (4)
MTH 355 Discrete Mathematics (4)
MTH 365 Mathematical Probability (4)
MTH 366 Mathematical Statistics (4)

Choose three electives: (11-12)

MTH 311 Advanced Calculus I (4)
MTH 314 Differential Equations (4)
MTH 345 Ring Theory (4)
MTH 346 Number Theory (4)
MTH 351 Introduction to Numerical Analysis (4)
MTH 358 Mathematical Modeling (4)
MTH 420 Special Topics: Applied Mathematics (3)
MTH 441 Linear Algebra II (4)
MTH 451 Numerical Analysis (4)
MTH 460 Special Topics: Probability and Statistics (3)
CS 160 Survey of Computer Science (3)
CS 161 Computer Science I (5)
CS 162 Computer Science II (5)
CS 260 Data Structures I (3)
CS 262 Programming Languages (2)
CS 271 Computer Organization (4)
CS 311 Data Structures II (3)
CS 315 Theory of Programming Languages (3)
CS 345 Theory of Computation I (3)
CS 372 Operating Systems (3)
CS 420 Data Management Systems (3)
CS 425 Systems Analysis and Design (3)
CS 430 Software Implementation and Testing (3)
CS 406 Senior Seminar (1)

Choose nine hours from one of the following elective sequences*: (9)

A. Computational Theory

CS 440 Analysis of Algorithms (3)
CS 445 Theory of Computation (3)
CS 447 Compiler Design (3)
CS 449 Topics in Computational Theory (3)

B. Software Engineering

CS 470 Operating Systems- Advanced Topics (3)
CS 471 Metrics and Testing (3)
CS 473 Human Machine Interfaces (3)
CS 474 Current Systems (3)
CS 475 Applied Computational Intelligence (3)
CS 479 Topics in Software Engineering (3)

C. Systems Management

CS 450 Network Fundamentals (3)
CS 451 Management of Information Systems (3)
CS 452 Internet Communications (3)
CS 453 Data Mining and Data Warehousing (3)
CS 459 Topics in Systems Management (3)

Mathematics Teacher Education major

(66-67 credits)

CS 161 Computer Science I (5)
MTH 251 Calculus I (5)
MTH 252 Calculus II (5)
MTH 253 Calculus III Sequences and Series (3)
MTH 254 Multivariate Calculus (5)
MTH 280 Introduction to Proof (4)
MTH 311 Advanced Calculus I (4)
MTH 341 Linear Algebra I (4)
MTH 344 Group Theory (4)
MTH 355 Discrete Mathematics (4)
MTH 365 Mathematical Probability (4)
MTH 366 Mathematical Statistics (4)
MTH 337 Geometry (4) – **or** – MTH 338 Axiomatic Geometry (4)
MTH 345 Ring Theory (4) – **or** – MTH 346 Number Theory (4)
MTH 411 Capstone Experience (4)
Upper-division elective (3-4)

Mathematics minor

(28-30 credits)

MTH 251 Calculus I (5)
MTH 252 Calculus II (5)
MTH 253 Calculus III (3) – **or** – MTH 254 Multivariate Calculus (5)
Four approved upper-division electives in mathematics (15-16)
(300/400 level mathematics classes selected with your math adviser)

Mathematics minors must have a grade of C- or better in courses that are used to satisfy the minor requirements.

Mathematics Education minor

(27-28 credits)

MTH 211, 212, 213 Foundations of Elementary Mathematics (12)
MTH 396 Elementary Problem Solving (3)
MTH 392 College Algebra for Elementary Teachers (3) – **or** – MTH 111 College Algebra (4)
MTH 494 Geometry for Middle School Teachers (3)
MTH 495 Calculus for Middle School Teachers (3)
Choose one (3):
MTH 393 Probability and Statistics for Elementary Teachers
MTH 395 Elementary Integrated Mathematics (3)
MTH 398 Discrete Mathematics for Elementary Teachers (3)
MTH 492 Abstract Algebra for Teachers

* Mathematics minors must have a grade of C- or better in courses that are used to satisfy the minor requirements.

Military Science (Army ROTC)

Military Science minor

(29 credits)

Mission

To teach leadership and military skills in the classroom, lab and field environment to all students and to commission selected cadets as the future officer leadership of the U.S. Army.

Learning outcomes

1. All students are prepared with the tools, training and experiences that will help them succeed in any competitive environment.
2. First and second year students understand basic military skills and the fundamentals of leadership which lays the groundwork toward becoming an Army leader.
3. Third and fourth year students understand advanced military tactics and have experience in team organization, planning and decision-making which prepares them to become commissioned Officers in the U.S. Army.

At least 18 of the 29 hours required in the minor must be military science courses.

Choose 18 hours:

- MS 111, 112, 113 Adventure Training (3)
- MS 211, 212, 213 Military Science II (6)
- MS 311, 312, 313 Military Science III (9)
- MS 314 Advanced Summer Camp (6)
- MS 411, 412, 413 Military Science IV (9)

Choose one course from each category: (11)

- History (4)
- HST 482 America and the World Wars
- HST 483 Cold War America
- Political Science (3)
- PS 423 Issues in National Policy
- PS 497 American Foreign Policy

Writing (4)

- Any Writing course offered at WOU higher than WR 135

Students interested in obtaining an officer's commission may contact the Army ROTC department. Classes may be taught at WOU or Oregon State University in Corvallis. Further information about Army ROTC scholarships and other aspects of the program may be obtained from Western Oregon University, Military Science Department, 345 N. Monmouth Ave., Monmouth, OR 97361, 503-838-8233; or contact Oregon State University, Army ROTC, 201 McAlexander Field House, Corvallis, OR 97331, 541-737-3511.

Aerospace Studies (Air Force ROTC)

For information on Air Force ROTC, contact Oregon State University, Air Force ROTC, 308 McAlexander Field House, Corvallis, OR 97331, 541-754-3291.

Naval Science (Naval ROTC)

Students interested in Naval ROTC may contact the Oregon State University Naval ROTC unit, Corvallis, OR 97331.

Music

Professors: Diane Baxter, Thomas Bergeron, Kevin Helppie, Solveig Holmquist, Kevin Walczyk

Associate professor: Keller Coker

Assistant professors: Joseph Harchanko, Ike Nail

Mission

The music department offers a comprehensive array of programs and services to students and the surrounding community, including professional and liberal arts degrees in music and an active schedule of live music. The department supports large and small ensembles in vocal and instrumental music, houses up-to-date facilities for electronic music production, and provides course offerings in Western classical music, jazz, musical theatre, music technology, ethnomusicology, composition, and popular music.

Learning outcomes

1. Develop artistic proficiency for careers in music as performers, composers, writers, producers and academics.
2. Develop an awareness of the role of musical arts in society and increase the student's potential as a professional.
3. Engage in musical performances that provide experience for the students themselves, as well as providing a cultural resource for the university and the community.

B.A./B.S. Music

(70 credits)

Theory (27 credits)

- MUS 211/211L, 212/212L, 213/213L Theory/Aural Skills I, II, III (15)
- MUS 311/311L, 312/312L, 313/313L Theory/Aural Skills IV, V, VI (12)

Musicology (18)

- MUS 360, 361, 362 Music History (9)
- MUS 363, 364 Ethnomusicology I and II (6)
- MUS 366 Music Since 1950 (3)

Performance (15)

- MUEN 101-192 Ensembles (3)
- MUP 171-199 Applied Performance (6)
- MUS 320, and 321 or 322 Conducting (6)
- MUS 404 Capstone Project (0)

Professional Development (10)

- MUS 305 Junior Seminar (1)
- MUS 345 Business of Music (3)
- MUS 405 Senior Seminar (3)
- MUS 406 Individual Study (3) 3 terms
- MUS 250 Concert Attendance (0) 9 terms

Bachelor of Music in Contemporary Music

(120 credits)

Contemporary Music Core (90 credits)

Theory (27 credits)

- MUS 211/211L, 212/212L, 213/213L Theory/Aural Skills I, II, III (15)

MUS 311/311L, 312/312L, 313/313L Theory/Aural Skills IV, V, VI (12)

Musicology (18)

- MUS 360, 361, 362 Music History (9)
- MUS 363, 364 Ethnomusicology I and II (6)
- MUS 366 Music Since 1950 (3)

Performance (38)

- MUEN 101-192 Ensembles (6)
- MUEN 301-392 Ensembles (6)
- MUP 171-199, 271-299, 341-399 Applied Performance (18 total)
- MUS 320, and 321 or 322 Conducting (6)
- MUS 331 Improvisation (2)
- MUS 404 Capstone Project (0)

Professional Development (7)

- MUS 305 Junior Seminar (1)
- MUS 345 Business of Music (3)
- MUS 405 Senior Seminar (3)
- MUS 250 Concert Attendance (0) 9 terms

Electives (30)

- MUS 310 Women in Music (3)
- MUS 314 Orchestration I (3)
- MUS 315 Orchestration II (3)
- MUS 330 Rhythmic Awareness (3)
- MUS 332, 333 Improvisation (4)
- MUS 341 Piano Pedagogy (3)
- MUS 342 Vocal Pedagogy (3)
- MUS 351 Accompanying (2)
- MUS 365 Jazz Style and Analysis (3)
- MUS 399 Special Studies (maximum of 6)
- MUS 414, 415, 416 Jazz Theory/Arranging (9)
- MUS 417 Counterpoint (3)
- MUS 418 Contemporary Composition Techniques II (3)
- MUS 420 Electronic Music I(3)
- MUS 421 Electronic Music II (3)
- MUS 422 Electronic Music III (3)
- MUS 423 Scoring for Film and TV (3)
- MUS 424 Vocal Literature (3)
- MUS 425 Keyboard Literature (2)
- MUS 426 Vocal Literature: Popular Styles (3)
- MUS 427 Choral Literature (3)
- MUS 428 Literature for Instrumental Ensembles (3)
- MUS 455 Lyric Diction (3)
- MUS 460 Special Topics in Music History (3) (maximum of 12)
- MUS 465 Special Topics in Music Theory (3) (maximum of 12)
- MUP 371-399 Applied Performance in a secondary area (maximum of 6)
- MUP 400 Advanced Applied Performance (maximum of 12) in primary area
- MUE 318 Music for the Classroom Teacher (3)
- MUE 320 Introduction to Orff-Schulwerk (3)
- MUE 451 Woodwind Pedagogy (3)
- MUE 425 Orff-Schulwerk Level I (6)
- MUEN 353 Musical Theatre Production: Vocal (maximum of 4)
- MUEN 354 Musical Theatre Production: Instrumental (maximum of 2)

A minor is not required.

Bachelor of Music in Contemporary Music/Musical Theatre Emphasis

(120 credits)

Music Block (90 credits)

Theory (27 credits)

MUS 211/211L, 212/212L, 213/213L
Theory/Aural Skills I, II, III (15)
MUS 311/311L, 312/312L, 313/313L
Theory/Aural Skills IV, V, VI (12)

Musicology (15)

MUS 360, 361, 362 Music History (9)
MUS 363 Ethnomusicology I (3)
MUS 366 Music Since 1950 (3)

Performance (41)

MUEN 101-192 (6)
MUEN 301-392 (6)
MUEN 153 Musical Theatre: Vocal (3)
MUEN 353 Musical Theatre: Vocal (3)
MUP 171-199 Performance Studies (6)
MUP 271-299 Performance Studies (6)
MUP 371-399 Performance Studies (6) (*Three terms of MUP 371-399 are required at the same number.*)
MUS 320 Conducting (3)
MUS 331 Improvisation (2)
MUS 404 Capstone Project (0)

Professional Development (7)

MUS 305 Junior Seminar (1)
MUS 345 Business of Music (3)
MUS 405 Senior Seminar (3)
MUS 250 Concert Attendance (0) *9 terms*
Theatre/Dance Block (30 credits)

Theatre Arts (18)

TA 252 Makeup (3)
TA 255 Physical Studio I: Movement (3)
TA 265 Acting I (3)
TA 271 Acting II (3)
TA 353 Advanced Workshop - Musical (3)
TA 385 American Theatre (3)

Dance (12)

D 185, 186, 187 Beginning Ballet (3)
D 188, 189, 190 Beginning Jazz (3)
D 196, 197, 198 Beginning Tap (3)
D 357 Dance in Musical Theatre (3)

A minor is not required.

All coursework in music must be met with a grade of C- or better. Music majors must pass a proficiency examination in piano. Only one ensemble per term may be used to satisfy the MUEN requirement.

Music minor

(30 credits)

MUS 211/211L, 212/212L, 213/213L Theory/
Aural Skills I, II, III (15)
Contracted upper-division music electives
(15)

Nursing Program

Mission

The Oregon Health & Science University (OHSU) School of Nursing mission is leadership in nursing and health care through thoughtful innovation in healing, teaching and discovery. The OHSU nursing program prepares students with the knowledge, skills, and clinical judgement to respond to dynamic and changing health care environments.

The OHSU School of Nursing is a statewide system of higher education whose faculty, staff, and students extend to five campuses with major educational access sites throughout Oregon. We offer undergraduate, master, and doctoral level nursing programs statewide. Admission for all programs is considered competitive and most programs require pre-requisite coursework prior to admission. For more information about the available nursing programs that are offered statewide or those that are offered on the Monmouth campus, contact the OHSU Office of Admissions at 503-494-7725 or at proginfo@ohsu.edu. For course descriptions and degree requirements, see the OHSU School of Nursing course catalog at: www.ohsu.edu/son/academic/catalog.shtml.

Learning outcomes

OHSU School of Nursing participates in the Oregon Consortium for Nursing Education (OCNE) and the OCNE competencies are based on a view of nursing as a theory-guided, evidenced-based discipline. The competencies recognize that effective nurs-

ing requires a person with particular values, attitudes, habits, and skills. Accordingly there are two categories of competencies: professional competencies, and nursing care competencies. Professional competencies define the values, attitudes and practices that a competent nurse embodies and may share with members of other professions.

Nursing care competencies define relationship capabilities that nurses need to work with clients and colleagues, the knowledge and skills of practicing the discipline and competencies that encompass understand of the broader health care system. In all cases, the client is defined as the recipient of care, considered an active participant in care, and includes the individual, family or community. Nursing care competencies recognize that a competent nurse provides safe care across the lifespan directed toward the goals of helping the client promote health, recover from acute illness and/or manage a chronic illness and support a peaceful and comfortable death.

A complete list of these competencies can be located within the OHSU School of Nursing Catalog/Student Handbook at: www.ohsu.edu/son/academic/catalog.shtml.

Accreditation

The OHSU School of Nursing undergraduate and master's programs are accredited by the Commission on collegiate Nursing Education; the accrediting body of the American Association of Colleges of Nursing. The OHSU School of Nursing is accredited through the year 2013.



Philosophy

Professor: Mark Perlman
Associate professor: Susan Daniel
Assistant professor: Ryan Hickerson

Mission

Provide a conduit to broaden students' horizons via new ideas, novel perspectives, and the historical roots and epistemological context of their beliefs; and develop the critical-thinking and problem-solving skills to evaluate and work constructively with new ideas. Students may not feel they have the answers to questions they explore, but they will appreciate intellectual inquiry as a central part of their lives. Hence, the ultimate goal is to nurture independent, well-informed, skillful thinkers.

Learning outcomes

1. Become aware of the origins of their own beliefs and ideas, and those from different cultural/historical contexts.
2. Develop critical-thinking and problem-solving skills needed to analyze and evaluate ideas.
3. Build on their foundations in the history of philosophy and logic by working creatively and constructively with new ideas.

Philosophy major

(63 credits)

PHL 101 and 102 Introduction to Philosophy (6)
PHL 103 Introduction to Logic (3)

Choose one: (3)

- PHL 251 Ethics
- PHL 252 Medical Ethics
- PHL 255 Environmental Ethics

PHL 262 Epistemology: Theory of Knowledge (3)

Choose one: (3)

- PHL 261 Metaphysics: Theory of Being
- PHL 263 Philosophy of Mind

Choose one: (3)

- PHL 282 Philosophy of Art
- PHL 283 Philosophy of Religion

PHL 311 Ancient Philosophy (3)

PHL 313 Medieval and Renaissance Philosophy (3)

PHL 314 Modern European Philosophy (3)

PHL 316 Contemporary Philosophy (3)

Choose one: (3)

- PHL 321 Existentialism
- PHL 322 19th Century Philosophy
- PHL 323 Continental Philosophy

Choose one: (3)

- PHL 350 Social and Political Philosophy
- PHL 380 Philosophy of Law

PHL 405 Senior Tutorial in Philosophy (3)

Choose one: (3)

- R 201 Introduction to the World's Religions: Eastern
- R 204 Introduction to the World's Religions: Western

- R 460 Comparative Religion

Electives in Philosophy, Religious Studies and approved Humanities courses (18)

Upper-division courses must total 36 hours minimum

Philosophy minor

(27 credits)

PHL 101 Introduction to Philosophy (3)

PHL 103 Introduction to Logic (3)

Choose one: (3)

- PHL 102 Introduction to Philosophy: Personal Morality and Social Justice
- PHL 251 Ethics

Choose three: (9)

- PHL 311 Ancient Philosophy
- PHL 313 Medieval and Renaissance Philosophy
- PHL 314 Modern European Philosophy

PHL 316 Contemporary Philosophy

PHL 405 Senior Tutorial in Philosophy (3)

Electives in Philosophy and/or Religious Studies (6)

Upper-division courses must total 15 hours minimum

Physical Education

Professors: Marita Cardinal, Brian Caster
Associate professors: Jon Carey, Robert Hautala, Gay Timken
Assistant professor: Jeffrey Armstrong

Mission

To maximize individual and professional development in health and movement science and to promote healthy lifestyles and communities.

Learning outcomes

Relative to physical activity, physical fitness, and motor skill development programs, candidates will:

1. Plan effective strategies, interventions and programs based on assessment of individual and community needs.
2. Implement and evaluate strategies, interventions and programs.
3. Coordinate, communicate and advocate for research-based practices.

Physical Education Teacher

Education major

(74 credits)

Foundations of Human Movement Core

(32 credits)

PE 230 Foundations of Exercise Science (4)

PE 310 Motor Learning (4)

PE 371 Kinesiology (4)

PE 415 Lifespan Motor Development (4)

PE 444 Lifespan Adapted Physical Activity (4)

PE 470 Sociological and Psychological

Aspects of Physical Activity (4)

PE 473 Physiology of Exercise (4)

PE 483 Biomechanics (4)

PETE Core (17 credits)

PE 330 Teaching Methods in Physical Education I (4)

PE 335 Field Experience in Physical Education (1)

PE 430 Teaching Methods In Physical Education II (4)

PE 431 Assessment Strategies In Physical Education (4)

PE 445 Curricular Issues in Physical Education (4)

Activity Core (25 credits)

PE 239 Teaching Movement Education (3)

PE 240 Teaching Dance in Physical Education (3)

PE 241 Teaching Games I (3)

PE 242 Teaching Games II (3)

PE 243 Teaching Outdoor & Adventure Education (3)

PE 244 Teaching Aerobic Fitness (3)

PE 245 Teaching Strength Training and Conditioning (3)

Choose two courses from the following areas (4):

- Aquatics
- Eastern Arts
- Gymnastics
- Outdoor Recreation

** Current First Aid/CPR Certification required by sophomore year.

It is recommended that students take BI 102 General Biology and BI 234, and BI 235 Human Anatomy and Physiology to fulfill the natural science requirement in the LACC. BI 234, 235 and 236 are prerequisites to several major required and elective courses. See course descriptions for specific prerequisites.

Physical Education minor

(27 credits)

PE 230 Foundations of Exercise Science (4)

Electives selected from PE offerings as approved by adviser (23)

Of these 23 credits, a minimum of 15 credits must be upper-division courses (300-400 level) with a maximum of two credits of coaching theory courses counted toward the upper-division minimal requirement.

Sports Leadership minor

(27 credits)

HE 252 First Aid, CPR and Safety (3)

PE 361 Coaching Youth Sports (3)

PE 375 Athletics: Coaching and Administration (3)

PE 359 Care and Prevention of Athletic Injuries (4)

PE 310 Motor Learning (4) – or –

PE 420 Motor Learning for Coaches (4)

PSY 415 Psychology of Sport (4)

Choose six credits of sport or coaching related courses and/or coaching practicum with adviser approval. (6)

Physics

Associate professor: William Schoenfeld

Mission

Foster small group active learning environment in which students explore and discover the laws of physics in a state of the art laboratory. Students develop connections that link fundamental concepts in physics with phenomena covered in their biology, chemistry and Earth science classes. Provide

out-of-classroom experiences in space science and teacher training through WOU's membership in the NASA/Oregon Space Grant Consortium.

Learning outcomes

1. Develop reasoning and problem solving skills as applied to scientific investigations.
2. Gain experience in combining graphical and numeric information to produce mathematical models.
3. Attain proficiency in physics theory and applications suitable for high school physics teaching.

Physics minor

(27 credits)

PH 211, 212, 213 General Physics with Calculus (12)

PH 311, 312 Introduction to Modern Physics (8)
Upper-division chemistry, physics or mathematics electives (7)

Political Science

Professors: Edwin Dover, Mark Henkels
Associate professor: Mary Pettenger
Assistant professor: Eliot Dickinson

Mission

To serve students through teaching and mentoring, serve society through research, public outreach and activities, and serve the university through collegial participation in all aspects of the community.

Learning outcomes

1. Understand key concepts in politics and public service.
2. Apply analytical approaches to political problems.
3. Gain practical experience through research, public outreach and advocacy, and participation in campus leadership.

Political Science major

(72 credits)

PS 201 American National Government (3)

PS 202 State and Local Government (3)

PS 203 International Relations (3)

PS 204 Introduction to Comparative Politics (3)

PS 350 Introduction to Public Policy (3)

PS 351 Introduction to Public Administration (3)

PS 375 Scope and Method of Political Science (3)

Choose two in International Relations and Comparative Politics: (6)

PS 193 Introduction to Model United Nations

PS 393 Advanced Model United Nations

PS 440 Causes of War

PS 441 Causes of Peace

PS 459 Government and Politics of Latin America

PS 460 Governments and Politics of Asia

PS 461 Politics and Governments of Post-Communist States

PS 462 Politics and Governments of Europe

PS 463 Governments and Politics of Developing States

PS 464 Government and Politics of Africa

PS 465 Government and Politics of the Middle East

PS 473 Globalization Issues

PS 477 International Environmental Politics

PS 478 Political Fiction and Film

PS 481 International Law

PS 492 Ideologies of the 21st Century

PS 493 International Organizations

PS 497 American Foreign Relations (depending on content, PS 199, 399, 406, 407, 409, 410)

Choose two in Administration and Political Processes: (6)

PS 325 Democracy in Theory and Practice

PS 414 Political Parties, Pressure Groups and Elections

PS 415 Politics and Psychology

PS 416 Politics and Communication

PS 419 American Presidential Elections

PS 426 Federalism and Intergovernmental Relations

PS 451 Political Theory: Plato to Marx

PS 452 Political Theory: Marx to Habermas

PS 454 Public Personnel Administration

PS 466 Governmental Budgeting

PS 469 Congress and the Presidency

PS 490 Community Politics

PS 495 Public Sector Labor Relations

(depending on content, PS 199, 399, 406, 407, 409, 410)

Choose two in Public Policy and Law: (6)

PS 423 Issues in National Policy

PS 424 Policy Making in the States

PS 430 Aging Society

PS 432 Global Health Policy

PS 435 Women and Politics

PS 436 Gender and Politics

PS 445 Introduction to Policy Analysis

PS 446 Land Resource Politics and Policy

PS 447 Environmental Politics and Policy

PS 449 Environmental Values and Political Action

PS 471 Immigration Politics and Policy

PS 479 Constitutional Law

PS 480 Administrative Law

PS 484 American Jurisprudence

PS 485 Legal Reasoning and Writing (depending on content, PS 199, 399, 406, 407, 409, 410)

Electives in Political Science (12)

Electives in Social Science/Political Science (21)

For the B.S. degree in political science, students may take any combination of math/computer science/quantitative literacy courses as long as it includes at least one math course beyond MTH 105 and one computer science course beyond CS 101.

Political Science minor

(27 credits)

PS 201 American National Government (3)

PS 202 State and Local Government (3)

PS 203 International Relations (3)

PS 204 Introduction to Comparative Politics (3)

PS 350 Introduction to Public Policy (3)

PS 351 Introduction to Public Administration (3)

Upper-division electives in Political Science (9)

Pre-Professional Studies in the Health Sciences

Mission

Prepares students for entry into professional programs in many of the health sciences. Students will develop skills, gain knowledge, and complete pre-requisite coursework for admission into a professional program of their choosing. Students may also use these courses toward the requirements for a bachelor's of art or a bachelor's of science degree. All pre-professional health science students are assigned to specific advisers in the Department of Biology.

Learning outcomes

1. Develop deductive reasoning, analytical, and problem solving skills related to their professional goals.
2. Learn broad concepts from many different disciplines for entry into their profession of choice.
3. Acquire a liberal arts education while pursuing a professional education.

WOU currently offers Health Sciences pre-professional studies in the following areas:

One- to Two-Year Programs

Pre-Nursing

Pre-Dental Hygiene

Admission to Nursing and Pre-Dental Hygiene programs is highly competitive. In general, admission depends on grades, a written personal statement, professional experience, and the completion of specific coursework and/or proficiency exams. Although specific admissions requirements vary somewhat from program to program, all minimally require biology (including a year of human anatomy and physiology), psychology, sociology, writing, and math. More information about preparatory material is available from the following program advisers:

Pre-Nursing: Dr. Michael LeMaster
503-838-8136, lemastm@wou.edu

Pre-Dental Hygiene: Dr. Sarah Boomer
503-838-8209, boomers@wou.edu

Three- to Four-Year Programs

Pre-Dentistry

Pre-Medicine (Allopathic, Osteopathic, Chiropractic, Podiatric, Optometric)

Pre-Clinical Lab Science

Pre-Occupational Therapy

Pre-Pharmacy

Pre-Physician Assistant

Pre-Physical Therapy

Pre-Veterinary Medicine

Admission to the above programs is highly competitive. In general, admission depends on grades, a written personal statement, professional experience, the completion of specific coursework and/or proficiency exams (e.g., DAT, MCAT), and interpersonal/inter-

viewing skills. Although specific admissions requirements vary somewhat from program to program, all require extensive coursework in biology, chemistry, and physics. Consequently, a biology degree with a pre-professional emphasis facilitates well the admission requirements for most programs.

Additional coursework is required to complete a bachelor's degree at WOU, all of which are required or strongly recommended for admission to a majority of these programs. More information about preparatory materials is available from the following program advisers:

Pre-Dentistry: Dr. Sarah Boomer

503-838-8209, boomers@wou.edu

Pre-Medicine: Dr. Bryan Dutton

503-838-8452, duttonb@wou.edu

Pre-Clinical Lab Science: Dr. Irja Galvan

503-838-8491, galvani@wou.edu

Pre-Occupational Therapy: Dr. Irja Galvan

503-838-8491, galvani@wou.edu

Pre-Pharmacy: Dr. Irja Galvan

503-838-8491, galvani@wou.edu

Pre-Physician Assistant: Dr. Bryan Dutton

503-838-8452, duttonb@wou.edu

Pre Physical Therapy: Dr. Irja Galvan

503-838-8491, galvani@wou.edu

Pre-Veterinary Medicine: Dr. Karen Haberman, 503-838-8478, habermk@wou.edu

Pre-Professional Studies

Pre-Law: four-year preparation

The minimum requirement for admission to a recognized law school is a bachelor's degree. Most law schools value intellectual maturity and a broad educational background, such as is provided by majors in the social sciences, natural sciences or humanities, rather than narrow specialization. Well-developed research, analysis, oral and written communication skills are considered desirable.

It is suggested that students take the legal studies minor with additional course work in the following areas: accounting, economics, history, political science, philosophy, psychology, sociology, communication studies and writing. For more specific information on an appropriate course of study, see the pre-law adviser, who is assigned by the Social Science Division.

Admission to law schools is highly competitive. Applicants are usually expected to achieve an undergraduate GPA of at least 3.00 and perform well on the Law School Admission Test (LSAT), although strength in one of these areas may compensate for weakness in the other. The LSAT should be taken early in the senior year. More information about preparatory materials is available from the pre-law adviser. Contact the Social Science Division for more information.

Psychology

Professors: Joel Alexander, Eric Cooley, David Foster, Chehalis Strapp, Kathryn Thompson, Tamina Toray

Associate professors: Lauren Roscoe, Robert Winningham

Mission

Create lifelong learners in psychology utilizing the scientist-practitioner model. Graduates of our program will understand the scientific foundations of the discipline and the core knowledge/concepts in the field. Graduates will also be able to apply psychology to solve human difficulties; at both personal levels with self and others, and at a community level with the issues and problems that face us as a society, a nation, and a world.

Learning outcomes

1. Learn principles of psychology and develop critical thinking/scientific method research skills.
2. Apply psychological knowledge, skills and values in personal and career development.
3. Be sensitive to and respect sociocultural and international diversity.

Psychology major

(56 credits)

(Minimum 40 credits upper division)

PSY 201, 202 General Psychology (8)

PSY 301 Introduction to Research Methods (4)

PSY 311 Developmental Psychology (4)

PSY 334 Social Psychology (4)

PSY 360 Cognitive Psychology (4)

PSY 467 Quantitative Methods (4)

PSY 468 Research Methods in Human Behavior (4)

Choose one: (4)

PSY 443 Group Processes

PSY 445 Introduction to Industrial/Organizational Psychology

PSY 446 Psychology of Leadership

PSY 447 Introduction to Organizational Development

Electives (20) (*Chosen with an adviser's assistance*)

Formal admission is required for all students seeking the B.A./B.S. degree in psychology.

Prior to application for admission to the psychology major, applicants must complete the PSY 201, 202, 301 sequence or its equivalent and achieve sophomore standing (45 or more credit hours). Students will be admitted to the psychology major who meet the following criteria:

1. A GPA of 2.67 in all psychology courses completed and
2. A cumulative GPA of 2.50 for all college work. Students earning a B.S. degree in psychology are also required to take at least 12 hours of math/computer science/quantitative literacy courses according to the following specifications: PSY 467, PSY 468, any math course above MTH 105 with the exception of MTH 243, and any CS course above CS 101.

Psychology minor

The psychology minor should be planned with a psychology adviser. The psychology minor consists of 27 hours of courses with a PSY prefix, of which at least 15 hours must be upper-division. PSY 201 and PSY 202 are required for the psychology minor.

Public Policy and Administration

Professors: Ed Dover, Mark Henkels

Mission

Prepares students for employment in government, non-profit organizations, and in businesses connected to the public sector. Faculty teaching, service and research promote efficient, effective, and just public service and policies.

Learning outcomes

1. Understand issues in public administration and policy.
2. Develop skills to analyze the administrative context and the politics and practical implications of public choices.
3. Engage in experiential learning via internships in the public sector and related organizations.

Public Policy and Administration major

(71 credits)

COM 324 Business and Professional Communication (3)

CS 121 Computer Applications (2)

EC 201 Introduction to Microeconomics (4)

EC 202 Introduction to Macroeconomics (4)

PS 201 American National Government (3)

PS 202 State and Local Government (3)

PS 350 Introduction to Public Policy (3)

PS 351 Introduction to Public Administration (3)

PS 375 Scope and Methods of Political Science (3)

PS 454 Public Personnel Administration (3)

PS 466 Governmental Budgeting (3)

PS 480 Administrative Law (3)

WR 321 Business Writing (4)

Choose one: (3)

BA 361 Organizational Behavior

BA 390 Management

Choose a minimum of 27 hours from one of the following areas of concentration:

Corrections/Law Enforcement Concentration

CJ 213 Introduction to Criminal Justice (4)

CJ 241 Introduction to Community Crime Prevention (4)

CJ 451 Youth, Crime and Society (4)

CJ 453 Penology (4)

CJ 454 Parole and Probation (4)

COM 327 Communication in the Legal Field (3)

PS 424 Policy Making in the States (3)

PS 426 Federalism and Intergovernmental Relations (3)

PS 479 Constitutional Law (3)
 PS 490 Community Politics (3)
 SOC 454 Deviant Behavior (3)
 PS 409/410 Practicum or Internship (3-6)

Management concentration

BA 315 Financial Management (3)
 BA 316 Advanced Financial Management (3)
 BA 362 Business Ethics (3)
 BA 370 Business and Society (3)
 BA 392 Management and Diversity (3)
 BA 416 Government Regulation (3)
 BA 424 Capital Budgeting (3)
 BA 484 International Management (3)
 COM 312 Public Relations Communication (3)
 COM 420 Communication in Organizations (3)
 PS 423 Issues in National Policy (3)
 PS 424 Policy Making in the States (3)
 PS 426 Federalism and Intergovernmental Relations (3)
 PS 433 Health Care Politics and Policy (3)
 PS 445 Introduction to Policy Analysis (3)
 PS 495 Public Sector Labor Relations (3)
 BA/PS 409/410 Practicum or Internship (3-6)

Human Resources concentration

BA 361 Organizational Behavior (3)
 BA 362 Business Ethics (3)
 COM 323 Group Discussion and Leadership (3)
 COM 420 Communication in Organizations (3)
 EC 444 Labor Economics (4)
 PSY 423 Interviewing and Appraisal (4)
 PSY 443 Group Processes (4)
 PSY 445 Organizational Psychology (4)
 PSY 446 The Psychology of Leadership (4)
 PSY 465 Motivation (4)
 PSY 472 Psychological Assessment (4)
 SOC 320 Industrial Society (3)
 SOC 338 Sociology of the Family (3)
 SOC 420 Political Sociology (3)
 SOC 434 African American Studies (3)
 SOC 435 Chicano/a/Latino/a Studies (3)
 SOC 436 Native American/Asian American Studies (3)
 PS 415 Politics and Psychology (3)
 PS 416 Politics and Communication (3)
 PS 426 Federalism and Intergovernmental Relations (3)
 PS 430 The Aging Society: Policy Dimensions (3)
 PS 432 Global Health Policy (3)
 PS 433 Health Care Politics and Policy (3)
 PS 435 Women and Politics (3)
 PS 471 Immigration Politics and Policy (3)
 PS 495 Public Sector Labor Relations (3)
 PS 409/410 Practicum or Internship (3-6)

International concentration

HST 411 World Problems (4)
 PS 203 International Relations (3)
 PS 204 Introduction to Comparative Politics (3)
 PS 459 Government and Policies of Latin America (3)
 PS 464 Government and Politics of Africa (3)
 PS 465 Government and Politics of the Middle East (3)
 PS 471 Immigration Politics and Policy (3)
 PS 481 International Law (3)
 SOC 350 Food and Hunger (3)
 SOC 400 International Development (3)
 SOC 440 Women and Development (3)
 GEOG 106, 107 Introductory Geography (8)
 GEOG/PS 409/410 Practicum or Internship (3-6)

Choose one or two: (4-8)

GEOG 211 Geography of U.S. and Canada
 GEOG 310 World Regional
 GEOG 313 The Pacific Northwest
 GEOG 314 The Pacific Rim
 GEOG 315 The Indian Subcontinent
 GEOG 370 Human Migration
 GEOG 371 Mexico and Central America
 GEOG 372 South America
 GEOG 410 Global Issues
 GEOG 411 Cultural Geography
 GEOG 412 Selected Topics
 GEOG 417 Advanced Economic Geography
 GEOG 418 International Trade and Transportation
 GEOG 426 Geography of Europe
 GEOG 432 Geography of Africa

Choose one or two: (3-6)

PS 460 Governments and Politics of Asia
 PS 461 Politics and Governments of Post-Communist States
 PS 462 Politics and Governments of Europe
 PS 463 Governments and Politics of Developing Nations
 PS 464 Government and Politics of Africa
 PS 465 Government and Politics of the Middle East
 PS 477 International Environmental Politics
 PS 492 Ideologies of the Twenty-first Century
 PS 493 International Organizations
 PS 497 American Foreign Relations

Choose one or two: (3-6)

BA 484 International Management
 BA 485 International Finance
 BA 486 International Marketing

State and Federal Government concentration

COM 326 Communication and Controversy: Freedom of Speech in United States (3)
 PS 414 Political Parties, Pressure Groups and Elections (3)
 PS 416 Politics and Communication (3)
 PS 419 American Presidential Elections (3)
 PS 423 Issues in National Policy (3)
 PS 424 Policy Making in the States (3)
 PS 426 Federalism and Intergovernmental Relations (3)
 PS 430 Aging Society: Policy Dimensions (3)
 PS 433 Health Care Politics and Policy (3)
 PS 445 Introduction to Policy Analysis (3)
 PS 446 Land Resource Politics and Policies (3)
 PS 447 Environmental Politics and Policy (3)
 PS 469 Congress and the Presidency (3)
 PS 471 Immigration Politics and Policy (3)
 PS 479 Constitutional Law (3)
 PS 490 Community Politics (3)
 PS 495 Public Sector Labor Relations (3)
 PS 409/410 Practicum or Internship (3-6)
 SOC 420 Political Sociology (3)
 SOC 430 Political Economy as Social Theory (3)

City and County Government concentration

Chemeketa Community College (CCC) students who have completed the associate of applied science in building inspection technology and who meet all admission requirements will be accepted by WOU as transfer students for a bachelor's degree

in public policy and administration with a concentration in city and county government and a minor in social science.

BA 450 State and Local Government Finance (3)
 BLD 155 Building Department Administration (3) *Course offered at CCC*
 CJ 331 Police and Community (3)

Choose one or two: (4-8)

GEOG 105 Introductory Physical Geography (4)
 GEOG 106 Introductory Economic Geography (4)
 GEOG 107 Introductory Cultural Geography (4)
 GEOG 321 Field Geography (4)
 GEOG 240 Map and Air Photo Interpretation (4)
 GEOG 340 Cartography (4)
 GEOG 341 Geographic Information Systems (4)
 GEOG 413 Urban Geography (4)
 GEOG 425 Urban Planning and Policy (4)
 PS 424 Policy Making in the States (3)
 PS 426 Federalism and Intergovernmental Relations (3)
 PS 430 The Aging Society: Policy Dimensions (3)
 PS 433 Health Care Politics and Policy (3)
 PS 445 Introduction to Policy Analysis (3)
 PS 490 Community Politics (3)
 PS 495 Public Sector Labor Relations (3)
 SSC 407 Seminar (3) *Could be an institute-type course*
 SOC 330 Urban Sociology (3)
 SOC 415 Community Organizing (3)
 SOC 416 Community Action (3)
 PS/GEOG/SSC 409/410 Practicum or Internship (3-6)

For the B.S. degree in public policy and administration, students may take any combination of math/computer science/quantitative literacy courses as long as it included at least one math course beyond MTH 105. Please note that CS 121 is required for the major and may be used to satisfy the B.S. requirement.

Health Policy and Administration concentration

Choose classes totaling at least 27 credits
 COM 312 Public Relations Communication (3)
 COM 325 Intercultural Communications (3)
 HE 227 Community and Public Health (4)
 HE 375 Epidemiology (4)
 HE 411 Health Communication (4)
 HE 407 Migrant Health (4)
 HE 465 International Health (4)
 HE 485 Bioethics and Public Health (4)
 PS 430 The Aging Society (3)
 PS 432 Global Health Policy (3)
 PS 433 Health Politics and Policy (3)
 PS 445 Introduction to Policy Analysis (3)
 PS 495 Public Sector Labor Relations (3)
 PS/COM 409 Internship/Practicum (3,6)

Public Policy and Administration minor

(27 credits)

PS 201 American National Government (3)
 PS 202 State and Local Government (3)
 PS 350 Introduction to Public Policy (3)
 PS 351 Introduction to Public Administration (3)
 PS 454 Public Personnel Administration (3)
 PS 466 Governmental Budgeting (3)
 PS 480 Administrative Law (3)
 Choose one: (3)
 BA 361 Organizational Behavior
 BA 390 Management
 Electives in public policy & administration (3)

Building Codes minor

(27 credits)

BLD 153 Building Codes III (3)
 BLD 154 Dwelling Construction Under the UBC (3)
 BLD 280 Cooperative Work Experience (3)
 FRP 172 Fire Codes and Ordinances (3)
 Upper-division social science courses (15)

Social Science

Professor: John L. Rector

Mission

Combines a focus area with an interdisciplinary program to prepare graduates for specialized fields, as well as mobility across fields. Majors work in social services and education and others pursue graduate study.

Learning outcomes

1. Development of critical thinking, writing, and public presentation skills.
2. Research and analytical tools for understanding society.
3. Internship experience working in social service agencies and schools.

Social Science major

(72 credits)

The major consists of 72 credits, of which a minimum of 36 are upper division. In consultation with an adviser, the student should select 36 credits in one discipline, including one theory course and one methods course. Also, at least 27 credits in the selected discipline must be upper division.

The following courses fulfill the departmental theory and methods requirements:

Anthropology**Theory**

ANTH 311 Human Evolution (4)
 ANTH 324 Anthropological Theory (4)

Methods

ANTH 325 Ethnographic Methods (4)
 ANTH 326 Ethnographic Writing (4)
 ANTH 350 Research Methods in Archaeology (4)
 ANTH 352 Laboratory Methods in Archaeology (4)
 ANTH 360 Museum Studies (4)

Criminal Justice**Theory**

CJ 450 Criminology (4)

Methods

CJ 327 Research Methods (4)
 CJ 427 Crime Analysis (4)

Geography**Theory**

GEOG 495 History and Philosophy of Geography (4)

Methods

GEOG 240 Map & Air Photo Interpretation (4)
 GEOG 321 Field Geography (4)
 GEOG 340 Cartography (4)
 GEOG 341 Geographic Information Systems (4)
 GEOG 384 Qualitative Methods in Geography (4)
 GEOG 385 Quantitative Methods in Geography (4)
 GEOG 386 Making Digital Video for the Social Sciences (4)

History**Theory**

Consult your History adviser

Methods

See the Comparative/Methods courses listed in the catalog

Political Science**Theory**

PS 325 Democracy: Theory and Practice (3)
 PS 414 Political Parties, Pressure Groups, and Elections (3)
 PS 419 American Presidential Elections (3)
 PS 426 Federalism and Intergovernmental Relations (3)
 PS 440 Causes of War (3)
 PS 449 Environmental Values and Political Action (3)
 PS 469 Congress and the Presidency
 PS 492 Ideologies of the 21st Century (3)

Methods

Consult your Political Science adviser

Sociology**Theory**

SOC 420 Political Sociology: Theories of the State (3)
 SOC 460 Feminist Theory (3)
 SOC 471 Classical Sociological Theory (3)
 SOC 472 contemporary Sociological Theory (3)

Methods

SOC 224 Introduction to Sociology: Research (3)
 SOC 325 Participant Observation and Qualitative Research Methods (3)
 SOC 327 Introduction to Social Research (3)
 SOC 328 Introduction to Social Data Analysis (3)

Social Science minor

(27 credits)

A minor in social science may be designed with the help of a division adviser. At least 15 credit hours must be upper-division.

Social Science Teacher Education major

(60-61 credits)

Mission

Prepares students for entry into the undergraduate education program at this university. This pre-major provides students with a broad preparation in the social sciences and with depth in a particular discipline in preparation for teaching social science at the secondary level.

Learning outcomes

1. Graduates will have critical thinking, reading, and writing skills, as well as experience in public presentation of their ideas.
2. Research projects will be tailored to develop analytical skills useful for teaching Social Science methods to secondary-level students.
3. Internships will prepare students for work in secondary schools.

Requires a minimum of 30 upper-division credit hours.

United States History (8)

GEOG 330 World Regional (4) – or –
 GEOG 313 The Pacific Northwest (4)

Choose one: (4)

GEOG 380 Environmental Conservation
 GEOG 410 Global Issues
 GEOG 411 Cultural Geography
 GEOG 413 Urban Geography
 GEOG 433 Political Geography

Choose any two economics courses (6)

PS 201 American National Government (3)

Choose one: (3)

PS 202 State and Local Government
 PS 203 International Relations

Choose six hours in two of the following areas: (12-14)

Anthropology
 Criminal Justice
 Psychology
 Sociology

Area of Concentration (20-21)

The student may choose to concentrate in any one of the following disciplines: history, geography, economics, political science, anthropology, criminal justice, psychology or sociology.

It is recommended that education majors complete the following as part of their LACC requirement: PSY 218 (or PSY 201 if already taken), HST 101, 102, and 103 or HST 104, 105, 106 or GEOG 105, 106, 107. A GPA of 2.75 is required in the above course work in order to be recommended for student teaching. Students must complete a minimum of 12 to 15 credit hours of social science on the WOU campus.

Sociology

Professors: Peter Callero, Maureen Dolan
Associate professor: Dean Braa

Mission

To provide a strong educational foundation for graduate study and various professional careers. This includes training in writing, research, and analysis, all connected to the development of theory and social science. It is also a goal of the department to train and motivate students to be activists in the service of progressive causes.

Learning outcomes

1. Develop critical research and analytical skills.
2. Organize and lead progressive social movements.
3. Develop a profound understanding of society and social relationships.

Sociology major

(72 credits)

SOC 223 Introduction to Sociology: Theory (3)
SOC 224 Introduction to Sociology: Research (3)
SOC 225 Social Problems (3)
SOC 300 Proseminar (3)
SOC 325 Participant Observation and Qualitative Research Methods (3)
SOC 327 Social Research Methods (3)
SOC 328 Introduction to Social Data Analysis (3)
SOC 471 Classical Sociological Theory (3)
SOC 472 Contemporary Sociological Theory (3)
SOC 492 Senior Seminar I (3)
SOC 493 Senior Seminar II (3)
SOC 494 Senior Seminar III (3)
Electives in sociology (36)

The sociology department encourages development of interdisciplinary specialties within the sociology major. With permission, sociology majors may use courses from other disciplines to fulfill electives. See sociology adviser.

Sociology minor: option A

(27 credits)

Theory and Research Emphasis

SOC 223 Introduction to Sociology: Theory (3)
SOC 327 Social Research Methods (3)
SOC 471 Classical Sociological Theory (3)

Electives in sociology (18) *Must be selected in consultation with a sociology adviser. At least 15 hours must be upper-division in the minor.*

Sociology minor: option B

(27 credits)

Community Services Emphasis

SOC 225 Social Problems (3)
SOC 310 Service Learning and Community Praxis (3-4)
Choose two: (6)
SOC 315 Social Inequality
SOC 338 Sociology of the Family

SOC 354 Sociology of Deviant Behavior
SOC 434 African American Studies: Social Issues, Social Movements
SOC 435 Chicano/a/Latino/a Studies: Social Issues, Social Movements
SOC 436 Native American/Asian Studies: Social Issues, Social Movements
SOC 437 Sociology of Race/Ethnic Relations

Electives in sociology (15) *To be selected in consultation with a sociology adviser. At least 15 hours must be upper-division in the minor.*

Spanish (B.A. only)

Professors: Eduardo González-Viaña, Cheryl Strand

Associate professor: Gianna Martella
Assistant professor: Ramsey Tracy

Mission

Create and transmit knowledge concerning world languages, literatures and cultures in a climate that promotes ease of communication and mutual understanding.

Learning outcomes

1. Attain strong linguistic skills suitable for pursuing graduate work, careers in business, government, social services, tourism and life-long learning of Spanish.
2. Develop an understanding of Spanish cultural and historical perspectives in a global society.
3. Advance language mastery and cultural awareness through active learning experiences such as study abroad.

Spanish major

(54 credits)

(54 hours beyond first year language)

SPAN 201, 202, 203 Second Year Spanish (12)
SPAN 301, 302, 303 Intermediate Spanish Composition and Conversation (12)

Students who begin coursework above 201 need to identify substitute credits with their adviser.

Bilingual/heritage speakers of Spanish may replace Intermediate Spanish Composition and Conversation with SPAN 317, 318 and 319, Spanish for Bilingual/Heritage speakers.

SPAN 338 Hispanic Civilization and Culture: Spain (3)

SPAN 339 Hispanic Civilization and Culture: Latin America (3)

Choose one: (3)

SPAN 340 Civilization and Culture of Mexico

SPAN 342 Introduction to Chicano/a Life and Culture

Choose seven Spanish electives: (21) *Four must be 400 level*

SPAN 320 Business Spanish

SPAN 328 Introduction to Chicano/a Literature

SPAN 350 Spanish Pronunciation and Phonetics

SPAN 361 Hispanic Poetry

SPAN 362 Hispanic Drama

SPAN 363 Hispanic Novel

SPAN 370 Introduction to Latin American Literature

SPAN 371 Introduction to Latin American Literature

SPAN 380 Applied Linguistics

SPAN 401, 402, 403 Advanced Spanish Composition and Conversation

SPAN 407 Seminar

SPAN 411 Spanish Literature I: Medieval

SPAN 412 Spanish Literature II: Golden Age

SPAN 413 Spanish Literature III: 18th and 19th Century

SPAN 414 Spanish Literature IV: Generation of 1898

SPAN 415 Spanish Literature V: 20th Century

SPAN 441, 442, 443 20th Century Latin American Literature

SPAN 445 Hispanic Women Writers

SPAN 480 History of the Spanish Language

SPAN 490 Studies in Spanish Literature

SPAN 491 Studies in Latin American Literature

Spanish minor

(18 credits)

SPAN 301 or 317, 302 or 318, 303 or 319 (12)
Upper-division hours in Spanish (6)

Students who begin coursework at a higher level than 301 can substitute other courses in consultation with their adviser. Students must maintain a 2.0 GPA in their minor courses.

Spanish Teacher Education major

(53 credits)

(53 hours beyond first year language)

SPAN 201, 202, 203 Second Year Spanish (12)
SPAN 301, 302, 303 Intermediate Spanish Composition and Conversation (12)

Bilingual/heritage speakers of Spanish may replace Intermediate Spanish Composition and Conversation with SPAN 317, 318 and 319, Spanish for Bilingual/Heritage speakers.

SPAN 350 Spanish Pronunciation/Phonetics (3)
Choose one: (3)

SPAN 338 Hispanic Civilization and Culture: Spain

SPAN 339 Hispanic Civilization and Culture: Latin America

Choose one: (3)

SPAN 340 Civilization and Culture of Mexico

SPAN 342 Introduction to Chicano/a Life and Culture

SPAN 416 Spanish Teaching Practicum (2)

Choose six Spanish electives: (18) *Three must be 400 level*

SPAN 320 Business Spanish

SPAN 328 Introduction to Chicano/a Literature

SPAN 361 Hispanic Poetry

SPAN 362 Hispanic Drama

SPAN 363 Hispanic Novel

SPAN 370 Introduction to Latin American Literature

SPAN 371 Introduction to Latin American Literature
 SPAN 380 Applied Linguistics
 SPAN 401, 402, 403 Advanced Spanish Composition and Conversation
 SPAN 411 Spanish Literature I: Medieval
 SPAN 412 Spanish Literature II: Golden Age
 SPAN 413 Spanish Literature III: 18th and 19th Century
 SPAN 414 Spanish Literature IV: Generation of 1898
 SPAN 415 Spanish Literature V: 20th Century
 SPAN 441, 442, 443 20th Century Latin American Literature
 SPAN 445 Hispanic Women Writers
 SPAN 480 History of the Spanish Language
 SPAN 490 Studies in Spanish Literature
 SPAN 491 Studies in Latin American Literature

Special Education/ Rehabilitation Counseling

Professors: Hank Bersani, Cheryl Davis, Linda Keller, Mickey Pardew, Hilda Rosselli
 Associate professors: Robert Brownbridge, Elisa Maroney, Mary Scarlato, Julia Smith
 Assistant professor: Chung-Fan Ni

Mission

Offers students introductory coursework that provides marketable skills for entry level positions in the community or adult services and prepares students for entry into graduate programs in special education and rehabilitation counseling.

Learning outcomes

Students will:

1. Demonstrate an initial level of familiarity with the fields of special education and rehabilitation.
2. Develop marketable skills for entry level positions in community and adult services for the disabled.
3. Gain valuable preparation for graduate studies in special education and rehabilitation counseling.

Students wanting to complete the Special Education/Rehabilitation Counseling undergraduate minor **must** meet with the Special Education division chair, or his/her designate, to complete a program plan. Students are strongly encouraged to complete their plan of study by the end of their sophomore year or the first term of their junior year, otherwise they may not be able to complete required courses by the end of their senior year.

Special Education/Rehabilitation Counseling minor

(27 credits)

Required Core courses (12)

SPED 200 Careers in Human Services* (3)
 SPED 418 Survey of Special Education* (3)
 INT 420 Deaf History: Social and Cultural Issues (3)

RC 432 Psychosocial and Environmental Aspects of Disability (3)
 Choose electives from the following: (15)
 INT 253 Comparative Linguistics: ASL/English (3)
 INT 254 Introduction to the Profession of Interpreting (3)
 RC 422 Medical and Functional Aspects of Disability in Rehabilitation (3)
 RC 475 Hearing Loss and Assistive Technology (1)
 SPED 447 Partnerships in Special Education (3)
 SPED 486 Autism Issues and Strategies (3)
 TPD 456 First and Second Language Acquisition: Deaf and HH Children (3)
 Choose up to **two** American Sign Language (ASL) classes: (optional)
 ASL 101 ASL I (4)
 ASL 102 ASL II (4)
 ASL 103 ASL III (4)
 ASL 201 ASL IV (4)
 ASL 202 ASL V (4)
 ASL 203 ASL VI (4)
 ASL 301 ASL VII (4)
 ASL 302 ASL VIII (4)
 ASL 303 ASL IX (4)

Other courses as approved by the division chair or designate

Offered as "By Arrangement" only: (contact chair)

RC 407 Seminar (1-6)
 RC 409** Practicum (3)
 SPED 409** Practicum (3)
 TPD 484 Introduction to Deaf & HH Studies (3)

Seldom Offered:

ED 448 Developmentally Appropriate Practices (3)
 ED 467 Language Development & Reading (3)
 ED 485 Early Childhood Educator (3)
 SPED 417 Inclusive Practices in Education (3)
 RC 476 Professional Identity in Rehabilitation Counseling (3)

*SPED 200 and SPED 418 should be the first courses taken in the Special Education/Rehabilitation Counseling minor.

** Limited to one 3 credit hour practicum in each of Rehabilitation Counseling (RC) and Special Education (SPED) for a total of six (6) practicum credit hours

Sport Management

Associate professor: Zenon Zygmunt

Mission

The sport management minor prepares students for business opportunities in the professional and collegiate sports industries, in recreational and community sports programs, and for advanced degree programs.

Learning outcomes

1. Develop an understanding of the structure and performance of the amateur and professional sports industries.
2. Improve communication skills in written assignments and oral presentations.

3. Develop proficiency in using business and economic analysis, including computer applications, to develop decision-making skills necessary in the operation of sports-related businesses and organizations.

Sport Management minor

(28 credits)

BA 361 Organizational Behavior (3)
 EC 201 Introduction to Microeconomics (4)
 EC 202 Introduction to Macroeconomics (4)
 EC 315 Economic Analysis and Report Writing (4)
 EC 333 Economics of Professional Sports – **or** – EC 334 Economics of Collegiate Sports (4)
 PE 376 Introduction to Sport Management (3)
 Choose two for a minimum of 6 credits:
 PE 320 Fitness Programming for General Populations (4)
 PE 373 Recreational Sports Management (3)
 PE 375 Athletics: Coaching and Administration (3)
 PE 377 Sport Management: Issues and Strategies for Collegiate Athletics (3)
 PE 378 Sport Management: Issues and Strategies for Collegiate Athletics (3)
 PE 409 Internship/Practicum (2-3)
 PE 410 Sport Ethics (4)
 PE 440 Legal Issues in PE and Sport (3)
 PE 470 Sociological and Psychological Aspects of Physical Activity (4)

Other courses may be considered for inclusion with prior approval from adviser. Substitution form required.

Theatre Arts (B.A./B.S.)

Professor: Scott Grim, David Janoviak, Kent Neely
 Associate professor: Michael Phillips
 Assistant professors: Sandra Hedgepeth, Thaddeus Shannon

Mission

Provide a solid base in acting, directing, technical theatre and design, performance, history, literature and theory. Students will be prepared for post-graduate opportunities including: graduate programs, teacher licensor programs, internships, professional theatre, and participation in the arts in their communities.

Program objectives

1. Understand processes involved in creating theatre, from script analysis through public performance.
2. Demonstrate competency in various production processes.
3. Understand the historical, literary, theoretical, stylistic and cultural dimensions of theatre, and how theatrical works exist within societal contexts.

Theatre Arts major

(72 credits)

TA 165 Production Dynamics (3)
 TA 166 Text Analysis and Scene Study (3)
 TA 167 Play Reading (3)
 TA 244 Technical Theatre: Scenecraft
 TA 245 Technical Theatre: Lighting
 TA 246 Technical Theatre: Costuming
 TA 251 Elements of Acting or TA 265 Acting I (3)

TA 253 Production Workshop (3)*

*At least two (2) in a technical area

Choose one: (3)

TA 346 Directing
 TA 334 Stage Management

Choose four: (12)

TA 381 Greek, Roman and Medieval Theatre
 TA 382 Renaissance Theatre
 TA 383 European Theatre 1660-1875
 TA 384 European Theatre 1875-Present
 TA 385 American Theatre
 TA 386 International Theatre

TA 353 Advanced Production Workshop (3)

TA 453 Capstone Experience (3)

Choose elective theatre classes (24) *At least 9 upper-division*

For the B.S. in theatre students must also complete university requirements as outlined in the WOU course catalog.

Theatre Arts minor

(27 credits)

TA 110 Introduction to Theatre (3)

TA 251 Elements of Acting (3)

Choose one: (3)

TA 244 Technical Theatre: Scenecraft
 TA 245 Technical Theatre: Lighting
 TA 246 Technical Theatre: Costuming

Choose one: (3)

TA 381 Greek, Roman and Medieval Theatre
 TA 382 Renaissance Theatre
 TA 383 European Theatre 1660-1875
 TA 384 European Theatre 1875-Present
 TA 385 American Theatre
 TA 386 International Theatre

TA 253 Production Workshop (3)

TA 353 Advanced Production Workshop (3)

Upper-division electives in theatre (9)

Theatre (B.F.A.)

Professors: Scott Grim, David Janoviak, Kent Neely

Associate professor: Michael Phillips

Assistant professors: Sandra Hedgepeth, Thaddeus Shannon

Mission

Provide a solid base in acting, directing, technical theatre and design, performance, history, literature and theory. Students will be prepared for post-graduate opportunities including: graduate programs, teacher licenser programs, internships, professional theatre, and participation in the arts in their communities.

Program objectives

1. Understand processes involved in creating theatre, from script analysis through public performance.
2. Demonstrate competency in various production processes.
3. Understand the historical, literary, theoretical, stylistic and cultural dimensions of theatre, and how theatrical works exist within societal contexts.

B.F.A. Core Curriculum

(45 credits)

TA 165 Production Dynamics (3)
 TA 166 Text Analysis and Scene Study (3)
 TA 167 Play Reading (3)
 TA 244 Technical Theatre: Scenecraft (3)
 TA 245 Technical Theatre: Lighting (3)
 TA 246 Technical Theatre: Costuming (3)
 TA 265 Acting I – or – TA 251 Elements of Acting (3)

Choose five: (15)

TA 381 Greek, Roman and Medieval Theatre
 TA 382 Renaissance Theatre
 TA 383 European Theatre 1660-1875
 TA 384 European Theatre 1875-Present
 TA 385 American Theatre
 TA 386 International Theatre
 TA 364 Play Direction (3)
 TA 395, 396, 397 Special Studies: Plays in Performance (6)

Actor Training

(72 credits)

D 1XX Beginning Dance Sequence (3)
 TA 205 Stage Speech I (3)
 TA 252 Technical Theatre: Makeup (3)
 TA 253 Production Workshop: Play (5)
 TA 255 Physical Studio I: Movement (3)
 TA 261 Physical Studio II: Movement/Voice Integration (3)
 TA 271 Acting II (3)
 TA 290 Voice I (3)
 TA 305 Stage Speech II (3)
 TA 351 Voice II (3)
 TA 353 Production Workshop: Play (5)
 TA 360 Contemporary Audition (3)
 TA 368 Physical Studio III (3)
 TA 370 Acting for the Camera (3)
 TA 371 Acting III (4)
 TA 394 Acting IV (4)
 TA 405 Acting Shakespeare (3)
 TA 406 Independent Study: Capstone Thesis (3)
 TA 420 Acting V (3)
 TA 432 Styles I: Modernism (3)
 TA 433 Styles II: Restoration/Manners (3)
 TA 437 Acting Shakespeare II (3)

Production

(74 credits)

Lighting Design, Costume Design, Scenic Design, Technical Production, Stage Management

Production Core (48 credits)

A 131 Beginning Drawing Systems (3)
 A 204, 205, 206 Art History Sequence (9)
 TA 247 Technical Theatre: Sound (3)
 TA 252 Technical Theatre: Makeup (3)

TA 253/353 Production Workshop (9)
 TA 334 Stage Management (3)
 TA 336 Stage Properties (3)
 TA 338 History of Architecture and Decor (3)
 TA 343 Costume Design (3)
 TA 345 Scenic Painting I (3)
 TA 346 Scenic Design (3)
 TA 348 Lighting Design (3)

Individual Area Emphasis (26 credits)**Lighting Design**

A 117 Beginning Design: Color (3)
 TA 407 Seminar in related field (3)
 TA 347 Drafting for Theatre (3)
 TA 354/454 Production Design (Lighting) (4)
 TA 406 Independent Study: Capstone Thesis (3)
 TA 412 Portfolio Review (1)
 TA 446 Advanced Scenic Design: CAD (3)
 TA 447 Digital Imagery for Theatre (3)
 TA 448 Advanced Lighting Design (3)

Scenic Design

TA 407 Seminar in related field (3)
 TA 347 Drafting for Theatre (3)
 TA 349 Scenic Design Studio (3)
 TA 354/454 Production Design (Scenery) (4)
 TA 406 Independent Study: Capstone Thesis (3)
 TA 412 Portfolio Review (1)
 TA 445 Scenic Painting II (3)
 TA 446 Advanced Scenic Design: CAD (3)
 TA 447 Digital Imagery for Theatre (3)

Costume Design

A 135 Beginning Life Drawing (3)
 A 335 Intermediate Drawing (3)
 TA 308 History of Fashion (3)
 TA 344 Costume Crafts (3)
 TA 354/454 Production Design (Costume) (4)
 TA 406 Independent Study: Capstone Thesis (3)
 TA 412 Portfolio Review (1)
 TA 436 Advanced Costume Techniques (3)
 TA 443 Advanced Costume Design (3)

Technical Production

TA 347 Drafting for Theatre (3)
 TA 355/455 Production Management (4)
 TA 406 Independent Study: Capstone Thesis (3)
 TA 407 Seminar in related field (3)
 TA 412 Portfolio Review (1)
 TA 434 Advanced Scenecraft (3)
 TA 445 Scenic Painting II (3)
 TA 446 Advanced Scenic Design: CAD (3)
 TA 447 Digital Imagery for Theatre (3)

Stage Management

TA 355/455 Production Management (12)
 TA 406 Independent Study: Capstone Thesis (3)
 TA 407 Seminar in related field (3)
 TA 412 Portfolio Review (1)
 Additional Electives (7)

A combined total of 12 credit hours in mathematics, computer science or quantitative literacy courses is required for this degree. A minimum of one course in mathematics and one course in computer science is required; any remaining required credit hours may be from either discipline or quantitative literacy courses. CS 101 may not be used to meet any portion of this 12-credit requirement.

Graduate studies

www.wou.edu/graduate

Director Linda Stonecipher
graduateoffice@wou.edu
503-838-8597

Procedures for graduate study

Admission to the university

Complete before enrolling:

- Application for admission and transcripts are filed with the Director of Graduate Studies.
- Miller Analogies Test or Graduate Record Examination (GRE) scores are required for an applicant who has a grade-point average of less than 3.00 for the last 60 semester hours or 90 quarter hours of undergraduate work attempted in the bachelor's degree program.
- TOEFL scores of 550 (paper) or 79 (internet) are required for international students, or IELTS score of 6.0.

Admission to a graduate program

Most graduate programs have additional admission requirements. These requirements must be met prior to enrollment in the program. Information about specific program admission requirements can be found at: www.wou.edu/graduate.

Filing a program plan

Complete while taking the first 9 credits of coursework:

- The proposed program plan must be completed with the assistance of the appropriate adviser and submitted to the Graduate Office for final approval.
- If admitted as a conditional student, complete requirements for admission as a regular graduate student.
- Students who have not filed a program plan after completing 9 credits of coursework will have a hold placed on registration until the form has been filed with the Graduate Office.

The steps listed above must be completed by graduate students seeking additional endorsements or licensure.

Conditional admission to the university

Completing undergraduate degree: a student who is completing an undergraduate degree will be conditionally admitted to a graduate program with the following caveats:

Student must have a minimum GPA of 3.0 on completed coursework or have a passing score on the MAT or GRE.

Student must have met requirements of the specific graduate program to which he/she is applying.

Student will not be able to receive financial aid until the Graduate and Financial Aid Offices have received proof of completion of the undergraduate degree.

Student must provide proof of completion of the undergraduate degree during the first term of enrollment as a graduate student.

All students who are admitted on a conditional basis will have a registration hold

placed on their account and will not be able to register for classes for the second term of graduate level coursework until the Graduate Office has received proof of completion of the undergraduate degree with a minimum of 3.0 on the last 90 quarter credits or 60 semester credits of coursework.

GPA requirement: A student who has an undergraduate GPA of 2.50-2.99 can be admitted conditionally for one term. At the end of that term, a student must meet university requirements, i.e., take and pass the MAT or GRE.

English language requirement: An international student may be admitted on a conditional basis with the following caveats:

The student must have a TOEFL score of 500-549 (paper) or 61-78 (internet) or an IELTS score of 5.0-5.5. The score must be official and not self-reported.

The student must be conditionally admitted to a specific graduate program.

The student will have one year to demonstrate English proficiency: TOEFL paper: 550; TOEFL internet: 79; IELTS: 6.0.

While admitted as a conditional student, a student must enroll in the IEP program full time and receive at least a B- on all courses.

A student can retake the TOEFL or IELTS test at any time. As soon as the Graduate Office receives a copy of the student's official test score that meets the regular admission criteria, the student's status will be changed from conditional to regular at the beginning of the next academic term.

Final evaluation procedures

Apply one term prior to completion of final course work.

1. Application for completion of master's degree must be submitted to the Graduate Office.
2. Submit \$25 fee
3. Final evaluation procedures must be completed, either written examinations or alternative evaluations.

Conferring of degree

Degrees are conferred at the June commencement following completion of degree requirements.

Programs

M.A. in Criminal Justice

M.A. in History

M.A. in Teaching (M.A.T.)

M.A. in Teaching: Initial Licensure High School or High School/Middle Level Authorizations

M.M. in Contemporary Music

M.S. in Education

M.S. in Education: Information Technology

M.S. in Education: Special Education

M.S. in Management and Information Systems

M.S. in Rehabilitation Counseling

Rehabilitation Counseling

Rehabilitation Counseling: Deafness

Non-degree, graduate level licensure programs

Early Intervention/Special Education

Handicapped Learner (Standard

Endorsement)

Special Educator

Endorsements

ESOL or Bilingual/ESOL Education

Early Childhood Education

Reading

Program objectives

Graduate students are screened and admitted into the various programs, each of which has admissions standards and designated graduate faculty. Campus-wide standards for admissions, selection of faculty, curricular revisions, operating policies and final examinations are established in accordance with recommendations of the Graduate Studies Committee.

The graduate faculty consists of the President and Provost of WOU, the academic deans, the director of graduate programs, the Colleges' graduate faculty coordinators and members of the faculty who have been named by their divisions and approved by the director of graduate studies.

Each graduate student at WOU is expected to meet these objectives pertinent to her/his specific graduate program:

- Demonstrate the advanced competence and skill in the mastery of concepts, principles, systems and practices which are in the context of the student's specialty.
- Demonstrate advanced competence and skill in reading, interpreting and applying the research and literature of the professional studies component of the student's graduate program.
- Demonstrate awareness and understanding of the ethical, philosophical and cultural issues that apply to the professional component of the student's graduate program.
- Demonstrate the ability to synthesize and apply program skills and knowledge through their program exit requirements.

Admission procedures

All persons wishing to enroll at WOU at the graduate level must be admitted to the university by the Graduate Office.

To apply for admission to WOU's graduate study, students must complete the following steps:

1. Submit a completed Application for Graduate Admission form and the nonrefundable and nontransferable \$50 application fee.
2. Supply to the Graduate Office sealed official transcripts from all non-WOU institutions attended.
3. Present one unofficial copy of the current teaching license held, if the application is for a professional education program.
4. Submit an official score on the Miller Analogies Test or the Graduate Record Examination (verbal/quantitative/analytical writing scores) is required for students with an undergraduate GPA below 3.0.
5. Submit a health history report as required of all new full-time students.

A student seeking either a master's degree or a graduate license program must apply both to the University and to the program in which they are interested. An application

to a specific program is available from that program.

The graduate Web page at: www.wou.edu/graduate and the catalog have current admission information. Each graduate program has unique program admission standards and processes.

The health report form is mailed to students who are accepted for admission and must be completed and returned to WOU's Health Center.

All documents become the property of the university and will not be returned. The university reserves the right to deny credit for course work completed before a student is officially admitted for graduate study.

Off-campus, evening and summer session students

Students who are working toward a planned program of graduate study, on or off campus, must file for admission as outlined above if they expect to complete licensure requirements or become candidates for a degree.

Classification

The Graduate Office 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 conditional 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/she intends to complete a planned program leading to a master's degree or a graduate licensure program and meets all of the following requirements:

- Holds a bachelor's degree from a four-year accredited institution as defined by the American Association of Collegiate Registrars and Admissions Officers; **- and -**
- Has a grade-point average of not less than 3.00 for the last 60 semester hours or 90 quarter hours of undergraduate work attempted in the bachelor's degree program; **- or -**
- Has submitted a passing score of at least 395 on the Miller Analogies Test (MAT) or an average score of 450 on the Verbal and Quantitative Sections and minimum 3.50 on the Analytical Writing Section of the Graduate Record Examination (GRE).

Students entering a graduate teacher license program must also submit unofficial copies of all previously granted teacher licenses.

A student who has an undergraduate GPA of 2.50-2.99 can be admitted as a conditional student for one term. At the end of the conditional term, the student must meet university requirements, i.e. take and pass the MAT or GRE.

Filing a plan of study

All graduate students must file a plan of study. This plan will list all courses needed for a particular degree. The plan must

be signed by the graduate student and adviser(s). A plan of study is required for financial aid. The plan should be submitted to the Graduate Office as early as possible, and in most cases no later than the student's second term of study.

Final exit evaluation

All graduate students must complete one or more final exit evaluations. The type of exit evaluation is determined when the graduate degree is approved. Common exit evaluations consist of written comprehensive examinations, thesis, portfolio, field studies, and professional projects or combinations of two exit evaluations. The Graduate Office will determine the type of exit evaluation(s) based on the graduate student's plan of study.

Candidates who elect to write a thesis, professional project or field study must follow the procedures outlined in the guidelines which can be found on the web at: www.wou.edu/graduate. Copies are also available in the Graduate Office. A final oral examination will be required of all candidates who write a thesis, professional project or field study. The oral examination is not limited to the thesis, field study, portfolio or professional project, but may cover any aspect of the candidate's program.

Candidates who prepare a portfolio should contact an adviser for information regarding specific portfolio requirements for that program.

Some divisions at WOU require comprehensive written examinations based on course work in the student's content area in addition to the completion of thesis, field study, professional project or portfolio.

Final written comprehensive examination will be based upon areas of study in the approved program. Subject area questions will be based upon the statement of components, objectives and requirements outlined in the statement of program objectives. Candidates who fail one or more areas of the written comprehensive examination may be given a program of self-study by their adviser(s) and may retake the area(s) failed at another regularly scheduled comprehensive examination.

Students who fail one area and score unsatisfactorily (below C-) in another area will retake all failed and/or unsatisfactory areas. Students may retake the written comprehensive examinations only once. Candidates who score unsatisfactorily (below C-) on any component of the comprehensive examination will be required to take a final oral examination on the unsatisfactory section. Final oral examinations will not be required of students who score a pass or above on all areas of the written comprehensive examination.

A candidate is eligible to complete final evaluations only after all course work has been completed or the candidate is in the final term of enrollment. All incomplete grades must be changed to a letter grade before a student will be allowed to take his/her comprehensive examination. Examinations are offered every term, except summer.

Graduate course numbering system

500-599: courses that are usually assigned dual numbers at both the 400 and 500 level and have both graduate and undergraduate attendance

600-699: courses are open to master's degree students or non-admitted students who have completed a bachelor's degree from a recognized university or college.

At least half of all course work for master's degree programs must be 600-699 courses.

Graduate grading system

The following grading scale is employed at the graduate level:

Excellent:

A 4.00

A- 3.70

Normal graduate performance:

B+ 3.30

B 3.00

B- 2.70

Below graduate standards:

C+ 2.30

C 2.00

C- 1.70

Unsatisfactory performance:

D+ 1.30

D 1.00

D- 0.70

F 0.00

The following marks are also used. These grades are disregarded in the computation of grade point averages.

P Satisfactory completion (B- or better, special conditions apply)

NC No Credit, unsatisfactory

I Incomplete (see full policy below)

W Withdrawn

X No grade received/no basis for grade

Although grades of C+, C, and C- are below the graduate standard, up to eight hours may be counted as credit toward a master's degree if the course(s) was/were taken through Western Oregon University. Grades below a B cannot be transferred into a WOU graduate program from another accredited university or college.

The graduate student must always maintain a B (3.00 GPA) average on the courses fulfilling the degree requirements (courses listed on the student's graduate plan of study). A department/program can establish more rigorous policies concerning the use of C grades in a degree program and/or overall minimum GPA requirements. Grades of D or F indicate unacceptable work and carry no graduate credit. A graduate student whose overall GPA falls below 3.00 or receives a grade of D or F must submit a petition with a plan of remediation to the Graduate Studies Committee. The petition and plan of remediation must be approved by the student's adviser or program coordinator. A grade of P/NC can be used by only a limited number of degree programs that have received special authorization and which can be counted as credit toward a graduate degree.

Special regulations concerning incomplete grades

- The instructor of a course has the final decision regarding the appropriateness and willingness to award a grade of incomplete.
- A graduate student with more than nine (9) hours of uncleared incomplete course work (except for student teaching, internship, thesis, field study and/or professional project) will have a hold placed on registration until a petition has been submitted to the director of graduate studies and a remediation plan approved.
- A student requesting a grade of incomplete and the course instructor issuing a grade of incomplete must both sign a contract that specifies:
 1. The course assignments still needing to be submitted to remove the incomplete grade
 2. A timeline for completion of course requirements
 - A student who has a grade of incomplete in a course that is a prerequisite for a subsequent course may not enroll in the subsequent course until the grade of incomplete is removed or must receive the permission of the instructor to be allowed to enroll into the subsequent course.
 - Any graduate program can decide to not allow a student to register for their final professional field experience (student teaching, internship, etc) on the basis that incomplete grades have not been cleared before the beginning of the final professional field experience.
 - The Graduate Office will not allow students to sit for their final comprehensive examination until past incomplete grades have been cleared.

Regulations concerning withdrawals

Withdrawals from a course must be initiated by the graduate student. It is the student's responsibility to withdraw properly by the deadlines as established by the Registrar's Office.

There are two types of withdrawal:

Withdrawal from a course:

- The student must complete an add-drop form, obtain the necessary signatures, and return the form to the Registrar's Office before the end of the sixth week of the term. The student may withdraw from any course without responsibility for a grade and no entry will be made on the student's permanent scholastic record.
- After the sixth week of the term, students can no longer withdraw from a class. A medical emergency or other catastrophic event are the only exceptions permitting withdrawal after the sixth week.

Withdrawal from the university:

- The student must complete an application for withdrawal from the University, obtain the necessary signatures, and return the form to the Registrar's Office before the end of the sixth week of the term.

- In situations of emergency (accident, prolonged illness, etc.), a student may be permitted by the Registrar to withdraw without penalty from the university at any time. Written verification may be required.

Regulations concerning "X" grades

A student who does not attend class or turn in course assignments will receive a grade of "X", which indicates that there is no basis for assigning a grade. Students who receive an "X" in any course will have to register for the course again to receive credit.

A student who has participated in a course but has failed to complete essential work or attend examinations, and who has not communicated with the instructor, will be assigned whatever grade the work has earned.

Academic load

The full time course load for graduate students is nine graduate credits, including course work portfolio, professional project, field study or thesis. The maximum course load for graduate students is 16 credits with any combination of courses (graduate or undergraduate) during fall, winter or spring term. Nine credit hours is the maximum load for graduate students during the six-week summer term.

Residency credit requirement

All graduate programs will include at least 30 graduate credits from WOU.

Continuing registration

WOU does not require a graduate student to be continually registered during each term as he/she progresses through a master's degree. A special fee is required when engaged in any phase of research such as developing or collecting data, preparing for final examinations, or any aspects of a thesis, field study or professional project development in which university facilities or library resources are used and the student is not registered for graduate courses. The non-registered continuing student fee is assessed through the business office.

Special limitations on special arrangement ("O") courses

A maximum of 15 credit hours of workshops, special arrangement and practicum courses may be applied to a master's degree program. These courses must be pre-approved by the appropriate adviser. Fifteen credit hours of 506, 606, 507, 607, 508, 608, 509 and 609 courses may be included in a program. Additionally, there is a limit of nine credit hours of any one number.

Transfer credits

Any transfer credit used in a master's degree program must be documented with an official sealed transcript from an accredited university. All transfer course work must be approved by the student's adviser and should be submitted and approved early in the student's program. Only graduate-level

course work acceptable to the granting institution for master's degree programs with grades of A or B can be transferred. The maximum transfer credit accepted toward a master's degree program is 15.

Credits from non-accredited colleges and universities cannot be used in a master's program.

Special case situation for undergraduate students

Undergraduate students within 12 quarter hours of completing all requirements for the bachelor's degree, but not including student teaching, may petition to enroll in up to 12 credit hours of graduate courses numbered 500-599. These courses can be reserved for later use in a graduate degree program. Undergraduate students cannot register for any 600-699 courses. Petition forms to reserve graduate courses are available from the Registrar's Office.

Challenging a course

Graduate courses cannot be challenged. If a graduate student has extensive background in an academic area, the graduate student's adviser can determine other graduate courses that can be substituted for the course in question on the plan of study. A substitution form must be submitted to the Graduate Office.

Time limit to complete master's degrees

Course work and requirements for a master's degree program must be completed within a period of five years. This includes all residence credit, all applicable transfer credit and required final evaluation. The five-year limit also applies to a thesis, field study, professional project or portfolio.



Application to graduate

Each candidate must file an application for completion of the master's degree with the Graduate Office. This application also serves as the application to complete the final evaluation procedures. This form must be submitted at least 10 weeks before the date the student wishes to complete his/her degree. Additional general information is available on the web at: www.wou.edu/graduate.

Conferring of degrees

All courses with marks of "I" (incomplete) from previous terms must be finished and the grades filed with the Registrar's Office before the end of the term in which program requirements are expected to be completed, or graduation will be delayed until a later term. Incompletes received in the final term must be finished and the grades recorded in the Registrar's Office within three weeks after the end of the final term, or the diploma will be invalidated. The diploma for the master's degree will be conferred at the June commencement subsequent to the completion of all degree requirements.

Graduate Assistantships

Students interested in receiving a graduate assistantship should contact their graduate program for application information. The assistantship covers a maximum of 12 credits of tuition per term and includes a salary (see below)

A graduate assistant (GA) must:

- Complete the Graduate Assistant Approval Request form each term
- Have a program plan filed in the Graduate Office
- Enroll in a minimum of 9 and a maximum of 16 credits per term during the academic year
- Pay for tuition that exceeds 12 credits per term
- Pay for student fees (see WOU fee schedule)

The salary rate for a GA is determined by each program. The number of hours that a GA works each week corresponds to the full time equivalent (FTE) level based on the following criteria:

CR hrs enrolled	Work hrs allowed	FTE
9	19.6	0.49
10	17.5	0.44
11	15.6	0.39
12	13.7	0.34
13	11.8	0.30
14	9.9	0.25
15	8.0	0.20
16	6.0	0.15

Master of Arts in Criminal Justice

Coordinator: Stephen Gibbons

Mission

Provides students with an academic foundation for managerial and other advanced professional roles in Criminal Justice. The program is also designed to prepare individuals to teach at the community college level or to prepare those interested in furthering their education at the doctoral level.

Learning outcomes

1. Develop an advanced and comprehensive understanding of the criminal justice field.
2. Master advanced theories and practices in criminal justice and related fields.
3. Implement and apply criminal justice theory and research to practice within the criminal justice environment.

All students will participate in an exit evaluation consisting of a thesis, field study, or professional project conducted within a selected agency of criminal justice. Working with a graduate adviser, students will develop a research question that addresses a specific problem within the host agency or adds significant information to the body of knowledge about the operations, responsibilities, mission, or history of the host agency. Students who elect to write a professional paper will make an oral presentation of their findings to the host agency or its governing body. Their graduate adviser will attend this presentation which will serve as the concluding segment of the exit process.

Students who elect to write a thesis will select a three-member thesis committee and pass an oral defense of the thesis. The student's faculty mentor is the chair of this committee. An original bound copy of the thesis or professional paper will be submitted to the university library, where it will be archived. A bound copy of the thesis or professional paper will also be given to the host agency and Criminal Justice Department at WOU.

A limited number of graduate teaching assistantships are available each year for well-qualified students.

Admission requirements

1. Apply to and be accepted for Graduate Student admission by Western Oregon University, Office of Admissions
2. Submit a CJ Graduate Program Application (also available online at the Criminal Justice Web page) to: Graduate Coordinator
M.A. in Criminal Justice, HSS 231 A
Western Oregon University
Monmouth, OR 97361
503-838-8288
3. Submit a letter to the Criminal Justice faculty explaining why you are seeking a graduate degree and how it meets your professional or academic goals.
4. Completion of an appropriate undergraduate degree program, with a

GPA of 3.0 or better, preferably with a concentration of study in the social or behavioral sciences.

The 3.0 GPA requirement may be waived if the candidate:

- Is currently a supervisor in a criminal justice agency, or
- Has successfully completed two years of full-time employment in a criminal justice agency and submits a letter of recommendation from his/her unit supervisor indicating that the candidate has the potential for advancement to a supervisory or administrative position.

Students admitted to the program under this waiver must obtain a 3.0 GPA at the conclusion of their first two classes to remain in the program.

- Candidates might be expected to complete more hours in addition to the required 45 hours (credits) of graduate level work, if the undergraduate experience requirement is not met. - or -
- Candidates may be admitted to the program if they present evidence in the form of academic accomplishment, practicum experience, and three letters of recommendation from employers or professors substantiating that the candidate has attained a level of competency equivalent to that expected of a criminal justice professional, or of a student having the potential to pursue graduate study at the Masters level.

Once all application materials have been received, they will be submitted to the faculty of the Criminal Justice Department who will make the final decision on acceptance.

Applications are accepted year-round.

Course completion

All course work is online and rotates on a 12-month cycle that begins each fall term. Students can usually complete all classroom coursework within 15-months. The thesis, field study, or professional project usually takes an additional three to four months to complete. Students admitted to the program at the beginning of the winter or spring term may find themselves at a slight scheduling disadvantage.

Initial advising

Once admitted to the program the student will meet with the Graduate Coordinator. At this time, the Graduate Coordinator will assist the student in selecting a general course of study and in selecting a faculty mentor. Once selected, the faculty mentor will be responsible for assisting the student in deciding on a thesis, field study, or professional project and will work with the student throughout his/her course of study.

Continuation in the program

After a graduate student has completed between 12 to 27 quarter hours of coursework, they must apply for admission to candidacy. At this time they will also arrange a meeting

with their faculty mentor and the graduate coordinator to review their progress in terms of performance and possible revision of the program plan.

Course of Study (45 credits)

All students will complete four courses in the professional core (16 credits), select five elective courses from the list below (20 credits), and participate in a thesis, field study, or professional project (9 credits). The total course of study requires a minimum of 45 graduate credits.

Professional Core (16 credits)

- CJ 612 Research in Criminal Justice (fall term)
- CJ 617 Criminal Justice Administration and Organizational Behavior (fall term)
- CJ 619 Ethics and Leadership in Criminal Justice Organizations (spring term)
- CJ 660 Theory and Research in Crime and Delinquency (fall term)
- Electives, select five (20 credits)
- CJ 616 Community-based Corrections (summer term, online)
- CJ 618 Theory of Criminal Law (winter term)
- CJ 620 Offender Treatment (spring term)
- CJ 621 Human Resource Management in Criminal Justice (winter term)
- CJ 622 Strategic Planning in Criminal Justice (summer term, online)
- CJ 656 Contemporary Issues in Criminal Justice (4-12) (winter and spring term, online)

Thesis, Field Study, or Professional Project (9 credits)

- CJ 603 Thesis/Field Study (1-9) (offered each term)
- CJ 606 Special Individual Study (1-15) (offered each term)

Master of Arts in History

Mission

The master's program in History promotes a community of scholars dedicated to excellence in teaching, professional and community service, and research. It is designed for teachers seeking to strengthened their history content, for students planning their professional careers with a background in history, for individuals seeking career advancement or personal enrichment, and for students preparing for doctoral programs.

Learning outcomes

1. Master fields of historical knowledge and methodologies.
2. Develop advanced skills of critical analysis in writing and discussion, especially in evaluating sources and writing methods.
3. Strengthen history content for educators; and prepare for professional careers and admission to doctoral programs.

The Master of Arts in History can be completed within a single academic year (including summer) or through the course of four summers.

Degree requirements

The 45 credit degree consists of the following course requirements:

- HST 698 Methods, Research and Writing (5)
- Two Seminars:
 - One seminar in a primary field (4)
 - One seminar in a secondary field (4)
- Five graduate courses in a primary field (20)
- Three graduate courses in a secondary field (12)

A minimum of 23 credits are to be completed at the 600-level.

Up to 15 credit hours of relevant courses in other departments may be taken with prior approval from the History faculty. As explained above, graduate students enrolled in the history department will complete coursework in a primary field (20 credits) and a secondary field (12 credits). The history department offers graduate courses in three fields: North American History, European History, and World (Latin American and Asian) History.

Research and writing are integral components of all graduate coursework at the 500 and 600 levels. In each of the two seminars (HST 600), students will complete a research paper equivalent to an article-length publication. Topics courses (HST 610, 620, 630) emphasize historiography through extensive reading and analysis of secondary sources. Students enrolled in 500 level courses will complete equivalent graduate-level course work emphasizing historiographic and/or primary source research in consultation with history faculty.

Students will be required to take comprehensive exams in their primary and secondary fields of study. Comprehensive exams will be based on completed course-work and will take place in the final quarter of enrollment in the program.

Admission requirements

Admission to the graduate program adheres to the guidelines laid down for general admission by the Graduate Studies program.

Students must hold a bachelor's degree in history or social science with 28 credit hours in history of which 20 credit hours must be upper-division, from an accredited U.S. institution or an equivalent degree from a foreign institution.

Students must have either a GPA of 3.00 or above for the last 60 semester hours or 90 quarter hours of undergraduate study.

Students must be accepted into the program by the History Department faculty. The selection process for admission into the program is based on a qualitative evaluation of the students previous academic work and potential success in this professional field.

Students can enroll in graduate classes either through acceptance in the master's program or by permission of the instructor.

Students are also required to show proficiency in a second language in consultation with the History Department by passing an exam approved or administered by the department. Students can opt to take language courses in addition to their graduate courses with departmental approval.

Application procedures and guidelines

To apply to the Master of Arts in History program, prospective students must apply for admission to both: 1) Graduate Studies at WOU; and 2) the Master of Arts in History Program. Applicants are only admitted into the Master of Arts in History program upon acceptance by both Graduate Studies at WOU and the History MA program. The dual-path application process can be completed by submitting the following:

1. **An application for graduate admission to WOU.** Apply to and be accepted for Graduate Student admission by Western Oregon University, Office of Graduate Studies.
2. **An application to the Master of Arts in History Program.** Applicants must also submit directly to the chair of the Department of History:
 - **A statement of purpose.** In the statement of purpose, applicants should discuss how their undergraduate studies have prepared them for their graduate work in history. Applicants should also identify the specific fields and topics they wish to study and explain why. The statement should also include a discussion of how the applicants see the M.A. in History fitting into their academic and professional lives and why they feel WOU can help prepare them.
 - **A writing sample.** Applicants should submit a research paper or thesis. The writing sample should not include instructor's comments or grade notations.
 - **Three sealed letters of recommendation.** At least two of the letters should be from individuals with whom the applicant has worked in an academic setting and who can comment on the applicant's academic performance and writing. Applicants should provide each referee with a signed waiver form, to be included with the sealed letter. The waiver form is available online through a link on the History Department Web site.
 - **GRE scores.** Aptitude only; official or unofficial copy acceptable.
 - **Copies of all academic transcripts.** Official or unofficial acceptable.

Graduate Teaching Assistantships (GTAs)

As GTA positions become available, the history faculty will award them on a competitive basis. Students wishing to be considered for these positions would contact the History Department Chair for an application.

For additional information please contact:
History Graduate Program Coordinator
Social Science Division
503-838-8288 office, 503-838-8635 fax

Master of Arts in Teaching

Mission

Provides a critical, advanced and intellectually rigorous curriculum whereby students are given the opportunity to advance their knowledge of the teaching/learning process, demonstrate an exemplary level of competence in all aspects of teaching, increase their knowledge of content information and materials, and show their commitment to professional excellence and professional leadership.

Learning outcomes

Students will:

1. Advance their knowledge of the teaching/learning process and demonstrate an exemplary level of competence in all aspects of teaching.
2. Increase knowledge of content information and materials.
3. Show commitment to professional excellence and professional leadership.

The Master of Arts in Teaching degree at WOU is designed primarily for high school teachers whose objective is the development of exceptional competence in the classroom or individuals who want to teach in a community college in these subjects:

- Health
- Language Arts
- Mathematics
- Science
- Social Science

The M.A.T. is a 45-credit-hour program. At least one-half of the courses must be at the 600 level.

Master of Arts in Teaching (M.A.T.)

(45 credits)

Professional Education Courses (15 credits)

Academic Area (30 credits)

This portion of the total program is to be approved by a designated adviser in terms of

the student's needs and requirements in the academic areas listed below.

Health (30) *At least one-half of the courses must be at the 600 level*

Required core (15)

HE 612 Advanced Topics in Health Promotion (4)

HE 612 * *must be taken twice (different topics) to meet the required core of 8 credits*

Electives in health or related areas (15)

* HE 612 may be repeated for credit (different topics) up to 12 credits

Language Arts (30) *At least one-half of the courses must be at the 600 level*

Course in criticism (3-4)

Course in language (3-4)

Course in writing (3-4)

Course in literature (3-4)

Electives in Language Arts (14-18)

Mathematics (30)

Required core (9)

MTH 638 Transformational Geometry

MTH 647 or 648 Abstract Algebra

MTH 681 Foundations of Math

Choose two: (6)

MTH 537 Topology

MTH 541 Linear Algebra II

MTH 652 Numerical Analysis

MTH 647 or 648 Abstract Algebra

Elective in Mathematics or related areas (15)
At least six in Mathematics

Science (30)

Thirty hours leading to a concentration in biology, or integrated science, or a combination of biology and integrated science.

Social Science (30)

Required Core (6)

HST 520 Philosophies of History and

HST 607 Seminar: History – **or** – GEOG 507 Seminar

Electives in History/Geography/Social Science (24)

Master of Arts in Teaching: Initial Licensure

Coordinator: Wangeci Gatimu

Mission

Committed to facilitating the learning and development of our candidates who, in turn, can successfully affect the learning and development of PK-12 students in schools.

Learning outcomes

1. Plan instruction that supports student progress in learning and is appropriate for the development level of students.
2. Establish a classroom climate conducive to learning.
3. Engage students in planned learning activities through the Work Sample Methodology.

The Master of Arts in Teaching: Initial Licensure degree at WOU is designed for individuals who hold a bachelor's degree in a subject area and wish to pursue licensure in teaching. The program culminates in a master's degree and initial licensure at the high school level only. The objective of the program is to provide in-depth preparation in the theory and pedagogy of teaching. WOU's College of Education accepts applicants on a competitive basis for each cohort. Visit the M.A.T. Program Web site at www.wou.edu/mat for application materials.

The M.A.T.: Initial Licensure is a 57 credit hour program of prescribed courses.

M.A.T.: Initial Licensure

(57 credits)

CSE 610 Computers in Education (3)

ED 618 Multiple Intelligences and

Multicultural Education (3)

ED 609 M.A.T.: Preservice Practicum (3)

ED 609 M.A.T.: Field Based Practicum (3)

ED 615 Foundations of Education: Critical Theory (3)

ED 616 M.A.T.: Student Teaching (5)

ED 621 Teacher as Researcher: Action Research (3)

ED 624 Special Populations Seminar (2)

ED 625 Classroom Discipline and Management (3)

ED 627 Assessment of Teaching and Learning (3)

ED 639 Curriculum and Planning: Work Sample Methodology (3)

ED 651 Content Area Literacy (3)

ED 669 Pedagogical Content Knowledge (2)

ED 677 Integrating and Differentiating Curriculum (3)

ED 695 Applied Research Seminar: Leadership Project (2)

ED 697 Student Teaching (10)

PSY 622 Adolescent Development for Educators (3)



Master of Music in Contemporary Music

Mission

To incorporate a contemporary music curriculum that extends to music of the European art tradition, jazz, popular music and music of Non-Western cultures. Encourages connections among diverse musical cultures, between and within the arts and other expressions of human endeavor, and supports creativity, innovation and discovery as students prepare for future professional involvement.

Learning outcomes

1. Be knowledgeable and articulate about the practices and works of the music from the 20th and 21st centuries, as well as the core of musical knowledge prior to these centuries.
2. Develop advanced levels of expertise in their concentration areas and apply that knowledge in a broad range of musical environments.
3. Develop self-awareness as artists, educators, and musical leaders.

The Master of Music in Contemporary Music is a flexible degree that allows students to study contemporary practice in one or more areas of concentration. In addition to a 12-credit common core, students will take 12 credits of academic electives in music and 30 credits of applied music.

The degree incorporates several distinctive features. One is that the scope of music considered in the curriculum extends to music of the European art tradition, jazz, popular musics, and musics of non-Western cultures. Thus, the term "contemporary music," as it is used at WOU, is meant to convey the broad scope of applied musical practice in the 21st Century.

A second distinctive feature of this degree is its flexibility with respect to areas of applied practice. Students may focus on a single area, such as keyboard performance; or combine allied areas such as keyboard performance, jazz studies and composition. In the contemporary music environment, such allied areas are frequently intermixed.

A third distinctive feature is the requirement of a compact disc as an exit project. The compact disc requirement puts the art of recording on the same artistic plane as the art of live performance, while recognizing the centrality of the recording arts in contemporary music practice.

Applied concentrations are available in the following areas:

- Collaborative Piano
- Composition
- Conducting
- Instrumental Performance
- Jazz Studies (performance and/or arranging)
- Keyboard Performance
- Vocal Performance
- Multiple concentrations may be approved on an individual basis

Degree requirements:

- Total credit hours (54 credits)
- One Recital in area of concentration (0)
- One Compact Disc Master Recording (0)
- Ensemble (MUEN 501-592) (6)
- MUP 671-699 (24)
- Common Core: (12)
- MUS 675 Recording Production (3)
- MUS 680 Introduction to Graduate Research (3)
- MUS 685 Contemporary Readings in Music (3)
- MUS 690 Recording and Media Production (3)
- Approved Electives: (12)
- MUE 525 Orff Schulwerk Level I (6)
- MUE 551 Woodwind Pedagogy (3)
- MUE 640 Choral Methods (3)

- MUS 514, 515, 516 Jazz Theory and Arranging (3-9)
- MUS 518 Contemporary Composition (3)
- MUS 520, 521, 522 Electronic Music (3-9)
- MUS 523 Scoring for Film and TV (3)
- MUS 524 Vocal Literature (3)
- MUS 525 Keyboard Literature (3)
- MUS 527 Choral Literature (3)
- MUS 528 Literature for Instrumental Ensembles (3)
- MUS 530 Advanced Improvisation (3)
- MUS 560 Special Topics in Music History (3)
- MUS 565 Special Topics in Music Theory (3-6)
- MUS 640 College Pedagogy in Music (1-6)

Master of Science in Education

Coordinator: Mary Bucy

Mission

Provides a critical, advanced and intellectually rigorous curriculum whereby students are given the opportunity to advance their knowledge of the teaching/learning process, demonstrate an exemplary level of competence in all aspects of teaching, increase their knowledge of content information and materials, and show their commitment to professional excellence and professional leadership.

Learning outcomes

Students will:

1. Advance their knowledge of the teaching/learning process and demonstrate an exemplary level of competence in all aspects of teaching.
2. Increase knowledge of content information and materials.
3. Show commitment to professional excellence and professional leadership.

The Master of Science in Education degree consists of 45 credit hours of approved graduate-level courses in a combination of education and advanced content/specialty courses. Within the program, individuals who already hold Initial or Basic Licensure in Oregon can choose coursework to meet the requirements for continuing or standard licensure. A non-licensure option is also available.

The degree has these sections:

Professional Education Core (21 credit hours)

Content Core (18 credit hours)

Exit requirements (6 credit hours): three options to complete this requirement:

- a. Continuing Teaching License Documentation (FS 600 and FS 601) required for CTL teaching license. These 6 credit hours are required for CTL can only be completed if you are currently employed in a school district. **Prerequisites:** completed three years of full-time teaching and currently teaching P-12.
- b. Electives approved by adviser and completion of Comprehensive Exams (comps).
- c. Thesis, Professional Project or Field Study (ED 603).



Professional Education Core (21)

ED 611 Theories of Teaching and Learning
ED 632 Cultural, Social, and Philosophical
Issues in Education

ED 633 Research and Writing

ED 635 Action Research

ED 636 Leadership and Policy in a Diverse
Society

ED 637 Advanced Content Pedagogy*

Choose one: (3)

CSE 610 Computers in Education

CSE 624 Internet for Educators

* ESOL or Bilingual/ESOL students will substitute ED 691 Curriculum, Instruction and Assessment Strategies for English Language Learners for ED 637. Reading Education students will substitute ED 668 Assessment and Instruction for ED 637.

Advanced content/specialty (18)

Students in the Masters of Science in Education program will complete 18 hours of coursework in a selected content area. This portion of the degree is often planned by faculty in liberal arts and sciences and the faculty in education. Students may continue graduate-level work in their academic areas or additional endorsement courses may be added. Students seeking to complete a new authorization level or endorsement within the 18 credit hours portion of the program are required to complete a 90 clock hour practicum in the appropriate authorization level or endorsement. Endorsements are offered in ESOL, Bilingual/ESOL, Early Childhood, or Reading and are described in the Endorsement section.

Select one content/specialty area:

ESOL or Bilingual/ESOL Endorsement

ED 682 Sociopolitical Foundations of ESOL/
Bilingual Education (3)

ED 683 Fostering Cultural and Community
Connections in the ESOL/Bilingual (3)

Successful completion of ED 682 and ED 683 strongly recommended for all other courses

ED 684 Language Acquisition and
Educational Linguistics in the ESOL/
Bilingual Classroom (3)

ED 692 Classroom Strategies in First &
Second Language Reading and Writing
(3)

ED 609 Practicum (3)

Prerequisites for ED 609 are:

1. Obtain a passing score on the ESOL PRAXIS test, and
2. Complete at least 15 credits of coursework toward the ESOL endorsement. Students must apply to the Director of Field Services one term preceding the practicum.

For the ESOL endorsement, no second language is required, for the Bilingual/ESOL endorsement, verification of language proficiency is required.

Choose one:

ED 630 Culturally and Linguistically
Diverse Students in the Schools (3)

ED 631 Methodology: Language/Second
Language Learning and Content for
the Language Minority Student (3)

ED 694 Assessment of English Language
Learners (3)

Students in the Masters of Science in Education program in the ESOL content area who are not seeking an endorsement, should meet with an adviser to select 18 hours of ESOL coursework from the options listed above.

Reading Education (18)

ED 555 Foundations of Literacy (3)

ED 584 First and Second Language Acquisition in the Bilingual/ESL program (3)

ED 672 Literacy Leadership Practicum (3)

ED 689 Contemporary Issues in Literature (3)

ED 609 Practicum: Reading (6)

Read Oregon (READ) courses may be substituted for the above courses with adviser approval. Students wanting to add a reading endorsement should review the requirements in the endorsement section.

English/Language Arts: Elementary/Middle (18)

Writing (3-4)

WR 540 Teaching of Writing (4) required, or if taken as WR 440 then take WR 500-600 (3-4)

Linguistics (3-4)

LING 550 Grammar and Writing (4) recommended, or if taken as LING 450 then take LING 500-600 (3-4)

Literature (3-4)

ENG 500-600 (3-4)

Approved electives from these areas to reach a minimum of 18 credits

To reach 18 credits, students can choose 500 or 600 level courses in English, other Humanities fields, Theatre Arts or other Liberal Arts and Sciences content areas.

At least 3 credits of the total need to be 600 level courses to meet graduate school requirements.

English/Language Arts: High School (18)

Writing (3-4)

WR 540 Teaching of Writing (4) required, or if taken as WR 440 then take WR 500-600 (3-4)

Linguistics (3-4)

LING 550 Grammar and Writing (4) recommended, or if taken as LING 450 then take LING 500-600 (3-4)

Literature (6-8)

Theory/Criticism (3-4)

ENG 500-600 (3-4)

Approved electives from these areas to reach a minimum of 18 credits

To reach 18 credits, students can choose 500 or 600 level courses in English, other Humanities fields, Theatre Arts or other Liberal Arts and Sciences content areas.

At least 3 credits of the total need to be 600 level courses to meet graduate school requirements.

Health (18)

Required health core (8)*

HE 612 Advanced Topics in Health
Promotion (4)

HE 612 Advanced Topics in Health
Promotion (4)

* HE 612 must be taken twice (different topics) to meet the required core of 8 credits. HE 612 may also be repeated for credit (different topics) up to 12 credits
Electives in health or related areas (10)

Interdisciplinary: Early Childhood/Elementary Authorization (18)

15 hours of course work should be selected to improve content knowledge in two or more of the following areas: creative arts, bilingual/ESOL, health, mathematics, physical education, reading, science, social science, or special education. In addition, 3 credit hours are to be selected, with adviser approval, from the following:

ED 548 Developmentally Appropriate
Practices

ED 567 Language Development and
Reading

ED 585 Early Childhood Education

ED 649 Observation and Assessment for
Young Children

ED 650 Curriculum and Early Childhood
Education

HE 515 Child and Adolescent Health

Interdisciplinary: Elementary/Middle Authorization (18)

18 credit hours of course work should be selected to improve content knowledge in two to four of the following areas: creative arts, bilingual/ESOL, health, mathematics, physical education, reading, science, social science, psychology or special education.

Integrated Science: Early Childhood/Elementary - see science adviser**Integrated Science or General Science: Middle/High School (18)**

Students, with approval from a science adviser, should select 18 credits from the following suggested courses:

ES 531 Paleobiology (4)

ES 553 Geology of the Pacific Northwest (4)

ES 554 Volcanology (3)

ES 558 Field Studies in Geology (1-9)

ES 560 Energy and Mineral Resources (3)

ES 573 Environmental Geology (4)

ES 576 Hydrology (3)

ES 591 Stratigraphy and Depositional
Systems (3)

ES 592 GIS Applications in Earth Science (3)

ES 655 Glacial Geology (3)

ES 656 Geology of North America (3)

GS 511 History of Science (3)

GS 524 Astronomy (3)

GS 592 Geological Oceanography for
Teachers (3)

GS 612 History of Science (3)

GS 625 A Concept Approach to Science (3)
GS 691 Physical Oceanography for Teachers (3)

Biology or Life Sciences: Middle/High School

Students, with approval from a science adviser, should select 18 credits from the following suggested courses:
BI 541 Human Heredity (3-4)
BI 554 Plant Ecology (4)
BI 558 Field Biology (3-4)
BI 606 Special Individualized Studies (1-12)
Biological Oceanography
Evolutionary Theory
GS 511 History of Science (3)
GS 612 History of Science (3)
GS 625 A Concept Approach to Science (3)

Mathematics: Middle School (18)

Select 18 credits from the following courses:
MTH 589 Algebraic Structures for Middle School Teachers
MTH 591 Historical Topics in Mathematics for Middle School Teachers
MTH 592 Abstract Algebra for Middle School Teachers
MTH 593 Experimental Probability & Statistics for Middle School Teachers
MTH 594 Geometry for Middle School Teachers
MTH 595 Calculus Concepts for Middle School Teachers
MTH 596 Problem Solving for Middle School Teachers
MTH 597 Discrete Mathematics for Middle School Teachers
MTH 599 Algebraic Problem Solving for Middle School Teachers

Physical Education - see *physical education adviser*

Social Science - see *social science adviser*

Special Education - see *special education adviser*

Electives (6)

Students have three options for completing their final 6 hours of elective credits:

Choose one option:

Six hours of Advanced proficiency documentation

FS 600 Assessment and Differentiated Instruction (3)
FS 601 APD/CTL Seminar (3)

Advanced proficiency is required only for students seeking a continuing license. This option is designed as a minimum year-long, on-the-job demonstration of competency. The student-candidate must be employed as a teacher in an early childhood, elementary, middle level, high school or special education setting. This documentation, prepared by the student with the guidance of faculty members and peer teachers, is designed to demonstrate the student's ability to teach and work with others at an advanced level of performance. Activities and requirements specifically address Teacher Standards and

Practices Commission requirements for continuing license as well as National Council for Accreditation of Teacher Education, National Board for Professional Teaching standards, and Northwest Commission on Colleges and Universities.

Six hours of thesis or professional project

ED 603 (or HE 603 or CSE 603, depending on content area) (6)
Students who wish to complete a thesis or professional project as their exit requirement may enroll in thesis or professional credit hours as their elective credits. During this time, they work with advisers and individually to complete their projects.

Six hours of elective coursework

Students choosing to complete comprehensive exams as their exit requirement may choose elective credits to complete their 45 hour program. Students work with their advisers to determine appropriate elective courses.

Interested candidates should contact the College of Education, Field Placement Office for current updates. Some divisions may require a comprehensive examination in addition to the College of Education requirements for the degree. Language Arts - see adviser for exit requirements. Comprehensive exams are not an option.

Master of Science in Management and Information Systems

Coordinators: John Marsaglia, and/or Hamid Bahari-Kashani

Mission

Designed to:

- Promote the growth of knowledge in the disciplines;
- Nurture the personal and professional development of those interested in the disciplines of management and information systems;
- Strive for a learning environment that stimulates intellectual curiosity, enhances critical thinking skills, encourages ethical behavior, and develops leadership ability;
- Produce graduates that are well-qualified to enter industry and government agencies.

Learning outcomes

Students will:

1. Gain the technical and communications skills needed to facilitate information system design and development so that people and organizations may function more effectively;
2. Analyze the needs of users and define the appropriate technology that can provide data handling, information organization and knowledge management systems;
3. Recommend and implement tools that support strategic goals for information technology.

Requirements of the program total 48 credit hours of graduate courses made up of 24 hours from the business division and 24 hours from the computer science division. A slight variation in ratio of computer science vs. business credits will be permitted with adviser approval. Included in the 48 total credit hours are 8 hours of practicum and/or professional project to be approved by the student's graduate adviser and which serve as the program's exit requirement. Several graduate courses in both divisions will be offered each term. A student can complete the program within two years.

M.S. Management and Information Systems (48 credits)

Computer Science courses

CS 600 Fundamentals of Computer and Information Systems (4)
CS 610 Programming Languages (4)
CS 620 Database and Information Systems (4)
CS 630 Software Engineering (4)
CS 650 Networks and Communications (4)
CS 660 Algorithms and Computational Theory (4)
CS 670 Computer Architecture and Operating Systems (4)
CS 680 Knowledge Based Systems and Decision Support Systems (4)
CS 690 Computer Security Administration (4)

Business courses

BA 601 Organizational leadership (3)
BA 604 Business, Government, and Society (3)
BA 610 Marketing Analysis and Strategy (3)
BA 615 General Linear Models (3)
BA 620 Budgetary Process (3)
BA 630 Report Writing and Economic Analysis (3)

Exit requirement

Select 8 credits from the following:
BA 635 Professional Project (6)
CS 609 Practicum (1-9)

Admission Requirements

To be admitted to the program, students have to meet the graduate admission requirements of WOU. In addition, they should have either a major or minor in computer science or business within their undergraduate degree. Students with sufficient knowledge in Computer Science and Business through work and life experiences are good candidates as well. However, students who are interested in this program, but without proper training in these two areas, will be able to take undergraduate classes offered by the Computer Science and Business divisions as non-degree students prior to formal admission to the graduate program.

For more information, go to www.wou.edu/las, or contact the following:

Dr. John Marsaglia
Department of Computer Science
jcm@wou.edu, 503-838-8991
or

Dr. Hamid Bahari-Kashani
Chair, Division of Business & Economics
baharih@wou.edu, 503-838-8354

Master of Science in Rehabilitation Counseling

Mission

To prepare rehabilitation professionals who are skilled in advocating for individuals who are Deaf or who have disabilities and who are competent counselors knowledgeable about the development and dissemination of innovative and culturally sensitive rehabilitation practices and policies.

Learning outcomes

1. Demonstrate the academic foundation essential to being an effective rehabilitation counselor;
2. Work as a member of a team of specialists to provide comprehensive services to persons with disabilities;
3. Facilitate employment, independent living, community integration and personal adjustment for individuals who are Deaf or have disabilities.

The Rehabilitation Counselor Education program at WOU was established on the belief that individuals who are Deaf and/or have disabilities have a right to lead fulfilling, independent and productive lives. Trained professionals are an important component to the realization of this right.

Rehabilitation Counseling is offered at the graduate level only. Preparation consists of a two-year sequential program that integrates academic knowledge and theory with closely supervised counseling practice. The program is designed to prepare counselors to work with persons who are Deaf and/or who have some type of physical or mental disability.

Graduates are prepared for positions in a variety of agencies where the counselor is part of a team of specialists providing comprehensive services to persons of disability. Employment opportunities that are within the scope of training include: vocational rehabilitation counselor, case manager with a vendor who serves vocational rehabilitation clients, youth transition specialist, community services coordinator for adults with disabilities, disabled student services, client advocate, and group or supported living coordinator.

The program emphasizes five major academic components:

- Individual and group counseling theory and technique;
- The influence of career selection and personal independence on the daily lives of persons with disabilities;
- The social and psychological impact of disability, social/cultural differences, and/or deafness on an individual and family;
- The federal, state, and private service delivery systems for persons with disabilities; and,
- Self-awareness on the part of the counselors-in-training.

The program offers two tracks:

1. The general Rehabilitation Counseling (RC) track offers a wide range of experiences with persons who have a variety of disabilities;
2. The Rehabilitation Counseling with the Deaf (RCD) emphasis maintains a national reputation and is one of only four national programs in rehabilitation deafness.

Both the RC and RCD tracks share core classes, but those students specializing in deafness are assigned to a specifically focused practicum and internship experiences coupled with additional requirements. All RCD students must demonstrate American Sign Language proficiency.

The program is accredited by the Council on Rehabilitation Education (CORE). Training begins with the fall term each year and requires a minimum of seven sequential terms and includes one summer term. Most full-time students complete the program by June of their second year.

M.S. in Rehabilitation Counseling

- (81 credits)
- RC 522 Medical and Functional Aspects in Rehabilitation (3)
 - RC 532 Psychosocial and Environmental Aspects of Disability (3)
 - RC 590 Professional Issues in Deafness Rehabilitation (RCD only) (3)
 - RC 609 Practicum in Rehabilitation Counseling (9)
 - RC 610 Rehabilitation Counseling Internship (18)
 - RC 611 Introduction to the Helping Profession (3)
 - RC 612 Counseling Theory and Techniques (3)
 - RC 613 Lifestyle and Career Development (3)
 - RC 620 Professional Orientation to Rehabilitation Services and Resources (3)

- RC 621 Job Development, Placement and Retention (3)
- RC 625 Rehabilitation Counseling Research (3)
- RC 630 Group Work (3)
- RC 631 Family, Disability and Life Span Development (3)
- RC 633 Social and Cultural Diversity Issues in Rehabilitation Counseling (3)
- RC 634 Diagnosis/Treatment of Mental Illness In Rehabilitation (3)
- RC 650 Ethical Issues in Rehabilitation Counseling (3)
- RC 660 Case Management (3)
- RC 662 Measurement and Assessment Procedures in Deafness and Rehabilitation (3)
- SPED 672 Transition and Self-Determination (3)
- Electives (RC students) (6)
- Electives (RCD students) (3)

All RCE students (both RC and RCD) are highly recommended to take the one credit elective RC 575 Hearing Loss and Assistive Technology.

All RC 609 and RC 610 sections will be P/NC grading only. A "P" grade represents work of at least "B" level.

Required Courses for Rehabilitation Counseling Deafness (RCD)

Students in the deafness rehabilitation emphasis in addition to Practicum and Internship experiences with clients who are deaf also take:

- RC 590 Professional Issues/Deafness (3)
- TPD 584 Introduction to Deaf and Hard of Hearing Studies (3)

All RCD students must demonstrate American Sign Language proficiency.





Specializations

Master of Science in Education: Information Technology

Mission

Designed to provide a solid foundation in computers and information technology for students who desire to specialize in computer applications in education and training; who seek information technology positions in government, industry or public agencies; or who wish to subsequently pursue doctoral studies in fields related to information technology.

The program leads to a Master of Science in Education degree with a specialization in Information Technology. Any student interested in this program must meet with Mary Bucy before any coursework is taken.

The Master of Science in Education: Information Technology degree has its own unique core course work, including a 9-hour Professional core, and a 9-hour Information Technology core.

M.S. in Education: Information Technology (45 credits)

Professional Core

ED 612 Quantitative Research (3)
ED 646 Philosophy of Education (3)
PSY 620 Learning/Memory for Instruction (3)

Information Technology Core

ED 626 Instructional Design (3)
LIB 680 Communication Theory (3)
LIB 686 Emerging Information Technology (3)

Electives: Educational Technology

21 credits Computer Science Education (CSE) courses selected in consultation with adviser
CSE 603 Professional Project (6)

Master of Science in Education: Special Education

The Master of Science in Education: Special Education requires a minimum of 45 graduate credits of which the majority are in special education. Students entering this program may include content from licensure/endorsement programs such as the special educator or the early intervention special education programs. Candidates may have, but are not required to have, prior teaching licensure.

In addition to admission to graduate study at WOU, the student must be admitted to a specific special education program of study. For program application requirements, go to: www.wou.edu/education/sped/ or contact the department at 503-838-8322 V/TTY or e-mail special@www.wou.edu.

M.S. in Education: Special Education

(45 credits)

Professional Core (12)

Choose one: (3)

PSY 620 Learning & Memory for Instruction

PSY 621 Developmental Psychology

ED 611 Theories of Teaching and Learning

Choose one: (3)

ED 632 Cultural, Social, and Philosophical Issues in Education

ED 646 Philosophy of Education

Choose one: (3)

ED 633 Research and Writing

ED 612 Quantitative Research in Education

SPED 616 Evaluation Special Education Research

SPED 682 Contemporary Issues in Special Education (2)

SPED 607 Seminar: Professional Portfolio (1)

Electives (33)

Elective courses may be part of the special educator or early intervention/early childhood special education programs.

Special Education

Early Intervention/Special Education I and II

Mission

To train and prepare teachers in the special education needs of children from birth to age 8, and to teach strategies for meeting those needs.

Learning outcomes

1. Apply practical knowledge in the education of infants and toddlers, preschoolers and primary aged children;
2. Be thoroughly familiar with children's developmental patterns and open to innovative ways of maximizing these pupils' potentials; and
3. Have the specialized knowledge, skill and attitudes needed to collaborate with parents and professionals to promote the needs of the child.

The EI/SE programs incorporate standards based on developmentally appropriate practices (National Association for the Education of Young Children) and recommended practices (Council for Exceptional Children-Division for Early Childhood). Professional practices guide the WOU EI/SE students in their acquisition of knowledge and skills in following key areas of direct services:

- Assessment
- Child-focused practices
- Family-based practices
- Interdisciplinary models
- Technology application
- Application of recommended practices of program assessment and improvement

Students complete the EI/SE programs prepared to serve as specialists and leaders in the field of Early Intervention/Early Childhood Special Education.

EI/SE Endorsement - I (21 credits)

The EI/SE I is an add-on endorsement program for people with elementary, special education or k-12 licenses and consists of 21 credit hours of course work and practica. All candidates complete a 12 credit hour early intervention core and a nine credit hour special education core or a nine credit hour early childhood education core, depending on license and experience at entry. The early intervention core includes two three credit hour practica that give students experience across the age range of the endorsement (i.e., birth through primary level). Additional graduate coursework can be taken for Standard or Continuing Licensure requirements and includes advanced course work in special education and/or early childhood education as determined with an adviser and can also be part of a Masters of Science in Education: Special Education program.

Early Intervention Core (12)

- SPED 671 Introduction to Early Inter/Early Childhood Special Education (3)
 SPED 677 Assessment, Curriculum and Intervention Strategies in Early Intervention/Early Childhood Special Education (3)
 SPED 609 Practicum: Early Intervention/Early Childhood Special Education – **or** –
 SPED 610 Internship EI/ECSE (6)

Students having an Elementary Education Endorsement or Special Education license will complete nine credits from:

Special Education Core (9) – or – Early Childhood Core (9)

Courses selected with consent of adviser.

EI/SE Endorsement II (45 credits)

The EI/SE II is a stand alone licensure program for those without a teaching license. The 45 credit hour initial license/endorsement program includes a 15 credit hour early intervention core (including practica), a nine credit hour special education core, a nine credit hour early childhood education core and a 12 credit hour final supervised field experience (student teaching). The six credit hours of practica in the early intervention core and the 12 credit hour student teaching experience will result in practical application knowledge with infants and toddlers, preschoolers and primary aged children. Additional graduate coursework can be taken for Standard or Continuing Licensure requirements and includes advanced course work in special education and/or early childhood education as determined with an adviser and can be part of a Masters of Science in Education: Special Education program.

Early Intervention Core (15)

- SPED 609 Practicum: Early Intervention/Early Childhood Special Education – **or** –
 SPED 610 Internship EI/ECSE (6)
 SPED 646 Law and Special Education (3)
 SPED 671 Intro to Early Intervention/Early Childhood Special Education (3)
 SPED 677 Assessment, Curriculum and Intervention Strategies in Early Intervention/Early Childhood Special Education (3)

Special Education Core (9)

Courses selected with consent of adviser.

Early Childhood Core (9)

Courses selected with consent of adviser.

Final Supervised Field Experience: EI/ECSE (12)

- SPED 639 Final Supervised Field Experience – **or** – SPED 610 Internship EI/ECSE

Special Educator**Mission**

To prepare teachers to work with students with mild or severe disabilities. Candidates who successfully complete this program fulfill the requirement of the Teacher Standards and Practices Commission (TSPC) and are eligible for initial teacher licensure in Oregon.

Learning outcomes

1. Effectively teach students who have a wide range of cognitive, physical, emotional and learning disabilities.
2. Understand current, credible research findings on disability, instruction, assessment and behavior management.
3. Provide enriched learning opportunities for students with disabilities in self-contained classrooms, resource rooms or general education classrooms.

The Special Educator initial endorsement program prepares teachers to work with students with mild disabilities and students with severe disabilities. The Oregon Teachers Standards and Practices Commission (TSPC) requires each student to be authorized to teach at one of two age-level authorizations: (1) early childhood/elementary or (2) middle school/high school. All endorsement course work taken at the 500 level can be included in the M.S. in Education: Special Education degree.

The Special Educator I program is designed for teachers who hold or are eligible to hold a valid initial teaching license. Six quarters of full-time training are required to complete the program.

The Special Educator II program is designed for students who do not hold a teaching license. Six quarters of full-time training are required to complete this program.

Credit Summary: Special Educator I

- (for those who hold a current teaching license)
 Required Core Curriculum (33)
 Authorization for Elementary or Middle/High School (18)
 Optional continuation for Master's Degree (12)
 Total Authorization for Special Educator I without Master's Degree (51)
 Total Authorization with Master's Degree (63)

Credit Summary: Special Educator II

- (for those who do not have a teaching license)
 Required Core Curriculum (33)
 TSPC required psychology class (3)
 Authorization for Elementary or Middle/High School (24)
 Optional continuation for Master's Degree (9)
 Total License/Authorization for Special Educator II without Master's Degree (60)
 Total License/Authorization with Master's Degree (69)

Common Core (Special Educator I and II) (33 credits)

- SPED 518 Survey of Special Education (3)
 SPED 620 Content Reading and Instructional Planning (3)

- SPED 622 Reading Remediation (3)
 SPED 623 Behavior Support (3)
 SPED 625 Assessment for Instruction (3)
 SPED 628 Mathematics Remediation (3)
 SPED 632 Medical Aspects of Low Incidence Disabilities (3)
 SPED 633 Low Incidence Disabilities Methods (3)
 SPED 636 Managing Communication Systems (3)
 SPED 642 Standardized Assessment (3)
 SPED 646 Law and Special Education (3)

Special Educator I**Early Childhood/Elementary Authorization (18 credits)**

- SPED 607 Seminar: Academic (1)
 SPED 609 Practicum: Academic – **or** –
 SPED 610 Internship (3)
 SPED 607 Seminar: Low Incidence (1)
 SPED 609 Practicum: Low Incidence – **or** –
 SPED 610 Internship (3)
 SPED 639 Student Teaching: EC/Elementary Special Educator – **or** – SPED 610 Internship (3)
 SPED 607 Seminar: FSFE (1)
 SPED 671 Intro to Early Intervention/Early Childhood Special Education (3)
 SPED 677 Assessment, Curriculum and Intervention Strategies in EI/ECSE (3)

Middle School/High School Authorization (18 credits)

- SPED 547 Partnerships in Special Education (3)
 SPED 607 Seminar: Academic (1)
 SPED 609 Practicum: Academic – **or** –
 SPED 610 Internship (3)
 SPED 607 Seminar: Low Incidence (1)
 SPED 609 Practicum: Low Incidence – **or** –
 SPED 610 Internship (3)
 SPED 639 FSFE: Middle/High School Special Educator – **or** – SPED 610 Internship (3)
 SPED 607 Seminar: FSFE (1)
 SPED 672 Transition and Self-Determination (3)

Special Educator II**Early Childhood/Elementary Authorization (27 credits)**

- Choose one: (3)
 PSY 620 Learning and Memory for Instruction (3)
 PSY 621 Development Psychology: Concepts and Applications (3)
 SPED 607 Seminar: Academic (1)
 SPED 609 Practicum: Academic – **or** –
 SPED 610 Internship (3)
 SPED 607 Seminar: Low Incidence (1)
 SPED 609 Practicum: Low Incidence – **or** –
 SPED 610 Internship (3)
 SPED 639 Student Teaching: EC/Elementary Special Educator – **or** – SPED 610 Internship (9)
 SPED 607 Seminar: FSFE (1)
 SPED 671 Intro to Early Intervention/Early Childhood Special Education (3)
 SPED 677 Assessment, Curriculum and Intervention Strategies in EI/ECSE (3)

Middle School/High School Authorization (27 credits)

Choose one: (3)

- PSY 620 Learning and Memory for Instruction (3)
- PSY 621 Development Psychology: Concepts and Applications (3)
- SPED 547 Partnerships in Special Education (3)
- SPED 607 Seminar: Academic (1)
- SPED 609 Practicum: Academic – or – SPED 610 Internship (3)
- SPED 607 Seminar: Low Incidence (1)
- SPED 609 Practicum: Low Incidence – or – SPED 610 Internship (3)
- SPED 639 FSFE: Middle/High School Special Educator – or – SPED 610 Internship (9)
- SPED 607 Seminar: FSFE (1)
- SPED 672 Transition and Self-Determination (3)

This endorsement may be part of an initial teaching license, or an add-on endorsement to an existing teaching license. Although some course work may be completed at the undergraduate level, it requires graduate study for completion. The graduate program content may be incorporated into a Master's Degree Program which requires 9-12 additional credits. The Special Educator Endorsement qualifies teachers to serve students with both mild and severe disabilities. This endorsement was formerly called the Handicapped Learner and Severely Handicapped Learner Endorsements.



Endorsements

Bilingual/ESOL Education

Mission

The ESOL/Bilingual education program prepares teachers to ensure that students succeed in all aspects of their schooling: academics, socialization, linguistic development, acculturation, and physical and emotional health.

Learning outcomes

1. Prepare teachers who understand how first and second languages are acquired and developed, and who apply research-based teaching and assessment practices that address the needs of English language learners in a variety of school settings;
2. Prepare teachers who foster a classroom climate that is inclusive of all diversity, and who understand the influence of culture on students' learning process and academic achievement; and
3. Prepare teachers who are knowledgeable about policies related to the education of English language learners, and who collaborate with colleagues, administrators and families to meet their learners' needs.

As the demographics of the state change and the language minority population increases, teachers need to be prepared to educate culturally and linguistically diverse (CLD) students. Teachers with bilingual/ESOL education credentials are in high demand and are usually first to be hired by school districts with high CLD populations.

This program prepares teachers to work effectively with CLD students in mainstream, sheltered bilingual and ELD (English Language Development) classrooms.

Endorsement in Bilingual/ESOL or ESOL (21 credits)

- ED 682 Sociopolitical Foundations of ESOL/Bilingual Education (3)
- ED 683 Fostering Cultural and Community Connections in the ESOL/Bilingual Classroom (3)

Successful completion of ED 682 and 683 strongly recommended for all other courses.

- ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom (3)
- ED 691 Curriculum, Instruction, and Assessment Strategies for English Language Learners (3)
- ED 692 Classroom Strategies in First and Second Language Reading and Writing (3)
- Technology Elective (3) *Approved by adviser*
- ED 609 Practicum (3)

Prerequisites for ED 609 are:

1. obtain a passing score on the ESOL PRAXIS test, and

2. complete at least 15 credits of coursework toward the ESOL endorsement. Students must apply to the Director of Field Services one term preceding the practicum.

For ESOL endorsement, no second language is required. For Bilingual/ESOL endorsement, verification of language proficiency is required.

Bilingual/ESOL Education Advanced Studies

This program is designed for students who have already taken basic courses in the field, and, preferably, have some experience teaching language minority students. Students taking these courses are preparing themselves to become consultants/specialists, program designers/coordinators and/or special resources for their schools and districts. (No second language necessary, though preferred.)

Advanced Studies (12 credits)

- ED 606 Special Individual Studies (3)
- ED 630 Culturally and Linguistically Diverse Students in the Schools (3)
- ED 631 Methodology: Language/Second Language Learning and Content for the Language Minority Student (3)
- ED 694 Assessment of English Language Learners (3)

Reading

Students seeking an endorsement in reading must complete or have completed requirements for a teaching license. Reading is regarded as a support area to the teacher's area of original licensure. Courses in this program will enhance and broaden both reading specific knowledge and other responsibilities encountered by the classroom teacher, resource teacher, and reading specialist. All candidates for this endorsement must pass the Praxis exam for Reading Specialist.

Endorsement (24)

All programs must be approved by the Coordinator of Reading. All courses must be successfully completed before practicum.

- ED 655 Foundations of Literacy K-Adult (3)
- Choose one: (3)

- ED 667 Language Development and Reading
- ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom (3)
- ED 672 Literacy Leadership Practicum (3)
- ED 668 Assessment and Instruction in Reading (3)
- ED 609 Practicum: Reading (6)
- Approved Electives (6)
 - ED 640 Literacy: Inquiry, Theory and Informed Practice (3)
 - ED 689 Contemporary Issues In Literature (3) *or courses approved by adviser*



course descriptions

American Sign Language Studies

ASL 101 American Sign Language I (4)

The first in a related series of courses that focus on the use and study of American Sign Language (ASL), the language that is widely used by Deaf Americans. This course includes basic ASL vocabulary, grammatical structures and conversational behaviors. Students are introduced to the values and beliefs shared by members of Deaf Culture and the behavioral norms of the Deaf Community.

ASL 102 American Sign Language II (4)

Second in a related series of courses that focus on the use and study of ASL. This course includes intermediate ASL vocabulary, grammatical structures and conversational behaviors. Special emphasis on developing more awareness of the cultural values and beliefs shared by the Deaf Community.

ASL 103 American Sign Language III (4)

Third in a related series of courses that focus on the use and study of ASL. Course continues to increase ASL vocabulary, grammatical structures and in depth cultural awareness. Cultural information centers upon the ways in which hearing people can work with Deaf people to establish culturally-appropriate relationships.

ASL 201 American Sign Language IV (4)

Provides students with the opportunity to develop and use stories and language activities in both receptive and expressive modes. Nonmanual behavior, ASL structure and fluency will be included to challenge students' ability to increase expressive and receptive skills in ASL. Perspectives on Deaf Culture will be discussed.

ASL 202 American Sign Language V (4)

Provides opportunities to expand expressive and receptive use of the language at an advanced level. Special focus will be placed on increasing sign clarity, fluency and nonmanual behavior. Deaf Culture will be included in class discussions.

ASL 203 American Sign Language VI (4)

Sixth in a related series of courses that focus on the use and study of ASL. Includes ways in which signers construct meaning and messages in ASL, grammatical variation and discourse strategies over a variety of topics. Emphasis is on accuracy and fluency.

ASL 301 American Sign Language VII (4)

Course provides students with opportunities to expand expressive and receptive use of ASL, including a variety of special topics at an advanced level. Special emphasis will be placed on increasing spatial use, ASL fluency and nonmanual behaviors.

ASL 302 American Sign Language VIII (4)

Second course in an advanced series of the study of the use of ASL. Students will be given opportunities to increase expressive and receptive skills through activities and class discussions, including a variety of

special topics at an advanced level. Special emphasis will be placed on understanding the importance of spatialization, nonmanual grammar and morphology, and discourse features of ASL, such as register and academic language use.

ASL 303 American Sign Language IX (4)

Third course in an advanced series of the study of language use. Students will have opportunity to utilize a variety of ASL concepts and complex grammar for use in a variety of genres. Focus will be on building presentation skills including language skills needed to expand on ideas or concepts. Self-generated dialogues and presentations initiated by students will be the major activity. Special emphasis on understanding the importance of ASL literature and sociolinguistics.

ASL 310 American Sign Language Cheroology/Phonology (3)

Study of the cheroological/phonological system in ASL, including methods of classifying and describing cheremes/phonemes in ASL and the relevance of this base to cheroological/phonological analysis. The production, perception and transcription of ASL cheremes/phonemes and methods for determining the cheroological/phonological patterns of ASL will be examined. Cheroological/phonological processes will be analyzed. **Prerequisites:** ASL 101, 102, 103, 201, 202, 203, LING 210, or permission of instructor

ASL 315 American Deaf Culture (3)

Course introduces major aspects of Deaf culture: 1) the history of Deaf people; 2) the community and culture of Deaf people; and 3) the literature and folklore of Deaf people. **Prerequisite:** ASL 101, 102, 103, 201, 202, 203, or permission of instructor

ASL 320 American Sign Language Morphology (3)

Focuses on the study of morphological analysis. Data from many languages will be analyzed, but the primary focus will be on ASL morphology. Methods of determining the morphological patterns of language will be examined. **Prerequisite:** ASL 101, 102, 103, 201, 202, 203, LING 210, or permission of instructor

ASL 325 American Sign Language Literature (3)

Introduces aspects of ASL literature, including poetry, narrative, theatre and drama. Original works will be studied, analyzed and compared. **Prerequisites:** ASL 101, 102, 103, 201, 202, 203, or permission of instructor

ASL 330 Special Topics in American Sign Language (4)

Introduction to specific topics and content areas in ASL discourse. Topics include mathematics, history, science, art, sports, psychology, health, biology, computer and mental health/medical. Receptive and expressive skills in ASL will be enhanced. Skills related to research in sign language discourse will be introduced. **Prerequisites:** ASL 101, 102, 103, 201, 202, 203, or permission of instructor

ASL 406 Individual Studies (1-3)

Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest under the guidance of a designated faculty member. **Prerequisite:** consent of instructor

ASL 407 Seminar (1-12)

Terms and hours to be arranged. **Prerequisite:** consent of instructor

ASL 408 Workshop (1-12)

Terms and hours to be arranged. **Prerequisite:** consent of instructor

ASL 409 Practicum (1-12)

Terms and hours to be arranged. **Prerequisite:** consent of instructor

ASL 415 American Sign Language Syntax and Semantics (3)

Focuses on the study of syntactic structure and its interaction with meaning. Word order, lexical categories, sentence types, clause structure, topicalization and sentences with transitive, intransitive and agreement verbs will be studied. Types of meaning, the meaning of individual signs and the meaning of sentences will be analyzed. **Prerequisite:** ASL 101, 102, 103, 201, 202, 203, LING 210, or permission of instructor

ASL 420 Sociolinguistics of Deaf Communities (3)

Focuses on the sociolinguistic factors that affect language variation and language change. Socio-linguistic factors that influence communication and strategies for analyzing discourse will be identified and described. Language contact, language change, and language policy and planning in Deaf communities will be examined. **Prerequisite:** ASL 101, 102, 103, 201, 202, 203, LING 210, or permission of instructor

ASL 425 Introduction to American Sign Language Teaching (3)

Introduces the major theories of second language acquisition and teaching and applies these approaches to ASL instruction. The course will explore similarities and differences between L1 and L2 acquisition. Factors which influence language acquisition will also be examined. ASL instructional practices and current assumptions about ASL acquisition and learning will be examined. **Prerequisite:** ASL 101, 102, 103, 201, 202, 203, LING 210, or permission of instructor

ASL 430 Methodology and Curriculum: American Sign Language Teaching (3)

Focuses on theories of second language acquisition and approaches to developing and implementing classroom methods and strategies for second language teaching, primarily teaching ASL. Factors influencing student-teacher interaction will be examined. The relationship of language to culture, strategies for second language instruction and current approaches to ASL teaching will be examined. **Prerequisite:** ASL 101, 102, 103, 201, 202, 203, LING 210, or permission of instructor

ASL 435 Mentoring for ASL Specialists and Teachers (3)

This course prepares experienced ASL specialists and teachers with skills and knowledge to become mentors and resource specialists for less experienced or entry-level ASL specialists and teachers. Special focus will be on various assessment and evaluation strategies that can be applied to mentoring. **Prerequisite:** ASL 101, 102, 103, 201, 202, 203, LING 210, or permission of instructor

American Sign Language/ English Interpreting

INT 253 Comparative Linguistics: ASL/English (3)

Designed to compare the grammatical structures of American Sign Language and English. Students will use a comparative/contrastive approach to the study of ASL and English and will focus on grammatically-acceptable ASL productions. Students are introduced to the linguistic and culturally-based communication issues that impact the interpreting process.

INT 254 Introduction to the Profession of Interpreting (3)

An introductory overview to the profession of interpreting. Course content includes the history of interpreting, terminology, the responsibilities, skills, aptitudes of interpreters, the process of becoming an interpreter, employment environment and options, and current issues.

INT 330 Theory and Process of Interpreting I (3)

Introduces the sociolinguistic factors that influence communication, strategies for analyzing discourse and the theory and process of bilingual/bicultural interpreting. Course content includes the ways in which speakers construct messages, current theories in the process of interpreting, language acquisition/language learning theory and their impact on the interpreting process. Content also includes interpreting task analysis, pre-interpreting skills and process management skills that promote the effective analysis of interpreted messages. **Prerequisite:** admission to Interpreting program

INT 330L Theory and Process of Interpreting I Lab (1)

This interpreting lab, to be taken concurrently with INT 330, offers students an opportunity to apply the theories and to practice the techniques introduced in INT 330. In this lab, students will practice interpreting task analysis, pre-interpreting skills and process management skills.

INT 340 Ethics and Decision Making for Interpreters (3)

Includes a study of the Registry of Interpreters for the Deaf Code of Professional Conduct, ethics-related terminology, values systems and change, the ways in which situational, institutional and legal constraints affect professional decision making, and

becoming an ethical professional. Course content includes information on group theory and skills, decision making, problem solving, conflict resolution, stress management and communication skills.

INT 341 Theory and Process of Interpreting II (3)

Introduces students to the analysis and production aspects of ASL-to-English and English-to-ASL interpretation. Students analyze texts using a Goal-to-Detail information management system and practice a variety of visualization techniques. Students participate in group translations of ASL and English texts and consecutively interpret analyzed monologues and dialogues.

INT 341L Theory and Process of Interpreting II Lab (1)

This interpreting lab, to be taken concurrently with INT 341, offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting II class. In this lab, students analyze texts, develop individual and group translations and practice consecutive interpretation.

INT 342 Theory and Process of Interpreting III (3)

Concentrates on the production aspects of ASL-to-English and English-to-ASL interpretation. Students conduct linguistic and functional analyses of texts focusing on register, style, and effect of presenters. Students consecutively interpret from both pre-analyzed and unfamiliar monologues and dialogues whose content is taken from community interpreting settings. Students work with taped messages and with guest speakers.

INT 342L Theory and Process of Interpreting III Lab (1)

This interpreting lab, to be taken concurrently with INT 342, offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting III class. In this lab, students analyze texts for register, style and affect; practice consecutive interpretations of pre-analyzed monologues and dialogues, and practice consecutive interpretations of unfamiliar material.

INT 365 Interpreting in Community Settings (3)

Introduces students to a variety of settings in which interpreters work and the vocabulary and discourse patterns used by consumers in these settings. Through contact with interpreters and consumers, students become familiar with the specific vocabulary, professional issues, ethical considerations, knowledge bases and skills related to each community setting. Students will be introduced to several interpreting settings, including social service, government, legal, medical, mental health, business, religious, performing arts and sports activities.

INT 406 Individual Studies in Interpreting (1-3)

Terms and hours to be arranged. Designed for individual or special studies in a limited

area of interest under the guidance of a designated faculty member. **Prerequisite:** consent of instructor

INT 407 Seminar: Interpreting (1-12)

Terms and hours to be arranged.

Prerequisite: consent of instructor

INT 408 Workshop (1-12)

Terms and hours to be arranged.

Prerequisite: consent of instructor

INT 409 Practicum: Interpreting (1-12)

Terms and hours to be arranged.

Prerequisite: consent of instructor

INT 410 Internship (3-12)

Offers students the opportunity to work with a professional interpreter who serves as a mentor. Students observe professional interpreters, provide interpreting services while under supervision and perform independent interpreting assignments. Students apply the theory, knowledge and skills obtained in the classroom to the delivery of interpreting services, acquire new professional knowledge and skills, and develop effective professional work habits and positive working relationships with co-workers and consumers.

INT 420/520 Deaf History: Social and Cultural Issues (3)

Introduces students to a history of the social, cultural, political, educational and social service aspects of the Deaf community. Students examine the norms and values of Deaf culture, the linguistic, educational, social and professional influences on the Deaf community, and the ways in which deaf and hearing people interact in American society.

INT 441 Theory and Process of Interpreting IV (3)

Concentrates on the production aspects of spontaneous ASL-to-English and English-to-ASL interpreting. Students incorporate linguistic and functional text analyses into their consecutive interpreting performances. Students work with recorded messages and with guest speakers in interpreting situations that include monologues, dialogues, interviews and group discussions. Emphasis is on accurate and fluent interpretations, and students are introduced to team interpreting techniques.

INT 441L Theory and Process of Interpreting IV Lab (1)

This interpreting lab, to be taken concurrently with INT 441, offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting IV class. In this lab, students practice consecutive interpretations of spontaneous monologues, dialogues, interviews and group discussions. Students also practice team interpreting techniques.

INT 442 Theory and Process of Interpreting V (3)

This course concentrates on the successful interpretation of texts within a simultaneous interpreting framework. Students incorporate

linguistic and functional text analyses into simultaneous interpretations, work with both recorded material and guest presenters. Students are expected to produce accurate and fluent simultaneous interpretations of increasingly difficult monologues, dialogues, interviews, and group discussions.

INT 442L Theory and Process of Interpreting V Lab (1)

This interpreting lab, to be taken concurrently with INT 442, offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting V class. In this lab, students practice simultaneous interpretations of increasingly difficult monologues, dialogues, interviews and group discussions.

INT 465 Current Issues for Interpreters (3)

Investigates current issues facing the professional interpreter. For example, students discuss issues of bilingualism/biculturalism, legal statutes and liability, certification and quality assurance, confidentiality, accountability, minority status of American Sign Language and Deaf Culture, oppression and empowerment of the Deaf Community, the interpreter as a cross-cultural mediator and other contemporary issues.

INT 466 Interpreting in Postsecondary Settings (3)

Introduces students to working in postsecondary settings in which interpreters work and the vocabulary and discourse patterns used by consumers in these settings. Students will become familiar with the specific vocabulary, professional issues, ethical considerations, knowledge base and skills related to the postsecondary setting. Students will be introduced to several interpreting settings.

INT 467 Interpreting in Educational Settings (3)

Designed to apply advanced interpreting, and classroom support skills to educational settings. Strategies for interpreting frozen texts, negotiating situational-based signs and interpreting for presenters from various content areas who have a variety of instructional styles. Students are introduced to the effect of hearing loss on language and educational development and to the laws that affect the education of Deaf/Hard of Hearing students. Students practice tutoring, note taking and inservice techniques, and discuss the ways that interpreters collaborate with other professionals to work with Deaf and Hard of Hearing students.

INT 468 Specialized Interpreting Techniques (2)

Students are introduced to specialized communication and interpreting techniques that are used with a variety of consumers and in specific situations. Students are introduced to oral, deaf-blind and manually-coded English interpreting techniques. This course includes work with television/videotape cameras, telephones, microphones and assistive listening devices.

INT 492 Language and Communication

Systems: Deaf and Hard of Hearing (3) Students will develop knowledge of the linguistic principles of American Sign Language and English, the different modes of communication used by Deaf and Hard of Hearing persons, the various language and communication policies and signed systems used in the classroom. Students will assess language and communication functioning and the language continuum. They will apply research findings to interpretation and practice interpreting classroom discourse.

Anthropology

ANTH 199 Special Studies (4)

ANTH 213 Language and Culture (4) Introduces students to the anthropological study of language and communicative behavior. Examines the basic concepts underlying linguistic analysis and reviews anthropological studies of conversational practice and social variation in language and speech. Its central concern is to elucidate the complex interplay between language, culture and social relations. Part of introductory sequence (ANTH 213, 214, 215 and 216) which may be taken in any order.

ANTH 214 Physical Anthropology (4)

Biological aspects of the human experience, especially interactions between biology and culture. A review of the modern synthetic theory of evolution; fossil evidence of early primate and hominid populations; the mechanisms of heredity, human variation and adaptation; and the development of culture in human evolution. Attention throughout the course to the nature of science as a cultural construct. Part of introductory sequence (ANTH 213, 214, 215 and 216) which may be taken in any order.

ANTH 215 Archaeology (4)

Understanding the human past through the study of material remains. A review of the methods used to collect and analyze data and the theories used to construct chronologies, reconstruct ancient life styles and explain the processes of cultural evolution. Examines some of the major contributions of archaeology and discusses the relevance of archaeology to everyday life. Part of introductory sequence (ANTH 213, 214, 215 and 216) which may be taken in any order.

ANTH 216 Cultural Anthropology (4)

Examines the concepts and methodology of cultural anthropology through ethnographic case studies of people around the world. Focuses on culture, or the learned beliefs, behaviors and symbols unique to each society. Part of introductory sequence (ANTH 213, 214, 215 and 216) which may be taken in any order.

ANTH 310 World Prehistory (4)

A survey of human cultural evolution worldwide over the last four million years up to the beginnings of written records. Examines archaeological evidence for the invention of

language and art, the evolution of technology, the peopling of the New World, the invention of agriculture and the origins of cities.

ANTH 311 Human Evolution (4)

The genetic basis of human evolution, human variation and modern human adaptive differences; the biological basis of human culture and the impact of culture on human biology. **Prerequisite:** ANTH 214

ANTH 313 North American Prehistory (4)

A survey of the prehistory of the North American continent from the first peopling of the Western Hemisphere through the beginnings of regionalization, the origins of agriculture and village life and the development of complex societies. Attention to debates over the causes of these changes and to ethical issues confronting North American archeologists.

ANTH 314 The Evolution of Human Societies (4)

Overview of the evolution of human societies from family-based foragers to chiefdoms, states and the emerging global order; examines the main theoretical lines of argument and the debates among them.

ANTH 315 South American Prehistory (4)

A survey of the prehistory of the South American continent from the early occupations to the early domestication of plants and animals, the beginning of village life, the development of complex cultures and the coming of Europeans. Attention is given to issues concerning peopling of the Western Hemisphere, the development of state level societies, pre-Colombian contacts and the historic period impact of Europeans on indigenous cultures.

ANTH 316 Circumpolar Peoples (4)

A survey of peoples living in Arctic regions of the world: similarities and differences in environment and technology, social and belief systems; issues of acculturation, native identity and the struggle for cultural survival.

ANTH 324 Anthropological Theory (3)

Examines several core questions that have guided anthropologists in their study of diverse peoples. Beginning with the birth of the discipline at the turn of the 20th century, it outlines key theoretical approaches that characterize anthropology as a distinct social science, exploring how such approaches have undergone revision and reformulation. **Prerequisite:** ANTH 216

ANTH 325 Ethnographic Methods (4)

Prepares students to conduct anthropological research in both American and non-Western settings. Teaches students an array of anthropological research methods including participant observation, structured and unstructured interviews and background research of anthropological literature. Will also familiarize students with issues of cultural difference by offering insightful readings by anthropologists who reflect upon their personal research experiences.

ANTH 326 Ethnographic Writing (4)

Examines how anthropologists organize their field data into ethnographic texts. Students read and critique a variety of anthropological works and genres. Reviews key issues that arise in the construction of ethnographies, including issues of truth, representation, reflexivity and political agenda. **Prerequisite:** ANTH 216

ANTH 330 Contemporary Chicano/a/Latino/a Culture (4)

Provides an overview of the culture and explores issues facing the community. Examines the relationship between Chicano/a/Latino/a culture and contemporary society in the U.S. Topics include history, immigration, language, gender, education and contemporary cultural heroes.

ANTH 332 Latin America (4)

Provides an introduction to major aspects of Latin American cultures. Concentrates on issues of cultural contact, conflict and accommodation by examining racial, ethnic, national and gender identities, religion, the environment, human rights and globalization. Explores indigenous, European and African contributions to the sociocultural fabric of the region; geographic emphasis will fall on Mexico, Peru, Ecuador and Brazil.

ANTH 350 Research Methods in Archaeology (4)

A survey of techniques and methods used in archaeology, including research design, survey, sampling strategies, excavation methods, laboratory analysis and interpretation. Practical aspects of data recording and reporting, including computer applications.

ANTH 352 Laboratory Methods in Archaeology (4)

Techniques and their applications in the analysis of materials recovered from archaeological sites. Emphasis will vary according to ongoing research. **Prerequisite:** ANTH 215 and permission of instructor

ANTH 358 Tribal Art of the U.S. and Canada (4)

A survey of indigenous art in the Americas north of Mexico. Themes common to both terms include art in anthropological perspective, regional, group and individual variations in style, and processes of acculturation and diffusion.

ANTH 360 Museum Studies (4)

Covers principles and practices of museum work. Topics include the role of museums in the community, collections management, conservation of objects and artifacts, program development, exhibit development, marketing and fund raising. Laboratory experience will be offered through the Jensen Arctic Museum on campus.

ANTH 369 Visual Anthropology (4)

Course examines the place of the visual in anthropological analysis. Introduces some of the techniques and theories used to analyze visual images. Students investigate aspects

of visual anthropology through readings, discussions, independent research and projects.

ANTH 370 Women in Cross-Cultural Perspective (4)

Similarities and differences in women's lives in a variety of cultures around the world. Evolutionary and historical precedents for contemporary patterns of gender role construction; economic, social and ideological challenges to women seeking change in existing gender hierarchies. **Prerequisite:** ANTH 216

ANTH 372 Social Constructions of Race (4)

Course provides a critical perspective on racial/ethnic categorizations. Through lectures, discussions, readings, and films, students become acquainted with the social, cultural, historical, and evolutionary context of modern human diversity.

ANTH 373 Primate Comparative Evolution (4)

Introduces primatology through comparative study of the evolution of primate taxa. Special topics will include biogeography, anatomy, primate societies and cultures, the evolution of primate minds and communication systems, and ecology and conservation. Course theory is Darwinism.

ANTH 375 Women Anthropologists (4)

Examines women as practitioners of anthropology; surveys changing views of women in 19th/20th century Western society; obstacles in women's professional careers; women pioneers in anthropology; contributions to and feminist critiques of the discipline. **Prerequisite:** ANTH 216

ANTH 380 Africa (4)

Survey of African societies that compares classic and contemporary anthropological texts covering similar structures and processes in very different, colonial and postcolonial contexts. The goal is to come to an anthropological understanding of how political, economic, historical and cultural factors shape contemporary African societies.

ANTH 381 African Film & Society (4)

Introduces students to the nations, cultures, social issues, and artistic achievements of sub-Saharan Africa through the medium of feature film. Students watch, discuss and review a series of full length films made in Africa by Africans. Students read book chapters and articles to direct them to cultural issues in Africa, clarify the films, and help in class discussion.

ANTH 384 Modernization (4)

Examines anthropological case studies of social change in diverse contemporary settings. It asks how individuals and groups confront modernity while maintaining elements of their traditional cultures. Course readings cover a range of globalization issues: How do local groups engage with international development projects? How do workers in the developing world function in an industrialized work setting? How do for-

merly colonized peoples confront Western liberal policies advocating environmentalism, human rights and democracy? We examine insider accounts of global economic and policy changes.

ANTH 386 Anthropology of Islam (4)

A general introduction to the anthropology of Islam through a series of ethnographic readings. It outlines orthodox, scriptural understandings of Muslim practice, while exploring how local people reinterpret and reshape the "world religion" of Islam into diverse local forms. Key themes include Sufi Islam and religious ritual, Muslim families and gender and Islamic fundamentalism and modernity.

ANTH 388 Transnational Migration (4)

Examines the social and cultural aspects of transnational migration through ethnographic readings of migration in various parts of the world. Covers key theoretical issues pertaining to identity, locality and the economics of migration. Case studies describe how migrants symbolically imbue their lives and livelihoods with cultural meaning, while offering first-hand accounts of the migration experience.

ANTH 392 Applied Anthropology (4)

Applies insights from cultural anthropology to contemporary social issues. Reviews the history of applied anthropology in U.S. and explores ways to provide a framework for approaching solutions to real-world problems. Course includes discussion of the following: health and medicine, international development, education, law and criminal justice, the environment, and the ethics of research and intervention.

ANTH 394 Childhood In Cross-Cultural Perspective (4)

Survey of cross-cultural diversity in patterns of socialization and child development. The course explores child development, and the role of culture herein, from different theoretical perspectives, including evolutionary and ecocultural theory.

ANTH 395 Medical Anthropology (4)

Introduction to Medical Anthropology, which takes up the analysis of health in the context of culture, social behavior, economic systems, and human biology. Especially designed to expose nursing and health students to cross-cultural understanding of illness and health, and illustrate ways in which the meaning and concept of illness, social behavior and health care, political economy, and biology affect and are affected by individual's beliefs systems, well-being, suffering, misfortune, life-cycle, and survival.

ANTH 396 Environmental Anthropology (4)

Introduces students to the field of environmental anthropology. Explores relationships between culture, society and the physical aspects of environments across the globe. Examines major theories in ecological research and moves to a critical exploration of significant issues in the field today, such

as religion and resource uses, indigenous environmental knowledge, economic development, conservation, cultural and human rights, and environmental social movements.

ANTH 399 Special Studies (1-4)

Terms and hours to be arranged.

ANTH 406 Special Individual Studies (4)

Designed for individual or specialized research and study in a defined area of interest under the guidance of a designated faculty mentor. **Prerequisite:** permission from instructor

ANTH 407 Seminar (1-4)

Terms and hours to be arranged.

ANTH 408 Workshop (1-16)

Terms and hours to be arranged.

ANTH 409 Practicum (4-12)

ANTH 410 Research Design (4)

Students identify and design an internship or field experience that will be written up as the Senior Project. In consultation with an adviser, students independently read background materials while they write a theoretically-grounded research proposal. **Prerequisites:** Anthropology major, junior standing

ANTH 411 Fieldwork (4-12)

Individual research, volunteer work, internship, employment or other practical experience designed to use and challenge the student's anthropological knowledge. Consultation with anthropology faculty in advance and during the field experience is required. Planning takes place in ANTH 410 Research Design and a formal paper that analyzes the experience and summarizes outcomes is produced in ANTH 412 Senior Thesis.

ANTH 412 Senior Thesis (4)

Provides guidance in producing a written account of the anthropology major's field experience in ANTH 411.

ANTH 413 Field Experience (4)

Working closely with an adviser, the student plans either an internship equivalent to at least 20 hours per week over 10 weeks or a study abroad term of at least 8 weeks. Internship must have an applied anthropology focus; study abroad must provide a cross-cultural experience. A mid-term progress report and an end-term final report are required. Anthropology major, junior standing or above required.

ANTH 432 Human Rights (4)

Addresses anthropology's engagement with human rights through case studies of slavery, political violence, and public health. Suggests ways in which the work of anthropological research may serve as witness and advocate for human rights.

ANTH 435/535 U.S.-Mexico border (4)

Course will examine contemporary political, economic, social, and cultural issues germane to U.S.-Mexico border and border

crossings. Will look in particular at questions of migration and immigration in the post-NAFTA context, including the experience of (primarily) Mexicans in the U.S.

ANTH 450 Field Methods in Archaeology (12)

Basic archaeological survey and excavation skills will be developed through participation in field research at an archaeological site. Observation, description, data recording, mapping and photographic techniques will be practiced or demonstrated. **Prerequisite:** ANTH 215 or consent of instructor

ANTH 452 U.S.-Mexico Border Field School (4)

Research practicum examining contemporary political, economic, social, and cultural issues on the U.S.-Mexico border. Students spend four weeks of the course in the city of Agua Prieta, Sonora, Mexico conducting research on the following topics: community development, household economy, migration and labor, health, education, and urban ecology.

ANTH 461/561 Urban Anthropology (4)

Understanding the origin and evolution of cities. The application of cross-cultural perspectives to the social organization of urban life. An examination of factors in the evolution of urban forms and institutions. **Prerequisite:** ANTH 216 or consent of instructor

ANTH 476/576 Religion and Ritual (4)

Examines the religious rituals of diverse peoples living in various parts of the world. Outlines anthropological approaches to religion, while focusing on particular topics: How do non-Western religions incorporate spirit possession, animism and ancestor worship into their belief systems? How do local peoples merge world religions such as Islam and Christianity with local traditions? How do religious rituals enable oppressed groups to resist powerful forces, such as colonists or corrupt states? Also examines links between religion, magic, witchcraft and sorcery.

ANTH 478/578 Political Anthropology (4)

Examines issues of comparative political systems, local political cultures and connections between local and wider political spheres. Focuses on problems of authority, organization and power and how anthropology contributes to an understanding of the institutions, practices, logics and representations that underpin social orders. A wide range of theoretical approaches and ethnographic material is explored.

ANTH 480/580 History & Theory of Archaeology (4)

The development of modern archaeological science from beginnings in the 18th century through the emergence of contemporary theories of cultural evolution; current issues including ethics, feminist critiques and post-processual paradigms.

ANTH 482/582 Historical Archaeology (4)

Survey of the global and interdisciplinary field within archaeology that specializes in the interpretation of the recent past. Meth-

ods of archival research and material culture interpretation are reviewed. Demonstrates the use of both documents and excavated artifacts to explore issues such as representation of ethnicity, development of class differences and changing gender roles.

ANTH 494/594 Northwest Indian Cultures (4)

A survey of indigenous peoples of Northwestern North America, including the Northwest Coast, the Columbia-Fraser Plateau and the Great Basin. Emphasis on adaptation to particular environments and interactions with other cultures in both pre- and post-contact periods.

ANTH 496/596 Indian America (4)

An anthropological perspective on the historical and social processes of contact and acculturation between indigenous peoples of North America and Old World immigrants in the historic period. Topics include colonial and U.S. Government policies, demographic trends, popular images and stereotyping, nativistic movements, education, tribal identity and sovereignty.

Art

A 100 Introduction to the Visual Arts (3)

An introduction to select themes, processes and concepts in art of the past and the present for the non-art major. Focuses will include cultural diversity within the arts and a basic understanding of the various media used.

A 115 Beginning Design: Two-dimensional (3)

Beginning theory and studio practice using the elements and principles of visual design to articulate visual ideas in the two-dimensional arts.

A 116 Beginning Design: Three-dimensional (3)

Beginning theory and studio practice using the elements and principles of visual design to articulate visual ideas in three-dimensional arts.

A 117 Beginning Design: Color (3)

Theory and studio practice using theoretical concepts in the development and employment of color in the visual arts.

A 119 Digital Presentation for Artists (3)

A course for all art majors on preparing electronic portfolios and Web sites. Includes fundamentals of making photographs of artwork, working in Photoshop and preparing a basic Web site. **Prerequisite:** A115.

A 130 Beginning Drawing (3)

Introduction to drawing and composition. Practice in the application of medium. Guidance in conveying the illusion of three-dimensions and two-dimensional expression.

A 131 Beginning Drawing Systems (3)

Part two in the introduction to drawing and composition. Emphasis on drawing systems such as isometric, linear perspective and orthographic drawing for skill development in depicting three-dimensional space.

A 135 Beginning Life Drawing (3)

A studio introduction to the structure and form of the figure. **Prerequisite:** A130

A 199 Special Studies (1-3)

Terms and hours to be arranged.

A 204 Art History: Prehistoric through Romanesque (4)

Survey of the meaning and function of art of the ancient world, including that of the Near East, the Aegean, the Roman Empire and Early Christianity.

A 205 Art History: Gothic through Rococo (4)

A survey of art and architecture from the Gothic through Rococo period. Particular attention is given to issues of style, patronage, iconography, roles of artists in society and cultural responses to art as it relates to Western cultures.

A 206 Art History: Neoclassicism through Contemporary (4)

Examines the interaction between the visual arts of the 18th century to the present and ideas about modernism, abstraction, realism, feminism and multiculturalism.

A 220 Introduction to Typography (3)

Studio introduction to typographical forms as design elements. Familiarity with type vocabulary and measurements. Introductory technical processes. **Prerequisites:** A 115, A 130

A 221 Typographical Structures (3)

Exploration of page structures and visual language to convey meaning. Students will develop presentation skills and will document the design process. May include page layout software instruction. **Prerequisites:** A 119, A 220

A 255 Introduction to Ceramics (3)

Introduction to wheel throwing skills, high-range firing techniques and simple glaze formulation in the continuation of concept and form study. **Prerequisites:** A 115, A 130

A 256 Introduction to Ceramics (3)

Examines sculptural form and critical, creative thinking processes through the introduction of hand building methods, surface treatments and low-range firing techniques. **Prerequisites:** A 115, A 130

A 260 Basic Photography I (3)

Introduction to photography. The course covers the aesthetics of composition and visual communications as well as techniques for shooting photos, digital image control, and making photographic prints. **Prerequisite:** A 115

A 261 Basic Photography II (3)

Continue work started in Introduction to Photography I. Students refine their ability to see and make images. At instructor's discretion, special techniques may be included. **Prerequisites:** A 115, A 260

A 270 Introduction to Printmaking (3)

Part one of an introductory printmaking course designed to acquaint students with relief, monotypes and collagraphy as visually expressive forms. **Prerequisites:** A 115, A 130

A 271 Introduction to Printmaking (3)

Part two of the introductory printmaking course designed to prepare students for intermediate level studio work in intaglio, screen printing and lithography. **Prerequisites:** A 115, A 130, A 270

A 280 Introduction to Painting (3)

An introduction to the basic formal and technical aspects of painting. Color mixing, paint application, composition and studio practices will be emphasized. A survey of selected painting traditions will build visual vocabulary. **Prerequisites:** A 115, A 130

A 281 Introduction to Painting (3)

Part two of the introductory course in painting. A studio course continuing work with color mixing, paint, application, composition and studio practices to prepare students for intermediate level work in painting. **Prerequisites:** A 115, A 130, A 280

A 290 Introduction to Sculpture (3)

Introductory studio course practicing traditional and modern sculptural techniques in the creation of three-dimensional art forms. Medium emphasis: wood. **Prerequisites:** A 115, A 130

A 291 Introduction to Sculpture (3)

Introductory studio course practicing traditional and modern sculptural techniques in the creation of three-dimensional art forms. Medium emphasis: stone. **Prerequisites:** A 115, A 130

A 304 Art History: Modernism (4)

Modern art from the French Revolution to the end of the 19th century within the context of the political, social and aesthetic upheavals of that period.

A 305 Art History: Modernism (4)

Movements in art from the late 19th century to surrealism in historical and critical context. Issues to be examined include art and mysticism, art and science, art as anti-art.

A 306 Art History: Modernism (4)

Art and criticism since surrealism. Areas of inquiry include the expanded roles of art market and critic, the dematerialization of the art object, art and technology and postmodernism.

A 315 Intermediate Design: Two-Dimensional (3)

Advanced study of design theory with studio practice. Emphasis on two-dimensional exploration. **Prerequisites:** A 115, A 117, A 130.

A 316 Intermediate Design: Three-Dimensional (3)

Advanced study of design theory with studio practice. Emphasis on three-dimensional exploration. **Prerequisites:** A 115, A 116, A 130

A 320 Graphic Design: Process & Theory (3)

Exploration of visual communication methods and approaches to help students bring together message, meaning, and form. Apply concepts and employ design processes studied in A221 to visual/verbal communications. **Prerequisites:** A 116, A 117, A 131, A 135, A 221, A 260

A 321 Graphic Design: Form & Communication (3)

Design for communication using voicing, rhythm, and pattern. Continue work with images, symbols, and their operation. Consider messages and audience to understand how to position visual communications. **Prerequisites:** A 260, A 320

A 322 Graphic Design: Digital Media Essentials (3)

Continue work with issues of idea development, audience, and message, multi-page voice, continuity and rhythm. Use design development processes and aesthetic awareness in digital communication projects for web and interactive media. May include software instruction connected to project goals. **Prerequisite:** A 321

A 330 Intermediate Drawing (3)

Continued study of technique and composition in graphic expression. **Prerequisite:** A 130

A 335 Intermediate Drawing: Life (3)

Continued study of anatomical structure and form. Life drawing as a means of graphic communication. **Prerequisite:** A 135

A 355 Intermediate Ceramics (3)

Intermediate course in which mold-making skills are developed to explore the inherent potential of the multiple in ceramic sculpture. **Prerequisites:** A 116, A 117, A 131, A 135, A 255, A 256

A 356 Intermediate Ceramics (3)

Intermediate course expanding intellectual objectives and technical applications. Variable processes include photographic transfer, silk-screen, decal and china paint. **Prerequisite:** A 355

A 357 Intermediate Ceramics (3)

Intermediate course exploring alternative material usage and practices including mixed media, installation and time-based concepts. **Prerequisite:** A 356

A 360 Intermediate Photography I (3)

An intermediate studio course dealing with exploring exposure controls, printing techniques and craftsmanship. Students will be looking at the work of others and exploring alternate ways of "seeing." **Prerequisites:** A 261

A 361 Intermediate Photography II (3)

An intermediate studio course dealing with expanding printing techniques and looking at other ways of seeing. **Prerequisite:** A 360

A 362 Intermediate Photography III (3)

An intermediate studio course further refining the student's personal vision of photography, image taking and image making.

Prerequisite: A 361

A 370 Intermediate Printmaking (3)

An intermediate, upper-division concerted study of one of the following areas: Relief; serigraphy; intaglio; or lithography. **Prerequisites:** A 116, A 131, A 135, A 270, A 271

A 371 Intermediate Printmaking (3)

An intermediate, concerted study of one of the following: relief; serigraphy; intaglio; or lithography. **Prerequisite:** A 370

A 372 Intermediate Printmaking (3)

An intermediate, concerted study of one of the following: relief; serigraphy; intaglio; or lithography. **Prerequisite:** A 371

A 373 Intermediate Printmaking (3)

An intermediate, concerted study of one of the following: relief; serigraphy; intaglio; or lithography. **Prerequisite:** A 372

A 380 Intermediate Painting (3)

A studio course to strengthen skills in painting techniques. Painting with selected palette limitations to develop formal and expressive visual elements. Traditional painting methods and compositional theory will be covered. **Prerequisites:** 116, A 117, A 131, A 135, A 280, A 281

A 381 Intermediate Painting (3)

A studio course to strengthen skills in painting techniques. Introduction to mediums and supports for variety in painting surfaces. Exploration of contemporary issues in painting. Framing and presentation will be covered. **Prerequisite:** A 380

A 382 Intermediate Painting (3)

A studio course to strengthen skills in painting techniques. Extensive enquiry into the relationship between formal application and expression in painting. Exploration of contemporary issues in painting. Framing and presentation will be covered. **Prerequisite:** A 381

A 390 Intermediate Sculpture (3)

Intermediate studio course using traditional and modern techniques in the creation of sculptural art forms. Medium emphasis varies. **Prerequisites:** A 116, A 117, A 131, A 135, A 290, A 291

A 391 Intermediate Sculpture (3)

Intermediate studio course using traditional and modern techniques in the creation of sculptural art forms. Medium emphasis varies. **Prerequisite:** A 390

A 392 Intermediate Sculpture (3)

Intermediate studio course using tradition and modern techniques in the creation of sculptural art forms. Medium emphasis varies. **Prerequisite:** A 391

A 393 Intermediate Sculpture (3)

Intermediate studio course using tradition and modern techniques in the creation of sculptural art forms. **Prerequisite:** A 392

A 398 Production: Gallery Exhibition (1-3)

Introduction to matting, framing and hanging artwork. Practical work hours contracted for each student in campus exhibit spaces; number of gallery work hours required dependent upon the amount of credit hours taken in a single term. The purpose of the course is to give students practical experience necessary for success in A498, the capstone art course. May be repeated for elective credit. Minimum one credit required for art majors. Limit of one credit may be applied to the art major or a studio art minor.

Prerequisites: A 115 and upper division standing

A 399 Special Studies (1-5)

May be repeated once for credit.

A 404 Art History: Non-Western Art (4)

An introductory study of visual expression in cultural contexts that are representative of non-Western traditions. Writing intensive and diversity course. May be repeated for credit with different topics.

A 405 Art History: Gender in Art (4)

A study of gender as subject, and a study of gender issues for artists in the history of western art from the Renaissance to the present. Aesthetic social discourse as it relates to changing perspectives on the role of gender in art will be examined. Writing intensive and diversity course.

A 406 Art History: Special Topics (4)

A course in art history offering the student the possibility to develop an in-depth study in a specialized area of art history. Writing intensive. May be repeated for credit with different topics.

A 410 Seminar (1-3)**A 411 Workshop (1-3)****A 412 Practicum (1-3)**

On-the-job experience for art and graphic design students. Formal requests must be submitted to the Art Department faculty no later than four weeks preceding the term of enrollment. May be repeated for up to six credits. **Prerequisites:** upper-division standing; graphic design students: A 322

A 420 Print Design: Systems & Techniques (3)

Work with professional design issues, such as: creating visual and verbal systems for a project with multiple presentation outcomes, executing projects professionally, preparing projects to go to press, designing appropriately for audience and clients; the designer's role in these relationships; contracts and copyright laws. **Prerequisite:** A 322

A 421 Print Design: Expressive & Structural Design (3)

With the increased understanding of profes-

sional practices in design, students explore more demanding issues related to typography, image, and audience. This course encourages investigation and interpretation of the expressive possibilities of typography, focusing on processes, technique, and emotive results. **Prerequisite:** A 420

A 422 Print Design: Presentation & Contemporary Issues (3)

Students will build awareness of current designers and contemporary issues in the design of visual communication. Students will analyze their abilities as designers and examine potential roles in a design studio or workplace. Students will continue with design projects. In class, students will become aware of how portfolios communicate their current understanding of aesthetics and competency as designers. Students will prepare portfolios in current formats. May be repeated twice for credit. **Prerequisite:** A 421

A 423 Digital Design: Web (3)

Apply design theory and process to web communications. Design information architecture, interfaces, and narratives for the internet. Apply appropriate methods in the development of ideas and aesthetics in this media. May include work in time-based media. **Prerequisite:** A 322

A 424 Digital Design: Interactive (3)

Apply design theory and process to digital interactive communications. Design information architecture, interfaces, and narratives for interactive media. Use appropriate methods in the development of ideas and aesthetics in this media. May include designing cross-disciplinary projects in time-based media. **Prerequisite:** A 423.

A 425 Digital Design: Presentation & Contemporary Issues (3)

Students will build awareness of current designers and contemporary issues in the design of visual communication. Continue design project work in web & interactive digital media. Study current issues in the field. Prepare portfolio presentations with awareness of how portfolios communicate their current understanding of aesthetics and competency as designers. May be repeated twice for credit. **Prerequisite:** A 424

A 430 Advanced Drawing (3)

Advanced study of media and methods of drawing. Individual projects explore formal and conceptual aspects of drawing. **Prerequisites:** A 131, A 330

A 435 Advanced Life Drawing (3)

Advanced study of media and methods of figure drawing. Individual projects explore formal and conceptual aspects of drawing. **Prerequisites:** A 335

A 455 Advanced Ceramics (3)

Focus is on advanced clay formulation, glaze calculation, kiln-building, firing techniques and professional documentation. **Prerequisite:** A 357

A 456 Advanced Ceramics (3)

Advanced course for self-directed investigations using a combination of acquired process skills and thinking systems. Regular critiques and visual evidence of operations from beginning to completion are required. **Prerequisite:** A 455

A 457 Advanced Ceramics (3)

Advanced course focusing on the production of a culminating, self-directed body of work. Documentation and a slide presentation of the work and sources are required. May be repeated twice for credit. **Prerequisite:** A 456

A 460 Advanced Photography I (3)

An advanced studio course dealing with continuing to explore exposure controls, printing techniques and craftsmanship. Students will be looking at the work of others and exploring alternate ways of "seeing." **Prerequisite:** A 362

A 461 Advanced Photography II (3)

An advanced studio course dealing with expanding printing techniques and looking at other ways of seeing. **Prerequisite:** A 460

A 462 Advanced Photography III (3)

An advanced studio course further refining the student's personal vision of photography, image taking and image making. **Prerequisite:** A 461

A 470 Advanced Printmaking I (3)

Individualized advanced study and studio practice of one of the following areas: intaglio and monotypes; serigraphy; relief; lithography. **Prerequisite:** A 372

A 471 Advanced Printmaking II (3)

Individualized advanced study and studio practice of one of the following areas: intaglio and monotypes; serigraphy; relief; lithography. May be repeated twice for credit. **Prerequisite:** A 470

A 472 Advanced Printmaking III (3)

Individualized advanced study and studio practice of one of the following areas: intaglio and monotypes; serigraphy; relief; lithography. **Prerequisite:** A 471, may be repeated twice for credit

A 480 Advanced Painting (3)

An advanced course with extensive practice in a chosen painting medium. Through critiques and advisement, students will select specific forms of expression which will conclude in a series of related paintings. Readings, critical writing and gallery visits required. **Prerequisite:** A 382

A 481 Advanced Painting (3)

An advanced course with extensive practice in a chosen painting medium. Through critiques and advisement, students will select specific forms of expression which will conclude in a series of related paintings. Readings, critical writing and gallery visits required. **Prerequisite:** A 480

A 482 Advanced Painting (3)

An advanced course with extensive practice in a chosen painting medium. Through critiques and advisement, students will select specific forms of expression which will conclude in a series of related paintings. Readings, critical writing and gallery visits required. **Prerequisite:** A 481, may be repeated twice for credit

A 485 Art Service Learning (1-3)

A practicum comprised of 30 to 90 hours in an arts or cultural organization. The service learning should take place off-campus. Examples include (but are not limited to) the Oregon Arts Commission, Oregon Cultural Trust and the Salem Art Association. The student shall participate in the mentor or supervisor's duties, or complete an assigned task or project. **Prerequisite:** B.F.A. acceptance. Not to be taken concurrently with A 486.

A 486 Art Service Learning (1-3)

A practicum comprised of 30 to 90 hours in an arts or cultural organization. The service learning should take place off-campus. Examples include (but are not limited to) the Oregon Arts Commission, Oregon Cultural Trust and the Salem Art Association. The student shall participate in the mentor or supervisor's duties, or complete an assigned task or project. **Prerequisite:** A 485

A 487 International Studio Art Study (1-3)

Studio art course work related to B.F.A. thesis project discipline area, taken at an accredited institution of higher education outside the United States.

A 488 International Studio Art Study (1-3)

Studio art course work related to B.F.A. thesis project discipline area, taken at an accredited institution of higher education outside the United States.

A 490 Advanced Sculpture (3)

Advanced study of sculptural forms, concepts and mediums. Medium emphasis varies. **Prerequisites:** Three 300 level sculpture courses in sequence

A 491 Advanced Sculpture (3)

Advanced study of sculptural forms, concepts and mediums. Medium emphasis varies. **Prerequisite:** A 490

A 492 Advanced Sculpture (3)

Advanced study of sculptural forms, concepts and mediums. Medium emphasis varies. May be repeated twice for credit. **Prerequisite:** A 491

A 495 B.F.A. Thesis Project (6)

First term of advanced research, concept development and art production in the student's concentration area: painting, sculpture, photography, ceramics, printmaking or graphic design. Course requirements are contracted with the B.F.A. thesis adviser. Cannot be taken concurrently with A496, A497. **Prerequisites:** completion of 400-level sequence in

chosen concentration area, A 315, A 316, A 498 and acceptance to the B.F.A. program

A 496 B.F.A. Thesis Project (6)

Second term of advanced research, concept development and art production in the student's concentration area: painting, sculpture, ceramics, printmaking or graphic design. Course requirements are contracted with the B.F.A. thesis adviser. Cannot be taken concurrently with A497. **Prerequisite:** A495

A 497 B.F.A. Thesis Project (6)

Third term of advanced research, concept development and art production in the student's concentration area: painting, sculpture, ceramics, printmaking or graphic design. Course requirements are contracted with the B.F.A. thesis adviser. Third-term requirements will include a portfolio of work and an exhibition of the thesis project work in a format appropriate to the subject area. **Prerequisite:** A 496

A 498 Professional Concerns (2)

A survey of professional practice in the visual arts. Problems, study and preparation for "going public." Professional ethics; contracts; gallery exhibitions, art positions; and career preparation. Capstone art experience includes an oral presentation and exhibit of each student's work. **Prerequisites:** A 119, A 398, upper-division standing

A 499 Special Individual Studies (1-5)

May be repeated once for credit.

A 603 Thesis or Field Study (6)

A culminating experience for the degree candidate consisting of a practical application of his/her graduate studies to his/her professional needs. This culmination might result in a field study project related to improving the quality of art education in his school, an experimental study, an historical study or other type of in-depth study which meets the candidate's specific objectives.

A 604 Graduate Art History (3)

Graduate level investigation in selected areas of art history. May be repeated for credit. **Prerequisites:** admitted post-baccalaureate standing and consent of the instructor

A 610 Graduate Seminar (3)

Research exploration of specialized topics. Terms and hours to be arranged. May be repeated for credit. **Prerequisites:** admitted post-baccalaureate standing and consent of the instructor

A 611 Graduate Workshop (3)

Studio exploration of specialized or interdisciplinary media topics in a group setting. Terms and hours to be arranged. May be repeated for credit. **Prerequisites:** admitted post-baccalaureate standing and consent of the instructor

A 615 Graduate Design: Two-Dimensional (3)
Advanced study of design theory with studio practice in the two-dimensional art form. May be repeated for credit. **Prerequisites:** admitted post-baccalaureate standing and consent of the instructor

A 616 Graduate Design: Three-Dimensional (3)
Advanced study of design theory with studio practice in the three-dimensional art form. May be repeated for credit. **Prerequisites:** admitted post-baccalaureate standing and consent of the instructor

A 620 Graduate Graphic Design (3)
Graduate level study and studio work in typography and visual communications. May be repeated for credit. **Prerequisites:** admitted post-baccalaureate standing and consent of the instructors.

A 630 Graduate Drawing (3)
Advanced study and studio production of drawing as a visually expressive form. May be repeated for credit. **Prerequisites:** admitted post-baccalaureate standing and consent of the instructor

A 635 Graduate Life Drawing (3)
Advanced study and studio production of figurative drawing as a visually expressive form. May be repeated for credit. **Prerequisites:** admitted post-baccalaureate standing and consent of the instructor

A 655 Graduate Ceramics (3)
Graduate study in ceramic art. Individual projects in selected ceramic areas. Graduate research and paper related to projects. May be repeated for credit. **Prerequisites:** admitted post-baccalaureate standing and consent of the instructor

A 670 Graduate Printmaking (3)
Advanced study and studio production of prints as a personally expressive visual form. May be repeated for credit. **Prerequisites:** admitted post-baccalaureate standing and consent of the instructor

A 676 Aesthetic Foundations of Visual Arts (3)
A study and analysis of philosophic aspects of the visual arts.

A 677 Contemporary Problems in Visual Art (3)
A course designed to offer critical examination of art in society, creativity, brain research, the computer and other selected areas.

A 680 Graduate Painting (3)
Advanced study and studio production of painting as a personally expressive visual form. May be repeated for credit. **Prerequisites:** admitted post-baccalaureate standing and consent of the instructor

A 690 Graduate Sculpture (3)
Advanced study of sculpture with studio work in three-dimensional art forms. May be repeated for credit. **Prerequisites:** admitted post-baccalaureate standing and consent of the instructor

A 699 Special Individual Studies: Graduate (3)
Terms and hours to be arranged. May be repeated for credit. **Prerequisite:** admitted post-baccalaureate standing

Art Education

ARE 433 Art Education (3)
Introduction to teaching art in the classroom for prospective elementary and middle school teachers. The exploration of the aesthetics of art and art criticism, historical and cultural perspectives and art production is aligned with the Disciplined Based Art Education Model and the Oregon's Academic Content and Performance Standards for the Arts. **Prerequisites:** A 115 or A 130 and junior standing

ARE 434/534 Historical and Cultural Perspectives in the Visual Arts (3)
Developing advanced level lessons in art built upon the lives and works of fine, applied and folk artists, with a multicultural perspective and interdisciplinary approach. **Prerequisite:** upper-division or graduate standing

ARE 490/590 Art in the Elementary School (3)
Designed to provide additional art experiences in the philosophy, materials and techniques of the visual arts for teachers and administrators. **Prerequisite:** upper-division or graduate standing

Biology

BI 101, 102, 103 General Biology (5 each)
The major principles and methods of biology: BI 101 includes ecology, the diversity of life and an introduction to evolution. BI 102 considers cellular structure and function, energy transformations, genetics, evolution, reproduction and development. BI 103 emphasizes the anatomy and physiology of plants and animals along with a brief treatment of animal behavior. This sequence is designed for students not intending to pursue further study in the biological sciences. Three lectures and one two-hour laboratory period. BI 101 is not a prerequisite for BI 102. BI 102 is a prerequisite for BI 103 – offered during the academic year

BI 211, 212, 213 Principles of Biology (4 each)
An introduction to the science of biology, including morphological, physiological and developmental aspects of living organisms; the phylogeny, evolution and ecology of both plants and animals. Designed for the biology major. Three lectures and one three-hour laboratory period. **Prerequisite:** Passing grade in BI 211 required for admission to BI 212. Passing grade required in BI 212 for admission to BI 213. Offered in sequence during the academic year

BI 234 Human Anatomy and Physiology (4)
Study of the anatomy and physiology of the human body. Uses lecture and laboratories utilizing human cadavers to cover the following topics: integumentary system, skeletal

system, muscular system, and endocrine system. Three one hour lectures and one two-hour laboratory per week. **Prerequisites:** BI 102 or BI 211; offered fall and winter terms

BI 235 Human Anatomy and Physiology (4)
Study of the anatomy and physiology of the human body. Uses lecture and laboratories utilizing human cadavers to cover the following topics: nervous system, special senses, cardiovascular system and immune system. Three one-hour lectures and one two-hour laboratory per week. **Prerequisite:** BI 234; offered winter and spring terms

BI 236 Human Anatomy and Physiology (4)
Study of the anatomy and physiology of the human body. Uses lecture and laboratories utilizing human cadavers to cover the following topics: respiratory system, digestive system, urinary system and reproductive system. Three one-hour lectures and one two-hour laboratory per week. **Prerequisite:** BI 235; offered fall and spring terms

BI 311 Introductory Genetics (4)
Principles and mechanisms of inheritance, including consideration of patterns of inheritance, the nature of the gene, chromosome structure, gene action, population genetics and mechanisms of mutation. Three hours lecture plus one hour discussion section. **Prerequisite:** BI 211 or consent of instructor – offered fall term.

BI 312 Evolution (4)
Introduction to the major concepts and principles of evolutionary biology with an emphasis on the sources of variation, mechanisms of evolution, phylogenetics and the evolution of the human lineage. Three hours lecture plus one two-hour laboratory period. **Prerequisite:** BI 311 or consent of instructor – offered winter term.

BI 313 Cell Biology (4)
An introduction to cell structure and function required for the biology major. Examines the architecture and basic organelle activity in the intact cell and the major techniques currently employed to study cells. Three lectures and one three-hour lab each week. **Prerequisites:** BI 213 and CH 223 – offered spring term

BI 317 Vertebrate Natural History (4)
The classification, behavior, life history and ecology of vertebrate animals, focusing primarily on amphibians, reptiles, birds and mammals. Laboratory will emphasize identification and field studies of vertebrates that occur in Oregon. Three one-hour lectures and one three-hour laboratory. **Prerequisites:** Introductory biology sequence – offered spring term of odd-numbered years

BI 318 Microbiology for the Health Sciences (4)
An introduction to the biology of microorganisms with an emphasis on infectious human disease agents, immunology and the control of disease through antimicrobial strategies and vaccination. Designed for students interested in pre-nursing, pre-dental hygiene and

entry level positions in public health laboratories. Laboratory component emphasizes skills with microscopes, identification testing and includes practical exams. Not open for credit to biology majors or minors. However, credit may be applied to the Human Biology minor. Three lectures and one two-hour lab per week. **Prerequisites:** BI 102 or BI 212; offered winter and spring terms.

BI 321 Systematic Field Botany (4)

Designed to give practical experience in the identification of common plant families and species of the Willamette Valley. Includes the learning of major characteristics of plant families from a phylogenetic perspective and the use of tools for plant identification. Field collections that emphasize careful observation and records of ecological relations as plants are collected and field trips to selected sites are required. Three lectures plus one three-hour laboratory period. BI 101 or BI 213 recommended – offered spring term

BI 324 Comparative Vertebrate Anatomy (5)

A comparative analysis of vertebrate morphology, emphasizing the study of organs and organ systems, and an introduction to the taxonomy, evolution and functional morphology of the vertebrates. Included in this course will be an examination of human anatomy utilizing cadavers. Three one-hour lectures and two two-hour laboratories. **Prerequisite:** BI 212 or consent of instructor – offered fall term of even-numbered years

BI 326 Vertebrate Embryology (4)

Development of the vertebrate body from fertilization through organogenesis; includes analyses of selected problems in morphogenesis, differentiation and growth. Two lectures and two three-hour laboratory periods. **Prerequisites:** BI 313 and one year of chemistry, or consent of instructor – offered winter term of even-numbered years

BI 330 Plant Physiology (5)

An examination of the physiological processes and mechanisms involved in plant nutrition, photosynthesis, assimilation of organic and inorganic materials, energy balance, water requirements, growth factors and organismic control. Three hours lecture and one four-hour laboratory periods. **Prerequisite:** BI 213 and CH 223 or consent of instructor – offered winter term of even-numbered years

BI 331 General Microbiology (4)

Selected topics in the science of microbiology with an emphasis on microbial structures and physiology as they impact diversity and ecology, biotechnology, and diseases (bacterial, viral, and protozoal). Involved lab component represents nearly half course grade. **Prerequisites:** BI 211, 212, 213, CH 221, 222, 223. BI 311 and BI 313 strongly recommended – offered fall and winter terms

BI 334 Advanced Human Anatomy and Physiology (4)

Selected topics in the area of human anatomy and physiology with an emphasis on

the physiological processes that govern the human body and the anatomical landscape that allows for these processes to occur. Three one-hour lectures and one three-hour laboratory. **Prerequisite:** BI 212 – offered fall term of odd-numbered years

BI 335 Advanced Human Anatomy and Physiology (4)

Selected topics in the area of human anatomy and physiology with an emphasis on the physiological processes that govern the human body and the anatomical landscape that allows for these processes to occur. Three one-hour lectures and one three-hour laboratory. **Prerequisite:** BI 334 – offered winter term of even-numbered years

BI 336 Human Histology and Physiology (4)

The study of microscopic anatomy of the human body integrated with the function of cells, tissues and organs. Two lectures and two three-hour laboratories. **Prerequisites:** BI 102, 103 or BI 211, BI 212 or consent of the instructor – offered spring term

BI 357 General Ecology (4)

The biology of ecosystems including abiotic factors, energy transformations, population dynamics and interspecific interactions. Course emphasizes basic ecological principles not current problems. Laboratories will focus on a survey of major ecosystems and will include field trips to selected sites. Three lectures and one three-hour laboratory. **Prerequisite:** BI 213 or consent of the instructor – offered fall term

BI 360 Animal Behavior (4)

A consideration of the basic problems in animal behavior, including ecological adaptations of behavioral patterns, mechanisms underlying behavior, social behavior, and the nature and organization of animal societies. Three lectures and one three-hour laboratory. **Prerequisites:** Introductory biology sequence (100 or 200 series) or consent of instructor – offered winter term of odd-numbered years

BI 361 Marine Ecology (5)

Explores the ecology and diversity of marine ecosystems worldwide, and focuses on adaptations, life histories and interactions of organisms with each other and their environment. Regions covered include temperate, tropical and polar seas, the open ocean and the deep sea. Laboratory time is divided between field trips to the Oregon coast and observation of living marine organisms. Three one-hour lectures and one four-hour laboratory period. **Prerequisites:** BI 212 and 213 or consent of instructor – offered spring term

BI 370 Environmental Science (4)

The study of how humans interact with their environment and the effects of the environment on human society. Topics include basic ecological principals, human population growth, environmental health, air and water pollution, ecosystem change and global impacts. Does not substitute for BI 357 (Ecology) in the biology major program. Three

hours lecture and one three-hour laboratory including field work. **Prerequisite:** BI 101 or equivalent – offered spring term

BI 371 Structure of Seed Plants (4)

The morphology, anatomy and reproduction of seed plants from an evolutionary perspective. Two lectures and two three-hour laboratory periods. **Prerequisite:** BI 213 or consent of instructor – offered fall term of odd-numbered years

BI 406 Individual Study (1-15)

Terms and hours to be arranged.

BI 407/507 Seminar (1-15)

Terms and hours to be arranged.

BI 408 Workshop (1-9)

BI 409 Practicum (1-9)

BI 424 Human Dissection (3)

A study of gross anatomy of the human body through the dissection of a cadaver. **Prerequisites:** Upper-division standing and permission of instructor – offered spring term

BI 431 Medical Microbiology (4)

Explores pathogenic bacteria, viruses, and eukaryotic microbes. Human diseases will be the focus; several animal and insect-borne diseases will also be covered. Students will directly isolate and characterize model pathogen relatives using advanced culture methods, molecular diagnostic approaches and microscopic techniques not covered in General Microbiology. Two lectures and two two-hour laboratories. **Prerequisite:** BI 331 – offered spring term of odd numbered years

BI 432 Immunology (4)

A course on immune mechanisms, including the nature of antigens, antibodies and their interactions, the anatomy, cell biology, genetics, regulation, diseases of mammalian immune system and the use of antibodies as tools in the clinical and research laboratory. Two lectures and two three-hour laboratories. **Prerequisites:** BI 313 and one year of chemistry, or consent of instructor – offered winter term of odd-numbered years

BI 434 Comparative Vertebrate Physiology (4)

A comparative analysis of vertebrate physiology, emphasizing how different kinds of vertebrates work and why they have evolved to work the way they do. Included in this course will be an examination of various aspects of human physiology. Three one-hour lectures and one three-hour laboratory. **Prerequisite:** BI 212 or consent of instructor – offered winter term of odd-numbered years

BI 435 Microbial Ecology (4)

Explores the ecology of microorganisms, emphasizing populations from diverse habitats, geochemical cycling, and environmental symbioses. Students will compare methods for enumerating and describing microbial populations using advanced enrichment methods, metabolic assays, molecular diagnostic approaches, and mi-

microscopic techniques not covered in General Microbiology. Two lectures and two two-hour laboratories. **Prerequisite:** BI 331 – offered spring term of even-numbered years

BI 437 Endocrinology (4)

An examination of the molecular and physiological mechanisms by which hormones influence the animal body, with emphasis on mammals. This included the role of hormones in regulating growth, reproduction, and maintenance of homeostasis as well as the neurological pathways coordinating the timing of hormone release. Special consideration will be given to the relationship between hormones and behavior. Three one-hour lectures and a one-hour discussion section. **Prerequisites:** BI 212 or consent of instructor – offered winter term of even-numbered years

BI 441/541 Human Heredity (3-4)

Basic principles of inheritance, including Mendelian patterns of inheritance, molecular genetics, chromosomal aberrations, sex determination, gene mapping, genetic engineering and population genetics as it relates to humans. The lab illustrates topics included in the lecture. Offered winter term of odd-numbered years

BI 451 Invertebrate Zoology (5)

A systematic study of invertebrates, with a comparative approach to anatomy, physiology, behavior, life history and evolution. Emphasizes the relatedness of structure and function and focuses on the adaptations of these animals to their environments. Observation of living marine invertebrates is emphasized in the lab. Three one-hour lectures and one four-hour laboratory period. **Prerequisite:** BI 212 or consent of instructor – offered spring term of even-numbered years

BI 453/553 Marine Vertebrates (4)

Investigates the anatomy, physiology, behavior, and ecology of marine vertebrates, focusing on challenges unique to the marine environment. Students will compare marine fish, reptiles, birds and mammals in exploration of different topics. Current issues such as overfishing and effects of marine pollutants will also be included. Four lecture hours. **Prerequisite:** Introductory biology sequence (100 or 200 series) or consent of instructor – offered winter term of even-numbered years

BI 454/554 Plant Ecology (4)

Fundamentals of plant ecology, population dynamics, seed and pollination ecology, mutualism, competition, predation, colonization and extinction, breeding systems, ecological genetics and physiological ecology. Lab teaches techniques to study plants and illustrate lecture materials. **Prerequisite:** botany, an ecology course or consent of instructor – offered spring term of even-numbered years

BI 458/558 Field Biology (3-4)

Systematics, life histories and field methods in selected areas of biology. Lecture, laboratory and field trips to be scheduled. **Prereq-**

uisite: Introductory sequence in biology or consent of instructor – offered summer

BI 461/561 Conservation Biology (4)

Introduction to the principles and practices of conservation biology. Topics include biodiversity, extinctions, habitat fragmentation, restoration ecology, impacts of invasive species, and sustainability, among others. Particular emphasis will be placed on subjects pertinent to Oregon and temperate regions. Two 80-minute lectures plus three field trips. **Prerequisite:** Introductory biology sequence or consent of instructor – offered fall term of even-numbered years

BI 474 Biology of Insects (5)

Focuses on the anatomy, physiology, behavior and life history strategies of insects. Also examines the evolutionary relationships and diversity of this most varied group of animals. A significant portion of the lab period is spent in the field. Three one-hour lectures and one four-hour laboratory period. **Prerequisites:** BI 212 or consent of instructor – offered spring term of odd-numbered years

BI 475 Molecular Biology (4)

Structure and function of the gene. Study of genome structure and selected cases of the regulation of transcription and translation in prokaryotes and eukaryotes. Includes the complexity, stability and alterations of the genome in order to understand molecular evolution and the action of viruses. Two lectures and one four-hour lab. **Prerequisites:** BI 311, BI 313 and one year of chemistry or consent of instructor – offered spring term of odd numbered years

BI 606 Special Individual Studies (1-15)

Terms and hours to be arranged.

BI 608 Workshop (1-15)

Terms and hours to be arranged.

BI 609 Practicum (1-9)

Terms and hours to be arranged.

BI 624 Human Dissection (2-5)

Advanced study of the gross anatomy of the human body through the dissection of a cadaver. The exact number of credits will be determined by the background of the student and goals agreed upon by the student and instructor. **Prerequisites:** graduate standing and permission of instructor – offered spring term

Business

BA 101 Introduction to Business (3)

Business organization, operation and management; intended to orient the student in the field.

BA 199 Special Studies (1-6)

Terms and hours to be arranged.

BA 211 Financial Accounting (4)

Students will gain a basic understanding of how accounting is used by investors, managers, government agencies and others. In-

cludes the study of transaction analysis with emphasis on accrual versus cash accounting, and the preparation, interpretation and use of financial statements.

BA 213 Managerial Accounting (4)

The study of accounting continues from the perspective of management users, with emphasis on planning, performance evaluation and information needed for effective decision making. **Prerequisite:** BA 211

BA 217 Accounting for Non-accountants (3)

Provides a comprehensive non-technical accounting course for the business minor and others interested in a survey of financial and managerial accounting techniques. Assumes no prior knowledge of accounting. Not available for credit in the business major.

BA 220 Introduction to Financial Management (3)

Basic processes, principles, tools and concepts of finance. Topics include financial analysis, financial forecasting, profit planning, budgeting, working capital management and capital budgeting. Not available for credit in the business major.

BA 229 Personal Finance (3)

Study of the role of the consumer in American society, consumer decision-making, consumer credit and borrowing, home ownership, life insurance, annuities, estate planning, wills, trusts, expenditures and taxes for government.

BA 230 Introduction to Business Law (3)

Nature and role of the law in conducting business; tort, formation, performance and discharge of contracts; commercial transactions and law of business organization, sales, bankruptcies; and the general nature of government regulation.

BA 240 Quantitative Business Methods (4)

The use of functional forms to describe variables commonly encountered in business, such as sales revenue and financial asset value. Development and application of constrained and unconstrained optimization, including differential and integral calculus. **Prerequisite:** MTH 111

BA 243 Business Statistics (4)

Probability, data description and analysis, sampling distribution, confidence intervals and hypothesis testing with emphasis on business applications. **Prerequisite:** second year high school algebra or equivalent, or satisfy score on the placement exam.

BA 284 Introduction to International Business (3)

This course will address the organization, marketing and finance of international business. Each section will address the role of culture and the restrictions placed on international business.

BA 305 Business Analysis & Report Writing (3)

Instruction will concentrate on various forms of written communication, with special emphasis on small business analysis.

BA 310 Principles of Marketing (3)

Introduces the theories, concepts and terms that marketers use in their daily planning activities. Begins with an overview of strategic marketing planning. Strategic elements of the marketing plan (target definition, product strategy, distribution strategy, promotion strategy and price strategy) are examined in greater detail.

BA 311 Personal Selling (3)

Application of personal selling theories with a focus on basic steps in the selling process: prospecting, qualifying, presentation, objections, closing and follow-up. **Prerequisite:** BA 310

BA 315 Financial Management (3)

Basic processes, principles, tools, and concepts of finance. Topics include financial analysis, financial forecasting, profit planning, budgeting, working capital management and capital budgeting. Course also covers the basics of financial markets, institutions and sources of supply of different types of funds available to a firm. **Prerequisite:** BA 211 or consent of instructor

BA 316 Advanced Financial Management (3)

Extensive use of Excel and Monte Carlo Simulation in the structuring and analysis of financial problems. Major topics include liquidity, pro forma financials, forecasting and capital budgeting. **Prerequisite:** BA 315

BA 317 Intermediate Accounting I (4)

Study of major accounting principles; summary of accounting process; revenue and expense recognition; balance sheet and income statement; concepts in the valuation of all current assets. **Prerequisite:** BA 213 or consent of instructor

BA 318 Intermediate Accounting II (4)

Concepts in the valuation of both short-term and long-term liabilities; contingencies; recording and adjusting plant assets; long-term assets and intangible assets; stockholders equity transactions. **Prerequisite:** BA 317 or consent of instructor.

BA 319 Intermediate Accounting III (4)

Study of revenue recognition, accounting changes, error analysis, taxes, pensions, leases, statement of cash flows and full disclosure. **Prerequisite:** BA 318 or consent of instructor.

BA 325 Portfolio Management (3)

Develops an understanding of key ingredients in portfolio selection. Examines alternative investments and how to combine them into an efficient portfolio. **Prerequisite:** BA 315

BA 340 Business Forecasting (4)

A survey of forecasting methods, including trend regression, seasonal effects, smoothing and autoregressive moving-average models. Emphasis is on understanding the underlying process and interpreting the results of computer programs.

BA 345 Internet and Electronic Commerce (4)

The internet as a resource for researchers, investors, employers, and employees. Focus will be on information access and distribution. Topics will include internet basics, search techniques and resource evaluation, marketing, electronic commerce, government regulation, job searching and Web page design.

BA 361 Organizational Behavior (3)

A survey of current theories about the behavior of individuals and groups within organizations, as well as the operation of the organization as a whole. Topics include individual differences, job attitudes, decision making, motivation, job design, group structure and process, communication, leadership, power and politics, organizational structure and design and organizational change.

BA 362 Business Ethics (3)

Focuses on recognizing, analyzing, and resolving ethical issues in business. Topics include privacy in the workplace, product safety, corporate social responsibility and international ethics.

BA 367 Regression Analysis (3)

A second course in statistics. Course work includes hypothesis testing, simple regression, multiple regression and the study of the validity of the assumptions used in regression models. **Prerequisite:** BA 243 or MTH 243

BA 368 Introduction to Operations Research (3)

Study of quantitative techniques for decision support. Topics include linear programming, integer programming, project management and dynamic programming. **Prerequisite:** BA 240 or MTH 241

BA 370 Business and Society (3)

Explores the complex interrelationships among business, government and society, with an emphasis on the social responsibilities of business. Topics include diversity in the workplace, consumerism, environmental policy and risks, ethical decision making and business involvement in the political process.

BA 390 Management (3)

An introduction to basic management processes with an emphasis on problem-solving skills. The course examines the four managerial functions of planning, organizing, leading and controlling. Students apply management theory to current topics.

BA 391 Human Resource Management (3)

An introduction to personnel functions. Topics include personnel planning, recruitment, promotion and personnel development, employee compensation and motivation, job analysis and design, supplemental benefits, labor relations and occupational health and safety. **Prerequisites:** BA 361 and BA 362 (or BA 370 or BA 390)

BA 392 Management of Diversity (3)

Focuses on managing diversity within organizations by addressing topics such as: development and management of multicultural work teams, cross-cultural communication and performance evaluation. **Prerequisites:** BA 361 and BA 362 (or BA 370 or BA 390)

BA 398 Personal Investment Analysis (3)

Provides student with an exposure to budgeting, investing, taxes and tax planning, estate planning, financial leverage, and stocks and bonds. **Prerequisite:** BA 315

BA 399 Special Studies (1-12)

Terms and hours to be arranged.

BA 406 Special Individual Studies (1-12)

Terms and hours to be arranged. A specialized or individualized course of study within the business area, developed in consultation with the instructor.

BA 407 Seminar (1-12)

Terms and hours to be arranged. Special seminar topic offerings in business.

BA 409 Internship/Practicum (1-12)

Practical application of business theory and/or collection of data for theoretical interpretation.

BA 410 Marketing Research (3)

Includes the definition of marketing research, the process of marketing research, classifications of marketing research and the stages in the research process. **Prerequisites:** BA 310 and BA 243 or MTH 243

BA 411 Marketing Strategy (3)

Students learn the process of creating strategic marketing plans using:

1. A situational analysis which is based on research of a company's external and internal environments and
2. Tactical decisions regarding product strategies, pricing, distribution channels and communications for a product, idea, goods or service. **Prerequisites:** BA 213 and BA 310

BA 415 Advertising and Promotion (3)

Introduces advertising as one variable in the overall marketing program. Covers advertising management, research, creative development and media planning. Also addresses the economic and social consequences of advertising in society. **Prerequisite:** BA 310.

BA 416 Government Regulation (4)

Student will review the philosophy of regulation in the marketplace, evaluate the impact of regulation on business practices and study the cost/benefit ratio of regulation for selected sectors of the American economy. Special emphasis will be placed on the cost of regulation as it impacts small businesses. **Prerequisites:** EC 201, EC 202

BA 420 Securities Analysis (3)

Develops theory and requisite tools of securities analysis using computer modeling and portfolio applications. **Prerequisite:** BA 325

BA 421 Cost Accounting (4)

The study of cost accounting concepts and procedures as a managerial tool for implementing and monitoring business strategy, including accounting for cost inputs, assigning responsibility, analysis of cost behavior, capital budgeting and actual versus standard cost systems. **Prerequisite:** BA 213

BA 424 Capital Budgeting (3)

Suggests a logical framework for analysis of how much a firm should invest in plant and equipment, how the funds invested should be allocated to specific assets and how these expenditures should be financed. **Prerequisite:** BA 315

BA 427 Small Business Finance (3)

Utilizes the basic processes, principles, tools and concepts of finance within the parameters of a small business. The course centers around a project to develop a complete financial plan that projects the future flow of funds by analyzing and integrating the impact of investment decisions and financing decisions. **Prerequisite:** BA 315

BA 430 Business Taxation (3)

Philosophy of the tax system and required reporting under tax law; emphasis on small business; impact of taxes on investments and capital expenditures; introduction to estate and gift taxes; tax planning techniques.

BA 431 Federal Income Tax I (4)

Study of individual income tax, gains and losses, dividends, business and personal deductions and tax computations. **Prerequisite:** BA 213 or consent of instructor

BA 432 Federal Income Tax II (4)

Philosophy of the tax system and required reporting under federal tax law for corporations, partnerships, estates and trusts, estate and gift taxes; installment sales; cash and accrual basis taxation. **Prerequisite:** BA 431 or consent of instructor

BA 438 Real Estate Investment (3)

Comprehensive overview of real estate finance. Factors affecting real estate investment are emphasized. Specific topics covered include: valuation, market analysis, ownership forms, financing, development and portfolio effect. **Prerequisite:** BA 315

BA 441 Advanced Accounting (4)

Study of business combinations and consolidated financial statements and introduction to fund accounting. **Prerequisite:** BA 319

BA 450 State & Local Government Finance (3)

Economics and policy analysis of government expenditures, taxes, and intergovernmental fiscal relations; the role of government in the economy and policy analysis; the division of functions and revenues between state and local governments; revenues, expenditures and indebtedness of these governments; analysis of state and local tax structures; application to study of the Oregon system. **Prerequisite:** BA 315 or consent of instructor

BA 451 Auditing (4)

Role of auditor, ethics, legal liability of CPA profession; internal controls, analysis of clients' accounting system; evidence statistics sampling techniques; audit work papers. **Prerequisite:** BA 318 or consent of instructor

BA 455 Advertising Writing (3)

Involves the formal planning and creation of persuasive communications with an emphasis on advertising. Written plans and advertising copy drafts are translated into finished print advertisements, press releases, broadcast commercials and Web sites; hence, the course touches on design issues through the development of Web text and graphics, add layouts, scripts, story boards and rudimentary electronic film production. **Prerequisites:** BA 310 and business or economics majors

BA 475 Sales Management (3)

The management of personal selling through the organization, forecasting, budgeting, recruiting and selection, training, compensation, motivation, evaluation and control concepts, theory and ethics. **Prerequisites:** BA 310 and BA 361

BA 476 Topics in Management (3)

Topics may include at different times: strategic planning and implementation; productivity; computer applications; women in management; and other topics of special interest. May be repeated under different subtitles. **Prerequisite:** BA 361

BA 477 Topics in Marketing (3)

Focus on marketing topics of special interest to students and faculty such as retail marketing, services marketing, consumer behavior or social marketing. May be repeated for different topics. **Prerequisite:** BA 310

BA 478 Topics in Finance (3)

These varied courses in finance would allow the student to investigate topics of special interest such as long term stock market expectations, risk on the equity markets and advanced concepts in financial management. May be repeated under different subtitles. **Prerequisite:** BA 315

BA 484 International Management (3)

A study of the political, social, cultural, economic and legal environment for engaging in trade between countries. Emphasis will be on management strategies for small business as participants in international business operations. **Prerequisite:** BA 361

BA 485 International Finance (3)

A study of international finance and investing. Emphasis will be on currency, working capital management, sources of funds and investigation of investment products. **Prerequisite:** BA 315

BA 486 International Marketing (3)

A study of the influence of foreign markets, competition and government policy in creating and penetrating markets. Emphasis will be on marketing strategies developed in the

U.S. for implementation in foreign markets.

Prerequisites: BA 213 and BA 310

BA 487 International Law (3)

A study of law as it applies to businesses participating in international business operations. **Prerequisite:** BA 230

BA 490 Operations Management (3)

An introductory investigation into managerial processes pertinent to internal operations of task related enterprises. Subjects related to operations planning and control, locations, capacity decisions, systems reliability, facility layout, program scheduling and inventory management are the focus of this course. **Prerequisite:** BA 243 or MTH 243

BA 491 Strategic Management (3)

An integrative, capstone course that explores how firms can build competitive advantage. The focus is the strategic planning process, including analyzing the external environment, assessing internal strengths and weaknesses, establishing objectives and strategies and implementing strategic plans. **Prerequisites:** senior standing, BA 310, BA 315, BA 361, and BA 362 (or BA 370 or BA 390)

BA 492 Total Quality Management (3)

This course will focus on using quality practices within organizations by addressing topics such as: team development, statistical process control, problem solving and organizational design. **Prerequisite:** BA 361

BA 495 Organization Design (3)

An analysis of the structure and behavior of the organization as a whole. Course examines the design of different types of organizations, including bureaucracy and nontraditional forms, in both the public and private sector. Topics include departmentalizing and coordination, the effect of environment and technology on structure and organizational growth, change and decline. **Prerequisite:** BA 361

BA 601 Organization Leadership (3)

Examines leadership in theory and practice.

BA 604 Business Government, and Society (3)

Explores the interrelationships among business, government, and society, with an emphasis on the social responsibility of business. Topics include governmental regulations, diversity in the work place, environmental policy, ethical decision making, and business involvement in the political process.

BA 610 Marketing Analysis and Strategy (3)

Overview of situational elements affecting an organization's marketing planning process and the tools and techniques available for implementing a marketing plan.

BA 615 General Linear Models (3)

Regression analysis, emphasizing application and interpretation of results, validity of the assumptions, model selections.

BA 620 Organization Budgetary Process (3)

Capital and cash budgeting, specific skills for gathering, analyzing and presenting budgetary information.

BA 630 Report Writing and Economic Analysis (3)

Steps to form a precise hypothesis, collect and analyze economic data to test the hypothesis, and present the results.

BA 635 Professional Project (3)

Independent enrollment course permits students to complete a professional project of their choosing, approved by their adviser.

Chemistry**CH 104, 105, 106 Introductory Chemistry (4 each)**

An introduction to the fundamental concepts of general chemistry. During the winter and spring terms emphasis will be placed on organic and biological chemistry. Three lectures and one two-hour laboratory. **Prerequisites:** high school algebra; for CH 105, a passing grade of C or better in CH 104 is required; for CH 106, a passing grade of C- or better in CH 105 is required

CH 161 Fundamentals of Photography for Forensic Science (2)

For students interested in the scientific applications of photography. Students will gain experience with 35 mm, polaroid and digital cameras. Particular attention will be focused on forensic and environmental applications. One lecture and one laboratory period.

Prerequisite: consent of instructor

CH 221, 222, 223 General Chemistry (5 each)

An introduction to inorganic chemistry covering atomic and molecular structure, chemical reactions, states of matter, equilibrium, and thermodynamics. Three lectures and one three-hour laboratory. **Prerequisite:** MTH 111 equivalency, high school chemistry or CH 104; for CH 222 a passing grade in CH 221 is required; for CH 223 a passing grade in CH 222 is required

CH 310 Geochemistry (3)

An application of the principles of chemistry to geological processes such as phase equilibria, isotope fractionation, weathering and supergene enrichment of ore deposits, volcanism, crystal morphology, and chemical processes on the sea floor. Three lectures. **Prerequisite:** one year of college chemistry, ES 351 or equivalent or consent of instructor

CH 312 Quantitative Analysis (4)

A study of the fundamental principles of analytical chemistry. Laboratory work consists of standard analysis utilizing titrations, UV-Vis spectroscopy, atomic absorption spectrometry and chromatography. Three lectures and one three hour lab. **Prerequisite:** CH 223

CH 313 Instrumental Analysis (4)

A study of the use of instrumental methods for quantitative determinations of unknown

chemical samples. Three lectures and one three-hour lab. **Prerequisites:** PH 213 or PH 203 and MTH 251

CH 320 Introduction to Forensic Science (3)

An introduction into the theory and practice of physical evidence analysis. Topics include the recognition, identification and evaluation of physical evidence such as hairs, fibers, drugs, blood, semen, glass, soil, fingerprints and documents. Three lectures. **Prerequisite:** one year of college chemistry

CH 334, 335, 336 Organic Chemistry (4 each)

A study of the chemistry of carbon compounds including their structure, reactions and syntheses. Three lectures and one laboratory. **Prerequisites:** CH 223 or consent of instructor; for CH 335 a passing grade in CH 334 is required; for CH 336 a passing grade in CH 335 is required

CH 340 Elementary Physical Chemistry (4)

Fundamental principles of physical chemistry with applications in engineering, biological systems and medicine. This course will count for chemistry major credit only for students in the forensic option. **Prerequisites:** CH 223, PH 213 or PH 203, or consent of instructor

CH 350 Chemical Literature (1)

A study of the methods of searching the chemical literature. One class meeting per week. **Prerequisite:** CH 335 or consent of instructor

CH 354 Computational Chemistry (2)

A study of statistical and graphical methods of data analysis, numerical methods of common importance in chemistry, problem solving, information handling and retrieval and simulation techniques. **Prerequisite:** two years of college chemistry or consent of instructor

CH 360 Nuclear Chemistry (3)

Emphasis will be placed on the atomic nucleus, nuclear properties, nuclear models, radioactivity, nuclear reactions, fission, nuclear reactors and applications of radioactivity. **Prerequisites:** CH 223, PH 213 or consent of instructor

CH 361 Energy and Resources in Perspective (3)

A study of the current development and utilization of energy and power, implications of the finite resources, impact on the environment and alternatives. Three lectures.

CH 370 Selected Topics in Chemistry (1-3)

An introduction to contemporary topics in chemistry. **Prerequisite:** consent of instructor

CH 371 Environmental Chemistry (3)

A study of current environmental problems such as stratospheric ozone, greenhouse effect, smog, acid rain, pollution, oil spills and pesticides. **Prerequisites:** CH 104, CH 105, CH 106 or consent of instructor

CH 401 Research (1-3)

Terms and hours to be arranged. May be repeated for credit.

CH 407 Seminar (1)

Group study and discussions concerning frontiers of chemistry, current research problems and interaction of chemistry with other disciplines. Students will be required to present a seminar. **Prerequisite:** CH 350

CH 409 Practicum (1-9)

Terms and hours to be arranged.

CH 411 Advanced Inorganic Chemistry (3)

An introduction to quantum mechanics covering atomic theory, periodic table, symmetry, group theory, molecular orbitals, ionic/covalent bondings, solid state and the molecular structure. Not sequential with CH 412. **Prerequisites:** CH 223, MTH 252, PH 213 or consent of instructor

CH 412 Advanced Inorganic Chemistry (3)

A study of the basic principles of inorganic chemistry and the main properties and reaction chemistry of inorganic elements and compounds within the framework of the periodic table. Not sequential with CH 411. **Prerequisites:** CH 223, MTH 252, PH 213 or consent of instructor

CH 420 Forensic Chemistry (4)

The applications of chemistry to the analysis of physical evidence. Topics included will be serology, analysis of arson debris, drugs, explosive residues, gunshot residues, papers and inks, paint chips and DNA. Laboratory techniques will include gas chromatography, mass spectroscopy, atomic absorption spectroscopy, electrophoresis, infrared spectroscopy, liquid and thin-layer chromatography. Two lectures and two laboratory periods per week. **Prerequisite:** CH 313 or consent of instructor

CH 430, 431, 432 Applications of Forensic Science (2 each)

An in-depth examination of subjects in modern forensic science as presented by experts in the field. Topics may be chosen from the following: fingerprinting, forensic serology, hair and fiber analysis, arson accelerant and explosives residues, glass comparisons, drug analysis, bullet and cartridge analysis, serial number restoration, document examination, voiceprint identification, polygraphy, DNA analysis, forensic botany, forensic meteorology, forensic toxicology, photography and forensic psychology. The courses will be taught as topic modules incorporating both lecture and laboratory practice as appropriate. **Prerequisite:** CH 320 or consent of instructor

CH 440 Physical Chemistry I (3)

A study of the laws of thermodynamics with emphasis on their application to chemical systems. Topics considered include: thermo-chemistry, equation of states, kinetic-molecular theory, free energy and chemical equilibrium. **Prerequisites:** CH 223, MTH 254, PH 213

CH 441 Physical Chemistry II (3)

A study of solutions, heterogeneous equilibria, electrochemistry, chemical kinetics, elementary quantum and statistical mechanics. **Prerequisite:** CH 440

CH 442 Physical Chemistry III (3)

A study of molecular structure and bonding, electronic structure of atoms and molecules, rotational, vibration and electronic spectra of molecules. **Prerequisite:** CH 441

CH 450/550 Biochemistry I (3)

A study of the chemistry of the individual subunits used to construct biological macromolecules and the chemical bonding within the macromolecules. Emphasis will be placed on the structures of carbohydrates, nucleic acids and proteins. **Prerequisite:** CH 336 or consent of instructor

CH 451 Biochemistry II (3)

The study of the function of biological macromolecules with emphasis on the mechanisms of protein-ligand binding, metabolic pathways and regulatory enzyme mechanisms. **Prerequisite:** CH 450

CH 452/552 Biochemistry Lab (3)

An introduction to the basic laboratory techniques used in biochemistry. Topics will include electrophoresis, spectrophotometry, chromatography, centrifugation techniques and protein purification. One hour lecture and one four hour lab. A research project will be required for graduate credit. **Prerequisites:** CH 336, CH 450, MTH 251 equivalent or consent of instructor

CH 461, 462, 463 Experimental Chemistry (2 each)

An advanced laboratory course devoted to experimental techniques of analytical, inorganic and physical chemistry. **Prerequisites or Corequisite:** CH 313, CH 350, CH 440 or consent of instructor

CH 471 Chemical Instrumentation (4)

Theory and operation of instrumentation, including the applications of computer technology, used in modern chemical laboratories. Three lectures and one laboratory. **Prerequisite:** CH 313

CH 608 Workshop (1-15)

Terms and hours to be arranged.

CH 670 Selected Topics in Chemistry (1-3)

In-depth coverage of selected current problems in chemistry research: analytical, biological, inorganic, organic or physical chemistry. **Prerequisite:** consent of instructor

Communication Studies**COM 111 Principles of Public Speaking (3)**

Instruction and practice in applying the principles of invention, organization, language, and delivery with a focus on the development of skill and confidence in formal public communication.

COM 112 Interpersonal Communication (3)

Practical, theoretically-grounded approaches to developing relational communication skills in a variety of contexts ranging from romantic relationships to friendships to on-the-job communication.

COM 199 Special Studies (1-15)

Terms and hours to be arranged.

COM 211 Introduction to Mass Communication (3)

Introduction to the study of mass communication through the critical engagement and examination of issues relating to the mass communication industry, media production, content, and effects.

COM 236 Contemporary Issues in Media (3)

Developing critical awareness of recent issues in the fast-changing world of media creation, organizations and audience use. This course especially focuses on the impact of media on individual decisions, social organizations and government operations.

COM 270 Principles of Forensics (1-6)

Training and participation in debate, oratory and extemporaneous speaking. Limit of 1 hour credit per term, except with consent of instructor. **Prerequisite:** COM 111 or consent of instructor

COM 271 Communication Studies Projects (1-3)

Training and participation in communication studies activities in the public setting. Terms and hours arranged with consent of instructor.

COM 312 Public Relations Communication (3)

Instruction and practice in the role of communications in American institutions and writing and editing internal and external communications such as news releases, broadcast actualities, electronic communication, brochures, newsletters, annual reports, and speeches. Discussion of the relationship between public relations, advertising and marketing and the role of law and ethics in public relations communications.

COM 321 Influence Through Argument (3)

Concepts and processes of argumentation, cogency in oral communication, systems of logic, critical analysis of contemporary efforts to convince, construction and presentation of cases. **Prerequisite:** COM 111

COM 323 Group Discussion & Leadership (3)

Dynamics of discussion; group thinking and decision making; interpersonal relations; types of leadership and the application of discussion techniques in the classroom and society.

COM 324 Business and Professional Communication (3)

Investigates the role of communication in business and the professions. Areas of study and performance include developing better listening skills, conducting meetings,

preparing and presenting reports, improving interpersonal skills in business, and conducting interviews.

COM 325 Intercultural Communication (3)

Examination of the connections between culture and communication. Exploration of the diversity among U.S. American cultural patterns as well as other cultures from around the world. Development of critical, analytical, verbal, and nonverbal skills necessary for effective intercultural communication.

COM 326 Communication and Controversy: Freedom of Speech in United States (3)

Study and critical assessment of major First Amendment issues and cases.

COM 327 Communication in the Legal Field (3)

Examines communication principles in the legal setting. These include cross-exam techniques, strategies in opening and closing arguments, interpersonal factors affecting trial participant credibility, and persuasive factors in judicial opinions.

COM 330 Advanced Forensics (1-3)

Intensive training in competitive speaking. Limit of 1 hour credit per term, except with consent of instructor. **Prerequisites:** COM 270 and/or consent of instructor

COM 331 Nonverbal Communication (3)

Examination of human nonverbal behaviors that have communicative potential. We study current knowledge and perspectives on nonverbal communication, using them to complete both formal and informal research projects, applying and testing contemporary theory and research on nonverbal communication.

COM 335 Communication and Gender (3)

An exploration of the intersection of gender and communication examining documented similarities and differences in communication patterns and styles and investigating gender as a communicative enactment.

COM 340 Conflict Management (3)

Using conflict simulations and popular media to present conflict management theory, this course gives students the tools to develop effective, ethical conflict management strategies and techniques.

COM 342 Media Literacy (3)

Encourages the development of media literacy by examining the complexity of media industries in the areas of production, economics, audience development, media effects, and institutional effects. Specific topics include the analysis of media products such as news, entertainment and advertising according to their purposes, message parameters and audience reception.

COM 343 Communication in the Information Age (3)

Study of the information age in its impacts on personal communication and social institutions. Emphasizing application of prin-

principles to personal experience and encouraging critical analysis of "information society" claims.

COM 380 Environmental Communication (3)

An overview of the rhetorical, mass mediated, organizational, interpersonal, and political communication dimensions of environmental studies. Critical analysis and practical application of environmental communication concepts and strategies.

COM 399 Special Studies (1-3)

COM 406 Special Individual Studies (1-3)

Terms and hours to be arranged.

COM 407 Seminar (1-6)

Terms and hours to be arranged. Six hours maximum apply to degree.

COM 408 Workshop (1-3)

COM 409 Internship (1-6)

This is an internship students design and carry out with a supervisor in a job setting. Must be taken pass-no credit (P/NC).

COM 410 Communication & Event Planning

Working with a school or non-profit community organization liaison, students will develop, plan, coordinate, and carry out a major event for the designated organization. Examples of past events include planning and running the Northwest Communication Association Conference, a charity golf tournament for Victim/Offender Restitution Program of Dallas, Ore., and a dance for the Boys and Girls Club of Albany. Assignments include readings, lectures, group work, and extensive outside of class work tailored to the organization's needs and the planned event. Students will turn in a portfolio at the end of the term that demonstrates tasks they have accomplished.

COM 412 The Criticism of Public Discourse (3)

Analysis and evaluation of speeches in their social settings; critical studies of invention, arrangement and style.

COM 416 Communication and Politics (3)

An examination of the relationship between communication and politics and how their interaction affects American society. Emphasis is on the communication of political issues, the ways in which social institutions help create, advance, and reinforce public opinion and the political systems. Topics may include Presidential rhetoric, political debates, local and national campaigns, and media/politics interactions.

COM 420 Communication in Organizations (3)

The study of communication processes that occur within the context of organizational life. Traditional and contemporary theories of organization are presented and assessed from a communication perspective. Practical, real life examples of daily organizational life are considered.

COM 422 Persuasion (3)

Approaches to changing audience attitudes, beliefs, behaviors and/or values strongly grounded in communication ethics and social scientific research, leading to message preparation and analysis.

COM 426 Language of the Mass Media (3)

Uses of verbal and visual language in the popular media—motion pictures, television, radio, newspapers, and magazines—both by direct study and analysis of the various media and by the study of the relevant scholarship and criticism.

COM 432 Rhetoric In the Western Tradition (3)

Survey of major rhetorical ideas, theories, and figures from the classical period to the present. Emphasis on the ways in which rhetoric was understood and used in western historical contexts.

COM 435 Rhetoric of the Women's Movement (3)

Examination of the works of the major speakers of the women's movement from the 18th century to the present.

COM 439 Contemporary U.S. Public Address (3)

Survey of several major U.S. speakers and speeches since the mid-twentieth century in their historical contexts. Analysis and evaluation of the rhetorical features of contemporary oratory grounded in critical and theoretical approaches to speaker, audience, text, and context.

COM 440 Relational Communication (3)

In-depth examination of everyday relational communication issues as behavioral outcomes of theoretically explained communication behaviors, from relationship initiation to relationship termination, including factors such as attraction, relational development and maintenance, critical relational events, and other topics in relational communication.

COM 442 Communication and Social Change (3)

Examination of communication in the context of historical or contemporary social issues or movements. Focus on critical thinking, dialogue, and praxis through application of communication theories and methodologies.

COM 450 Crisis Communication Management (3)

Practical experience to effectively manage and overcome a crisis. Students are introduced to sound research and the best practices in the field of crisis communication. Course is based in using case examples to explore a series of crisis communication management problems and strategies. Cases involve managing victims, reducing litigation, recovering reputation, healing corporate wounds, dealing with organizational opposition, engaging the media, and influencing employee, community, and public attitude. **Prerequisite:** COM 312

Computer Science

CS 101 Computers and Society (3)

This course provides an introduction to the computer's role in society. The student will become familiar with current computer terminology and will use applications software, including a word processor. **Corequisite:** CS 101L must be completed concurrently

CS 121 Computer Applications (2)

Class covers standard office applications for a personal computer. Currently the class uses the Microsoft Office suite of applications and includes intermediate Microsoft Word, basic and intermediate Microsoft Excel and basic Microsoft Access. As time permits, presentation software (Microsoft Power Point) and Web page editing software (Microsoft FrontPage) will be covered as well.

CS 122 Introduction to Computer Science for Non-Majors (3)

History and overview of fundamental concepts of computer science. Topics include: introduction to computer hardware and the role of an operating system; data communications and networks; the history and future of the internet and the world wide Web; issues in computer privacy, computer security, computer ethics and computer crime; buying and upgrading a personal computer system; and careers in computing.

CS 160 Survey of Computer Science (3)

Introduction to the study of computer science. Topics will include: binary and hexadecimal number systems; data representation in binary, including signed and unsigned fixed and floating point values; pseudo code and algorithm representation using pseudo code; use of a simple machine simulator to understand basic operation of a machine; and an introduction to data structures and object-oriented design using pseudo code. A term paper or project will be required.

CS 161 Computer Science I (5)

Formulation of problem specifications, development of algorithms, program design, structured programming concepts, program execution and documentation. Three hours of laboratory is required in addition to the lectures. **Prerequisite:** CS 160 recommended

CS 162 Computer Science II (5)

Course covers algorithms for external file processing and concepts associated with data abstraction. Examples will include linked lists, stacks, queues and trees. Three hours of laboratory is required in addition to the lectures. **Prerequisite:** CS 161

CS 195 Fundamentals of Web Design (3)

Fundamentals of web design using Adobe software. Focuses on the overall production processes surrounding Web design. Emphasizes design elements involving layout, navigation and interactivity. Includes hands-on web design exercises using Dreamweaver, Flash, Fireworks and FreeHand.

CS 199 Computer Science Topics (1-6)

Course content will vary. Topics are selected relative to new subject areas in computer science appropriate to freshmen level.

CS 221 Advanced Computer Application in Business (2)

An introduction to integration of software applications, advanced spreadsheets, macros, and relational databases. Course will improve students' understanding of DOS commands, introduce disk management techniques and increase students' ability to use a microcomputer efficiently. Supplemental topics may include desktop publishing and presentation graphics. **Prerequisite:** CS 121

CS 222 Computer Systems Management (3)

Provides hands-on experience in assembling, installing and maintaining computer hardware and software systems.

CS 260 Data Structures I (3)

Course studies the merging of abstract data types and the algorithms which manipulate them. Topics could include: the study of the elementary searching and sorting algorithms, the use of abstract data types such as stacks, queues and trees, and an introduction to complexity analysis. **Prerequisite:** CS 162, MTH 111, MTH 231 (or concurrent), or MTH 251 (or concurrent)

CS 262 Programming Languages (2)

Computer applications using the language designated. **Prerequisite:** CS 162

CS 271 Computer Organization (4)

Logical organization, computer hardware, introduction to assembly and machine language programming. **Prerequisite:** CS 162

CS 272 Low Level Programming (3)

Programming techniques that require programmer to be aware of the computer's hardware organization. Approximately one-half of the class will be devoted to an introduction to assembly language programming, and the remainder of the class will consider aspects of the C programming language such as: pointers, dynamic memory allocation, the address operators and the bitwise operators. **Prerequisite:** CS 162

CS 299 Topics in Computer Science (1-6)

Course content will vary. Topics are selected relative to new subject areas in computer science appropriate to sophomore level.

CS 311 Data Structures II (3)

A continuation of CS 260, where topics could include advanced searching and sorting algorithms, a further treatment of the data type trees into AVL trees, B-Trees and B+Trees, the inclusion of external file manipulation algorithms, graph structures and further study of complexity analysis and classes. **Prerequisite:** CS 260, and either MTH 231 or MTH 251

CS 315 Theory of Programming Languages (3)

Programming language paradigms and im-

plementation issues form the major content of this course. Paradigms studied include at least imperative, functional, logic and object oriented languages. Students will learn how to approach problems from the viewpoint of each of the paradigms. Implementation issues studied may include language evaluation criteria, forms of abstraction, scoping rules, parameter types, control structures, data typing, static vs. dynamic issues. **Prerequisite:** CS 311.

CS 340 Ethics & Information Management (3)

Acquaints students with the contemporary or possible future moral problem that arises due to computerization. Gives students a deeper understanding of the nature of morality or the nature of society. Help students understand the relationship between deep human needs, socioeconomic institutions and technology. **Prerequisites:** CS 160 and junior standing

CS 344 Discrete Structures (3)

Designed for students in computer science. Topics include: mathematical reasoning and methods of proof, sets, relations, functions, partially ordered sets and lattices, groups Boolean algebra, propositional and predicate calculus, recurrence relations and graph theory. **Prerequisite:** MTH 231

CS 345 Theory of Computation I (3)

Introduction to the theoretical models of computing, i.e. finite automata, pushdown automata and Turing machines are covered, along with a basic discussion on the classification of algorithms. **Prerequisite:** CS 260, and either MTH 231 or MTH 251, and MTH 354 (or concurrent)

CS 350 Network Administration (3)

Course provides an understanding of local area networks using the OSI model. Topics include network hardware, software and protocols. Students will gain hands-on experience with network administration tasks for popular network environments. **Prerequisite:** CS 162, MTH 111, MTH 231 (or concurrent) or MTH 251 (or concurrent)

CS 355 UNIX Fundamentals (3)

Introduction to the UNIX operating system. Emphasis on using a UNIX-based or a Linux-based computer and some basic system administration tasks. Covers fundamental UNIX commands and utilities, including the use of a text editor and a mail handler, configuring a shell, the UNIX file system organization, managing processes in a multiprocessing system and writing simple shell scripts. Other topics that may be covered: the X window system, C programming in a UNIX environment and UNIX pattern matching utilities such as awk. This class assumes no previous experience with the UNIX operating system. **Prerequisite:** CS 162

CS 372 Operating Systems (3)

Introduction to Operating Systems as managers of systems resources. Management of tasks, memory and peripheral devices is explored. Topics include task synchroniza-

tion, message handling, file management, demand paging, scheduling and dispatching. **Prerequisites:** CS 260, CS 271

CS 399 Topics in Computer Science (1-6)

Course content will vary. Topics are selected relative to new subject areas in computer science appropriate to junior level.

CS 406 Special Topics (1-4)

Course is to be offered on an individual student basis. It is designed to support students in investigating the application of programming methods to problems related to their declared major.

CS 407 Seminar (1-4)

Terms and hours to be arranged.

CS 408 Workshop (1-4)

Terms and hours to be arranged.

CS 409 Practicum (1-9)

Offers practical experience working in a computer science department for area businesses and industries.

CS 420 Database Management Systems (3)

Database system architecture; relational, hierarchical and network approaches. Security and integrity of data bases. **Prerequisite:** CS 260 or IS 320

CS 424 Expert Systems (3)

Course provide an introduction to both the construction of knowledge-based systems and the study of the underlying inference mechanisms. Both diagnostic and constructive systems will be studied. Additional topics may include the study of the development of expertise, the testing and maintenance of knowledge-based systems and their potential impact upon organizations. **Prerequisites:** CS 311 and CS 315

CS 425 System Analysis and Design (3)

This course requires students to work as a group for the solution of a large scale project. An interactive approach of design and analysis is used while prototyping and other alternative strategies are discussed. This term is devoted to the thorough design and documentation of a software product. Current software tools are integrated into the course, e.g. dataflow systems, version control systems, etc. **Prerequisite:** CS 420

CS 430 Software Implementation and Testing (3)

A continuation of the CS 425 course where the students, in groups, perform implementation of a designed software product. The emphasis is on unit testing, integration of the system and final testing of the product. Documentation and testing are the emphases. **Prerequisite:** CS 425

CS 440 Analysis of Algorithms (3)

A variety of algorithms are examined in terms of their demands on the resources of space and time. The trade-offs between space and time utilization is weighed so that the appropriate algorithm will be used

for a particular situation. The techniques for doing a detailed algorithm analysis are covered. A theoretical component on the classes of algorithms is included. **Prerequisite:** CS 311

CS 445 Theory of Computation II (3)

This course explores the mathematical foundation of computer science. The various levels of automata theory are covered along with their deterministic and non-deterministic counterparts. Emphasis is on identifying the gain in "power" as each new machine is introduced and the implications of the class of problems each is able to solve. Finally, a tie is established between the theoretical models and the modern day algorithms which can be described by these models. **Prerequisites:** CS 311 and CS 345

CS 447 Compiler Design (3)

This course includes the theoretical discussion of the complexities of a modern compiler, along with the examination of the algorithms necessary to implement the same. Programming tools such as LEX and YACC may be used. All phases of a compiler are implemented. **Prerequisites:** CS 311 and CS 345

CS 449 Topics in Computational Theory (4)

This course covers topics of special or current interest in the area of computational theory that are not covered in other courses.

CS 450 Network Programming (3)

Introduction to networking software and protocols. Students will learn about the design and implementation of common network protocols such as TCP/IP and HTTP. Programming assignments may include developing client and server software using sockets, RMI or CORBA, Web services and message oriented middleware. **Prerequisite:** CS 260

CS 451 Management of Information Systems (3)

Course examines current methods for creating a Web application. This course includes programming techniques used on various platforms appropriate for the creation of a Web application. **Prerequisite:** CS 260

CS 452 Internet Communications (3)

Comparing different network models. Focus on wide area networks and communication with routers, and switches. Management of Web servers will also be covered. **Prerequisite:** CS 450

CS 453 Data Mining & Data Warehousing (3)

Develop essential information and guidance on designing and building effective data warehousing systems. Data warehousing will develop tools, concepts and approaches to organize vast stores of information. This course explains what data warehousing is, how it works and why the survival of many businesses in the 21st century will depend on leading-edge information architectures. **Prerequisite:** CS 420

CS 459 Topics in System Management (3)

This course covers topics of special or current interest in the area of system management that are not covered in other courses.

CS 460 Introduction to Information Assurance (3)

Overview of terminology, concepts, issues, policies and technologies associated with the fields of information and software assurance. Covers the notions of threats, vulnerabilities, risks and safeguards as they pertain to the desired information security properties of confidentiality, integrity, authenticity and availability for all information that is processed, stored or transmitted in/by information systems. **Prerequisites:** CS 372 or IS 270 and CS 350 or CS 450

CS 469 Topics in Information Assurance (3)

Covers topics of special or current interest in the area of computer security that are not covered in other courses.

CS 470 Human Machine Interfaces (3)

Course focuses on developing understanding of the structure and use of GUI operating system services. Exploration of several key ideas: 1) classical vs. event-driven programming; 2) structures common to all GUI systems; 3) direct system call level programming vs. Class library level programming; 4) Internet GUI systems (Active X and Java). Student will gain hands on experience programming GUI's using Visual C++ and the Microsoft Foundation Classes, Win32 api (C code) and Java AWT and Swing class libraries. **Prerequisite:** CS 311

CS 471 Metrics and Testing (3)

Course covers principles of systematic testing of software systems, software verification, symbolic execution, software debugging, quality assurance, measurement and prediction of software reliability, project management, software maintenance, software reuse, reverse engineering. Emphasizes the process of software testing and different testing techniques and methodologies used in the industry. Also covers topics related to the management of a testing project. **Prerequisite:** CS 430

CS 472 Operating Systems - Advanced Topics (3)

Project-oriented course for senior computer science majors who wish to explore advanced program development techniques utilizing operating system services. Students will develop an understanding of the structure and purpose of distributed operating systems including process control, file systems, input/output systems and memory management. Hands-on experience in advanced development of applications focusing on the development of distributed and client/server applications. **Prerequisite:** CS 372

CS 474 Concurrent Systems (3)

Study of parallel architecture and parallel programming paradigms. A comparison

of large grain and fine grain programming methods. Topics also include: process creation and termination, shared and private data, scheduling algorithms and inter-process communication. **Prerequisite:** CS 311

CS 475 Applied Computational Intelligence (3)

Introduction to the field of artificial intelligence, including symbolic reasoning, first order logic, heuristic search, game playing, intelligent agents, planning and machine learning. Major successes and failures of the past plus current predictions of the future of AI will be discussed. Students will complete short programming assignments that apply AI concepts. **Prerequisite:** CS 315

CS 479 Topics in Software Engineering (3)

Course covers topics of special or current interest in the area of software engineering that are not covered in other courses.

CS 481 Computer Graphics (3)

Basic principles for the design, use and understanding of computer graphics. Algorithms for creating and manipulating graphic displays using a graphics kernel system are examined. Also examines hardware and software components of graphics systems. **Prerequisite:** CS 260

CS 482 Modeling and Simulation (3)

Design and construction of computer models. Use of these models will be used to simulate the behavior of the modeled system :

1. To better understand the system,
2. Predict how it might behave under different circumstances 3) find ways to improve the "performance" of the system. Covers both discrete and continuous system models. Study of the process of "translating" one's mental models into a computer modeling language in order to perform simulations. **Prerequisite:** CS 260

CS 483 Systems Administration (3)

Prepares student to be a system administrator for an enterprise level server. Operating system and server to be studied will be chosen from among the currently available systems. **Prerequisite:** CS 450

CS 484 Neural Networks (3)

Explores computation in massively interconnected networks of simple, autonomous processing elements. Examines the ideas motivating connectionist computation, how neural nets have been successfully applied to engineering tasks and cognitive modeling. Students will complete individual projects exploring the computational properties of neural networks. Students are expected to be comfortable with calculus and simple matrix operations. **Prerequisite:** CS 311

CS 600 Fundamentals of Computer and Information Systems (4)

Topics include systems theory, computing systems components and systems development.

CS 606 Special Topics (1-4)

Course is to be offered on an individual student basis. It is designed to support students who need to investigate topics not covered in existing courses. **Prerequisites:** CS 600 and CS 610

CS 607 Special Topics (1-4)

Special course offerings. **Prerequisites:** CS 600 and CS 610

CS 609 Practicum (1-9)

Credit for a practical work experience where advanced computer science skills are developed and/or utilized.

CS 610 Programming Languages (4)

Become familiar with high level programming languages and develop competency in an object-oriented programming language.

CS 620 Database and Information Systems (4)

Covers database theory and applications of databases. Focus on data modeling and data design.

CS 630 Software Engineering (4)

Tools used to measure and track stages of the project life cycle are examined.

CS 650 Networks and Communications (4)

Current and future role of the networked work place will be explored. Communication protocols will be explained.

CS 660 Algorithms and Computational Theory (4)

Examines the foundational tools of computer science.

CS 670 Computer Architecture and Operating Systems (4)

A survey course covering various aspects of operating systems and computer architecture.

CS 680 Knowledge Based Systems and Decision Support Systems (4)

Theoretical and practical aspects of decision support systems and knowledge based systems. An intro to artificial intelligence is given.

CS 690 Computer Security Administration (4)

Introduces the basics of computer security and investigates ways to prevent hackers from accessing websites. Will analyze formal criteria and properties of hardware, software, and database security systems.

Computer Science Education**CSE 406 Special Individual Studies (3)**

Terms and hours to be arranged.

CSE 407/507 Seminar (1-6), variable

Terms and hours to be arranged.

CSE 408/508 Workshop (1-9)

Terms and hours to be arranged.

CSE 409 Practicum (3-9)

Field placement in a setting where computer

education applications may be encountered under guidance and supervision.

CSE 415/515 Designing Information (3)

A look at how ideas are organized in a variety of media. Explores how information is encoded in text, graphics, audio and motion media. Effectively choosing and designing appropriate media for the communication of ideas.

CSE 430/530 Desktop Publishing and Presentations (3)

Application of the computer to create, organize and display text and graphics in print and non-print media. Training on a graphics program, page layout program and a slide transparency generating program.

CSE 436/536 LOGO as a Learning Tool (3)

An exploration of the LOGO philosophy and how it relates to developmental learning theories with application in varying curricular areas. Extensive opportunity for hands-on experience.

CSE 440/540 Multimedia Authoring (3)

Application of the principles of instructional design to the creation of computer based lessons using Hypermedia. Courseware developed will stress developmental techniques and validation.

CSE 450/550 Electronic Portfolio Creation (3)

Deals with the aesthetic/technical aspects of selection, evaluation and employment of various "authoring" tools for designing electronic portfolios. **Prerequisite:** CSE 440/540

CSE 454/554 Authoring Systems (3)

The selection, evaluation and use of authoring systems to develop an instructional unit.

CSE 603 Thesis or Professional Project (3-9)

This is the culminating project for the MSEd Information Technology degree. Students will complete a professional project of their choosing, approved by their adviser, which applies their gained knowledge of information technologies and education. Examples of professional projects might include educational Web sites, curriculum materials, online tutorials, educational CDs or videos, technology-rich instructional unit designs, technology integrated classroom designs. Thesis topics might involve the evaluation of such educational materials.

CSE 606 Special Individualized Study (1-3)

Designed for individual or special studies in a limited area of interest, under the guidance of a designated faculty member.

CSE 610 Computers in Education (3)

Course follows two distinct strands of activity: a theoretical/philosophical analysis of the underpinnings of technology use; and hands-on skill development in the use of hardware and software.

CSE 620 Computer as a Management Tool (3)

Theoretical and practical aspects of computer aided tool-use. Explores ways

in which perceptions of education may be altered when implementing computer-based technologies. Cultural implications will also be explored. Students will explore a range of computer management applications from simple record keeping to more sophisticated planning and forecasting techniques, utilizing a variety of computer-based management programs.

CSE 624 Internet for Educators (3)

Course will relate to a number of topics/issues germane to the use of Internet technologies in schools/classrooms/media centers. Students will become knowledgeable about the practical, theoretical and philosophical implications of using the Internet in education.

CSE 625 Creating an Internet Web Site (3)

Technical and theoretical aspects of designing and creating a Web site. Concentrates on development software and protocols associated with site design. Examines educational and cultural issues related to the use of the Internet and issues related to development of Web sites in educational settings. Students will create their own Web site.

CSE 655 Internship in Information Technology (3)

Allows students the opportunity to observe and participate with professionals working with technology in an educational setting. Activities might include designing and developing educational materials, providing technical support to educators, developing technical support materials, or providing technical support to students. Activities will occur under the supervision of, or in collaboration with, a working professional.

CSE 660 Computer Interactive Video Systems (3)

Principles and practices of interfacing and utilizing audio and video systems with microcomputers in instructional environments. **Prerequisites:** ED 626

CSE 680 Integrating Computers Into the Curriculum (3)

Integration of computers into an instructional program. A curriculum guide including goal statements, scope and sequence of objectives, identification of resources and program evaluation is developed. Activities will include identifying, planning, evaluating and implementing a curriculum to both teach with and about computers. **Prerequisite:** consent of instructor

Creative Arts**CA 101H, 102H, 103H A Correlated Study of the Arts (3 each)**

This sequence addresses the conceptual language used in the visual arts, music and theatre. Emphasis is placed on historical developments in European-American arts. Some terms will include examination of representative examples of the arts from non-Western cultures. Some sections may be writing intensive.

CA 199 Special Studies
Terms and hours to be arranged.

CA 399 Special Studies (1-3)

CA 401/501 Teaching Creatively and Collaboratively in the Arts (9)
Integrates art, music, theatre and dance with other subject areas to demonstrate creative and collaborative teaching strategies for classroom teachers. Prerequisite: minimum of 9 hrs in one creative art area (music, art, theatre or dance) or consent of instructor

CA 406 Special Individual Studies (1-3)

CA 407 Seminar (1-3)

CA 408 Workshop (1-3)

CA 409 Practicum (1-3)

CA 496 Creativity (3)
Investigates why creativity is important to us personally and globally. How creativity works and how culture evolves as domains are transformed by creative individuals will be examined. Included will be experimentation with different ways to develop and enhance our own creativity, with a focus on how creativity can benefit our artistic expression as well as every other area of our lives.

Criminal Justice

CJ 199 Special Studies (4)
Prerequisite: consent of instructor

CJ 212 History and Development of American Law Enforcement (4)

Course surveys the historical development of American law enforcement, focusing on the social, political and organizational dynamics that helped to shape this critical institution. The course covers the four major models of American policing: colonial, political, reform, professional and service models. Course provides a historical foundation for other courses in the law enforcement major.

CJ 213 Introduction to Criminal Justice (4)

A multidisciplinary approach to administration, procedures, and policies of agencies of government charged with the enforcement of law, the adjudication of criminal behavior and the correction/punishment of criminal and deviant behavior. Includes an overview of criminal justice models and explanations of adult and juvenile crime and responses of the adult and juvenile justice systems within respective social, political and economic contexts.

CJ 219 Ethics and Leadership in Criminal Justice (4)

Major ethical theories relevant to criminal justice and social service institutions are examined. Emphasis is placed on ethical practices and dilemmas that affect practitioners as they endeavor to provide public services.

CJ 220 Introduction to Homeland Security (4)

First in a series of three (CJ 220, CJ 320, CJ 420). Introduces students to the strategies and skills necessary to help local government and their communities become more effective in creating safe, vigilant, prepared and resilient communities for homeland security (i.e. natural and manmade disasters, crime and social deviance, acts of terrorism, and community enhancement). The course bridges the core strategies and philosophies of community policing and homeland security.

CJ 225 Substance Abuse: Causes, Enforcement, and Prevention (4)

Introduction to the causes of substance use and abuse in US society, the enforcement of drug and alcohol abuse, and contemporary modalities of prevention and treatment of substance abuse. Theories of substance abuse will be reviewed, as well as types of legal and illegal substances of abuse. The effectiveness of current enforcement practices will also be discussed.

CJ 241 Introduction to Community Crime Prevention (4)

Opportunity to explore the history, philosophy, theory and application of community crime prevention programs. Students will examine research and programs in law enforcement, the courts, corrections, higher education and community-based organizations.

CJ 244 Comparative Criminal Justice (4)

Criminal justice systems from around the world are compared and contrasted.

CJ 252 American Courts (4)

In depth examination and analysis of the American court system. Students will be exposed to the new emerging "problem solving courts" and the school of legal thought referred to as Therapeutic Jurisprudence. Course is multidisciplinary and appropriate for all students who wish to have a better understanding of the American court system and emerging trends in the administration of justice.

CJ 310 Legal Research and Writing (4)

An intensive writing course that focuses on legal research and writing. Students will learn to conduct legal research, write legal briefs, reports and memoranda utilizing the rules of citation, grammar and style.

CJ 320 Developing Homeland Security Practices (4)

Second in a series of three courses (CJ 220, CJ 320 and CJ 420). Course teaches students the skills needed to develop collaborative community action plans for homeland security (i.e. natural and man-made disasters, crime and social deviance, acts of terrorism, and community enhancement). **Prerequisite:** CJ 220

CJ 321 Principles of Forensic Investigations (4)

Course is designed for students studying forensic science and non-criminal justice majors. A study of the history, philosophy and theory of the use of physical evidence in

the US criminal justice system. Focus on the legal requirements for handling and processing forensic evidence and includes the study of the exclusionary rule and other relevant legal processes. Crime scene procedures, including the recognition, collection, processing and preservation of physical evidence.

CJ 322 Forensic Anthropology (4)

Introduces students to forensic anthropology, an applied subdiscipline of bioanthropology. Students will examine the role of the forensic anthropologist and the history of the discipline. Students will also become familiar with the goals, techniques, and broader applications of forensic anthropology.

CJ 327 Research Methods in Criminal Justice (4)

Opportunity to learn, understand and apply social research methods to issues germane to the discipline of criminal justice. Emphasis on the relationships of theory to research, measurement, research design, hypothesis testing, sampling and implications of research for social polity. **Prerequisite:** CJ 213

CJ 331 Police and Community: Policy Perspective (4)

Broad review of contemporary American crime control policies and their relationship to community needs and citizen expectations. Emphasis on the influences that politics (i.e. minority groups, advocacy groups, etc.), culture, economics and bureaucracy have on policy development. **Prerequisite:** CJ 213 or consent of instructor

CJ 351 Police Organization and Administration (4)

Organizational and management principles; the administrative process in law enforcement agencies; the relationship of theoretical administrative concepts to the practical police environment. **Prerequisite:** CJ 213 or consent of instructor

CJ 352 Criminal Law (4)

Examines the sources and application of substantive criminal law. Students will learn to locate, interpret and apply municipal ordinances, state statutes, common federal law, and how to find and research statutes.

CJ 403 Field Study (4)

Terms and hours to be arranged.
Prerequisite: consent of instructor

CJ 406 Independent Studies (1-4)

Terms and hours to be arranged.
Prerequisite: consent of instructor

CJ 407/507 Seminar (1-4)

Terms and hours to be arranged.
Prerequisite: consent of instructor

CJ 408 Workshop (1-15)

Term and hours to be arranged.
Prerequisite: consent of instructor

CJ 409 Practicum (4-12)

Terms and hours to be arranged.
Prerequisite: consent of instructor

CJ 420 Implementing Homeland Security Strategies (4)

Third in a series of three courses (CJ 220, CJ 320, and CJ 420). Course teaches students how to successfully implement collaborative strategies and community action plans related to homeland security (i.e. planning for or responding to all hazardous events) from an executive or leadership perspective. **Prerequisite:** CJ 320

CJ 421 Policy Analysis in Criminal Justice (4)

Introduction to the concepts and strategies of policy analysis as they apply to policies and programs within the criminal justice system or related programs of community collaborations. Course teaches (prepares) students how to conduct an actual analysis (evaluation) of a criminal justice program or policy, or a community collaboration. Course is designed to be taken in conjunction with CJ 425. **Prerequisite:** CJ 213 or consent of instructor

CJ 422 Community Collaboration and Development (4)

Course offers opportunity to learn the logistics, mechanics, and theoretical foundations behind community collaboration development – a systems approach that links community members and organizations with various institutions designated with the responsibility to assist communities. Course is multidisciplinary appropriate for anthropology, criminal justice, education, geography, history, and sociology students who will work or live in communities. **Corequisite:** must be taken in conjunction with CJ 425

CJ 423/523 Management of Law Enforcement Organizations (4)

Managerial concepts, administrative principles and supervisory practices for the middle command officer. Law enforcement leadership, policy formulation and application of sound management practices. **Prerequisite:** CJ 213 or consent of instructor

CJ 424/524 Law Enforcement Planning (4)

Planning techniques, development of criminal justice planning, identification of problem areas, causative factors, solutions and alternative strategies, using resources to effect change. **Prerequisite:** CJ 213 or consent of instructor

CJ 425 Program Evaluation/Participation (4)

Building on the skills and knowledge acquired in prior courses, this course offers students the opportunity to either:

1. Conduct an analytical evaluation of a community collaboration program, or
2. Participate as an ethnographer in a community collaboration program, in one of the following areas: community policing, homeland security, crime prevention, victim assistance, sentencing or reentry, disaster preparedness, or community outreach (i.e. homeless, mental illness, or poverty).

Corequisite: must be taken in conjunction with CJ 406 and either CJ 421 or CJ 422

CJ 427 Crime Analysis (4)

Course covers the qualitative and qualitative study of crime and crime trends in relation to factors of sociological, demographic and spatial nature. Students gain valuable experience in utilizing public data and attitudinal surveys for the purpose of analyzing, interpreting, and presenting crime reports in a professional manner.

CJ 435/535 Gender, Crime and Justice (4)

Course examines the differences in the commission of offenses and victimization by gender and addresses gender specific differences in criminality, societal reactions and criminal justice responses by gender. Course also addresses the relationships of gender, race, social class, crime and social control.

CJ 436/536 Minorities, Crime, Social Policy, and Social Control (4)

The involvement of minorities, especially African Americans, Hispanics and Native Americans, in crime and the criminal justice system. Special attention is devoted to the role of racism in theories of crime and in American law and to the treatment of minorities by various factions of the criminal justice system.

CJ 440/540 Community Crime Prevention Studies (4)

Multidisciplinary approach to theoretical foundations of issues related to crimes committed in the community and theoretical orientations of various community crime prevention strategies and the implications associated with social policies. **Prerequisite:** CJ 213 or consent of instructor

CJ 449 Youth Gangs in American Society (4)

Examines the emergence and proliferation of youth gangs in American society, with an emphasis on theory, policy analysis, and social, community, and individual impacts. This course examines intervention and prevention strategies, employing a systems approach that requires community, agency, and institutional collaboration development.

CJ 450/550 Criminology (4)

A description and analysis of types of crimes, types of criminals and the major theories of crime causation. An examination of past and present incidence rates of crimes; the socioeconomic, cultural and psychological variables related to criminal behavior; and a review of possible solutions to the crime problem. **Prerequisite:** CJ 213 or consent of instructor

CJ 451/551 Youth, Crime and Society (4)

Offers a review of the nature, distribution and explanations of youth crime, with particular attention given to the historical context of youth crime and the topic of youth gangs. Gender, race, political and official responses to youth crime will be emphasized. **Prerequisite:** CJ 213 or consent of instructor

CJ 452/552 Criminal Procedure (4)

The concepts of due process and application of the Bill of Rights in criminal law are

examined in the light of U.S. Supreme Court decisions. State and federal procedural law is reviewed as well as relevant new legislation. **Prerequisites:**

CJ 213 and CJ 252 or consent of instructor

CJ 453/553 Corrections (4)

Considers the evolution of punishment, corrections theories, survey of prison development and administration; education, labor and rehabilitation processes; social groups in the prison community. **Prerequisite:** CJ 213 or consent of instructor

CJ 454/554 Parole and Probation (4)

History of parole and probation; review of contemporary parole and probation theories, practices, processes and research; the future of parole and probation. **Prerequisite:** CJ 213 or consent of instructor

CJ 455/555 Correctional Casework and Counseling (4)

History, development and contemporary practices, theories, and techniques of juvenile and adult correctional casework, counseling and treatment. **Prerequisite:** CJ 213 or consent of instructor

CJ 456 Contemporary Issues in Criminal Justice (4)

A study of contemporary issues in criminal justice. **Prerequisite:** consent of instructor

CJ 463/563 Topics on Juvenile Issues (4)

This course focuses on contemporary juvenile issues (such as child abuse) and other current issues and trends that involve the juvenile, family, school, social agencies and the court. **Prerequisite:** upper-division standing

CJ 603 Thesis/Field Study (1-9)

Terms and hours to be arranged.

CJ 606 Special Individual Studies (1-15)

Term and hours to be arranged.

CJ 608 Workshop (1-15)

Term and hours to be arranged.

CJ 609 Practicum (1-12)

Term and hours to be arranged. Students must obtain signature from community service supervisor prior to registration.

CJ 612 Research in Criminal Justice (4)

Course examines research techniques and methods necessary for a comprehensive understanding of crime, criminal justice, and their relationship to policy construction and implementation. Course will explore quantitative and qualitative social research methodologies, and examine their application in the study of crime and criminal justice in a variety of geographic environments (e.g. rural and/or urban settings).

CJ 616 Community-Based Corrections (4)

Inventory, assessment and impact of community based programs implemented for treatment and care of the juvenile and adult offenders.

CJ 617 Criminal Justice Administration and Organizational Behavior (4)

Review of theories of organization and administration, the application of these theories to criminal justice system organizations; review of research on criminal justice administration and organization.

CJ 618 Theory of Criminal Law (4)

Development and application of criminal law in America. Focus on a variety of issues germane to the history and implementation of criminal law. Course will address philosophical, sociological, psychological and biological contributions to criminal law, and the implications of these contributions on social policies will be explored.

CJ 619 Ethics and Leadership in Criminal Justice Organizations (4)

Course examines major theories of leadership and ethics relevant to criminal justice and social service institutions. Emphasis is placed on leadership and its relationship to ethics. Various models of leadership and research relevant to the criminal justice setting are discussed.

CJ 620 Offender Treatment (4)

Exploration of various offender treatment programs. Students will examine the theoretical foundation for those programs, as well as the social, economic and political implications associated with adult and juvenile offender treatment programs.

CJ 621 Human Resource Management in Criminal Justice (4)

Students will explore the recruiting, selection, training, assignment, discipline and promotion of personnel in criminal justice. Emphasis is on the philosophy, theory and practice of human resource management in the contemporary public safety agency.

CJ 622 Strategic Planning in Criminal Justice (4)

Students will explore the development and design of strategic planning to provide the competence to develop a strategic plan for a criminal justice agency. Strategic planning will be contrasted to tactical planning and intuitive planning. The strategies for future thinking, visioning, organizational values, environmental concerns, stakeholders and forecasting will be studied. Study and research will focus on the philosophy, theory and application of strategic planning in criminal justice agencies.

CJ 656 Contemporary Issues in Criminal Justice (4)

A study of contemporary issues in criminal justice.

CJ 660 Advanced Theories and Research in Crime and Delinquency (4)

Graduate students will have an opportunity to explore advanced applications of theory and social research methodologies. Students will be required to develop and apply critical analysis of a variety of theoretical and methodological applications within the realm of

criminal justice and the broader study of crime. Students will be required to demonstrate an understanding of the relationships between theory, methods and social policy.

Dance**D 140 Conditioning for Dancers (1 each)**

Participation in physical (and mental) conditioning specifically designed for dancers. This course can be repeated once for credit. Students retaking course may be allowed to participate in their own individualized conditioning programs with instructor supervision.

D 170, 171, 172 World Dance I - III (1 each)

An introduction to the performance of traditional and popular dance styles from a selection of world dance perspectives. Emphasizing practice and performance, the course examines dance forms in relation to their specific cultural contexts.

D 177, 178, 179 Beginning Hip Hop (1 each)

An introduction to the performance of selected contemporary dance styles from urban-American street dance. Emphasizing practice and performance, the course examines a variety of dance forms from break dancing to voguing. To be taken in sequence.

D 180, 181, 182 Beginning Modern Dance I - III (1 each)

Modern dance technique heightens awareness of the expressive use of the body, builds physical, aesthetic and performance skills, and develops appreciation for the art form of dance. Creative expression is developed as rhythm, movement patterns and dynamics are explored. An introduction to choreographic ideas may also be introduced. To be taken in sequence.

D 185, 186, 187 Beginning Ballet I - III (1 each)

Introduction to the basic concepts of body alignment, the technical movement vocabulary in traditional ballet, the accompanying French terminology and the basic movement sequences that will develop strength and flexibility. To be taken in sequence.

D 188, 189, 190 Beginning Jazz Dance I - III (1 each)

Introduction to the varied styles of contemporary jazz technique with an emphasis on the uses of rhythm, syncopation, isolation of the various body parts and varied rhythmic accompaniment. To be taken in sequence.

D 196, 197, 198 Beginning Tap I - III (1 each)

Introduction to the basic elements of tap dancing steps and techniques in a variety of styles from military to rhythm or jazz tap to waltz clog. Improvisation will also be introduced. To be taken in sequence.

D 199 Special Studies (1-15)

Terms and hours to be arranged. May be repeated for credit.

D 210, 211, 212 Beginning Modern IV, V, VI (2 each)

A continuation of the work outlined for beginning modern I, II, III with emphasis on further development and mastery of technique, expressive, rhythmic and performance skills. **Prerequisite:** D 180, 181, 182 or consent of instructor.

D 220, 221, 222 Beginning Ballet IV, V, VI (2 each)

A continuation of the work outlined for beginning ballet I, II, III with emphasis on further development and mastery of technique, movement vocabulary, alignment and performance skills. **Prerequisite:** D 185, 186, 187 or consent of instructor

D 240 Wellness for Dancers (3)

Introduces dance majors to the importance of healthy practices for improved health, well being, and dance performance. A series of individual assessments and health screenings will be conducted for dancers to gain knowledge of their current practices and as a basis for designing programs for optimal wellness and performance.

D 251 Introduction to Dance (3)

This course is designed to introduce the origins of the various forms of dance, such as ballet, modern, musical theatre, jazz, tap, folk and popular dance forms. Also examined will be how and why people dance as well as how and why people watch dance, with concern for becoming more conscious and informed viewers.

D 260 Dance Improvisation (1)

Explorations to foster movement invention and spontaneity. Structures and open improvisations incorporating other media such as music, text and props. Class participation in formal discussion. Concurrent registration in a dance technique class is strongly advised.

D 280, 281, 282 Intermediate Modern Dance I - III (2 each)

Introduction to the elements of an intermediate level of modern dance movement with emphasis on developing technique, expanding movement vocabulary, improvisational work, personal expression and performance. **Prerequisite:** Beginning Modern Dance sequence or consent of instructor.

D 285, 286, 287 Intermediate Ballet I - III (2 each)

Introduction of an intermediate level of adagio, barre, petite and grande allegro. Emphasis will be placed on work in the center and across-the-floor combinations. **Prerequisite:** Beginning Ballet sequence or consent of instructor

D 288, 289, 290 Intermediate Jazz Dance I - III (2 each)

Intermediate level of contemporary jazz dance styles. Includes an introduction to a more advanced level of technique focusing on rhythm, syncopation and body isolations. Some emphasis will be placed on improvisatory jazz dance and compositional applica-

tions. **Prerequisite:** Beginning Jazz Dance sequence or consent of instructor.

D 300 Human Movement Notation (3)

A survey of notation methods used for the recording and analysis of basic movements of the human body. The methods will include: Labanotation, computer generated notation and video notation. These methods are applicable to those fields in which there is a need to record human motion: dance, athletics, anthropology and physiotherapy.

D 301, 302, 303 Pointe Technique I – III (1 each)

This course will introduce basic classical ballet vocabulary and pointe technique, historical perspectives, anatomy, as well as point related injuries and their prevention. **Prerequisite:** Intermediate Ballet sequence or consent of instructor

D 310 Women in Dance (3)

Women's contributions to the art of dance from the Renaissance to the present. Performers, choreographers and arts supporters will be emphasized.

D 330 Rhythmic Awareness (3)

An exploration of the musical components of rhythm in relation to dance. Elements such as beat, meter and form are studied and developed in the context of movement and choreography. Also explored is the potential for collaboration between dancers and musicians and basic elements of rhythmic notation. **Prerequisite:** MUS 213, Beginning Dance sequence or consent of instructor

D 351 Dance Composition I (3)

This course will explore choreographic concepts as they relate to the elements of space, time and force. Emphasis will be placed on solo compositions. **Prerequisite:** Beginning Modern Dance sequence or consent of instructor

D 352 Dance Composition II (3)

This course will explore choreographic concepts as they relate to the elements of spatial design, musical form, character study and textural differences. **Prerequisite:** D 351 or consent of instructor

D 357 Dance in Musical Theatre (3)

Examines the development of musical theatre dance from the 19th century to present. Includes selected choreographers, their works and the role they played in the development of American musical theatre.

D 360, 361, 362 Intermediate Modern Dance IV, V, VI (2 each)

For intermediate level students taking the intermediate modern sequence for a second year. A continuation of the work outlined under intermediate modern D 280, 281, 282 with emphasis on a higher level of technical, improvisational and expressive skills. **Prerequisites:** D 280, D 281, D 282

D 363, 364, 365 Intermediate Ballet IV, V, VI (2 each)

For intermediate level students taking the intermediate ballet sequence for a second year. A continuation of training the ballet student in traditional ballet and the accompanying technical movement vocabulary. **Prerequisites:** D 285, D 286, D 287

D 370, 371, 372 Intermediate Modern Dance VII, VIII, IX (2 each)

For intermediate level students taking the intermediate modern sequence for a third year. A continuation of the work outlined for intermediate modern with emphasis on an advanced level of technical, improvisational and expressive skills. **Prerequisites:** D 360, D 361, D 362

D 373, 374, 375 Intermediate Ballet VII, VIII, IX (2 each)

For intermediate level students taking the intermediate ballet sequence for a third year. A continuation of the training outlined for Intermediate Ballet with emphasis on an advanced level of training. **Prerequisites:** D 363, D 364, D 365

D 376, 377, 378 Advanced Ballet I, II, III (2 each)

Further development and mastery of advanced barre, adagio, petit and Grand allegro technique. Emphasis will be placed on an advanced pre-professional level of technical and performance skills. **Prerequisite:** Intermediate Ballet sequence or consent of instructor

D 380, 381, 382 Advanced Modern Dance I – III (2 each)

Further develops the technical level of the student through advanced study in past and contemporary dance trends. Included will be individual and group improvisational explorations, focus on exploring personal expression through movement, as well as an emphasis on performance. **Prerequisite:** Intermediate Modern Dance sequence or consent of instructor

D 383, 384, 385 Advanced Modern Dance IV, V, VI (2 each)

For advanced level students taking the Advanced Modern sequence for a second year. A continuation of the work outlined under Advanced Modern D 380, 381, 382 with emphasis on a higher level of technical, improvisational, personal expression and performance skills.

D 386, 387, 388 Advanced Modern Dance VII, VIII, IX (2 each)

For advanced level students taking the Advanced Modern sequence for a third year. A continuation of the previous advanced level work with emphasis on an advanced, pre-professional level of technical, improvisational, personal expression and performance skills.

D 390 Kinesiology for Dance (3)

Survey of kinesiology principles as related to basic movement. The areas stressed are

anatomy, physiology, biomechanics, movement behavior, and various alignment and conditional techniques. Students become aware of their personal movement behavior and investigate ways of becoming movement efficient.

D 391, 392, 393 Advanced Ballet IV, V, VI (2 each)

For advanced level students taking the advanced ballet sequence for a second year. A continuation of the previous advanced level work with emphasis on an advanced, pre-professional level of technical and performance skills. **Prerequisites:** D 376, D 377, D 378

D 394, 395, 396 Advanced Ballet VII, VIII, IX (2 each)

For advanced level students taking the advanced ballet sequence for a third year. A continuation of previous advanced level work with emphasis on an advanced, pre-professional level of technical and performance skills. **Prerequisites:** D 391, D 392, D 393

D 399 Special Studies: Dance Concert and/or Musical (1-3)

Participation, by performing or crewing, in a dance concert or musical theatre production. By audition only. May be repeated for credit.

D 405 Senior Project (2)

Each graduating senior with a B.A./B.S. in dance or a B.A./B.S. in the arts with a dance emphasis will complete a final capstone experience on a selected topic in the field of dance. Students are responsible for the creation, rehearsal, research and the presentation of the project. **Prerequisite:** senior standing in dance

D 406 Independent Studies in Dance (1-3)

For students who wish to study in depth selected topics in dance history, theory, education or criticism. Only 3 credit hours of D 406 and D 408, singly or combined, count as electives in the dance minor. May be repeated for credit. **Prerequisites:** intermediate level dance study and consent of instructor

D 407 Seminar (1-15)

Terms and hours to be arranged. May be repeated for credit.

D 408 Workshop (1-15)

Terms and hours to be arranged. (To allow for various workshops in dance, i.e., Pas de Deux, men's techniques, African dance, etc.) May be repeated for credit.

D 409 Internship (1-6)

Terms and hours to be arranged. Supervised practical experience in a professional dance field. Such experiences may include performing in a dance company, teaching at a dance studio/school and choreographing for studios or companies or schools. May be repeated for credit.

D 450 Dance Repertory (1-3)

Intermediate and advanced students have an opportunity to work with regionally and/or nationally renowned guest artists who set repertory works, historical works or create new work on WOU dance students. The piece will be performed in the annual dance concert at WOU and is often performed and adjudicated at the regional American College Dance Festival. By audition only. May be repeated for credit.

D 451 Dance Production (3)

Provides the practical and theoretical knowledge of the various areas of dance production. Included will be practical experience in sound production, lighting, costume, makeup, management and publicity.

D 451L Dance Production Lab (1)

Designed to give students a hands-on experience in the study and practical application of the aesthetic and technical aspects of the production of a dance concert. To be taken concurrently with D 451.

D 453 Ballet History (3)

Covers development of ballet from its roots in the Renaissance Courts through the Romantic and Classical eras to the present.

D 454 Evolution of Modern Dance (3)

Covers the development of modern dance and the philosophies of the leading modern dancers of the 20th century from Duncan to the present.

D 455 Group Choreography (3)

Examines the use of groups of dancers as they relate to design, shape, focus, space and balance. Introduction to and experience with formal dance structure will be included as well as analysis and evaluation of well known choreographic works. Other special considerations of group choreography will also be addressed. **Prerequisites:** D260, D 351, D 352 or consent of instructor

D 460 Dance and Technology (3)

Introduction to the use of desktop multimedia applications and peripherals applied specifically to dance production and the creative process.

D 491 Creative Dance for Children (3)

Course explores dance concepts and expressive movement. Included will be how these areas apply to foster creativity, and how they may be used both as a format for understanding other cultures and as a tool for teaching other subject areas at an elementary education level. **Prerequisites:** A beginning level dance technique sequence or consent of Instructor

D 493/593 Dance for the Classroom from Around the World (3)

Study and experience ethnic dances from various geographical and cultural areas of the world. These dances will be examined in relationship to their cultural context and relevance within the given society.

D 494 Dance Pedagogy (3)

Study and evaluation of methods and materials for teaching dance in a studio setting. The topics examined include: how to build a dance class, what to teach and methodology involved. Practical application of the methods will be emphasized.

D 496 Creativity (3)

Explores the mind/body connection as an integral link in the creative process as it relates to the creation of art, health, well-being, and an overall life perspective. Topics include: developing imagination, body-centered awareness, releasing blocks to well-being and creativity, living life from the inside out and creating a healthy, balance mind/body connection.

Earth Science

ES 104, 105, 106 Earth System Science (5 each)

This three-term sequence of courses integrates the critical concepts of chemistry, physics and geology in the context of the Earth as a system. ES 104: Focus on the Solar System, the processes driven by the interior of Earth, including plate tectonics, earthquakes, volcanism and introduction to study of Earth materials. ES 105: Focus on physical and chemical processes occurring at the surface of Earth with an emphasis on energy in the Earth system. ES 106: Focus on human impacts to the Earth system, including chemical and physical aspects of water pollution, oceanography, air pollution, meteorology and global climate change. Not open to students who have taken more advanced course in the corresponding subject matter. All three courses require three hours of lecture and one two-hour laboratory per week.

ES 201, 202, 203 Principles of Geology (4 each)

Introductory geology sequence focuses on physical and historical geology. ES 201 emphasizes Earth's internal processes with topics including plate tectonics, minerals, igneous rocks and processes, volcanism, metamorphism and metamorphic rocks, rock deformation, geologic structures and earthquakes. ES 202 emphasizes Earth surface processes with topics including sedimentary rocks, sedimentary processes, rock weathering, mass wasting, river systems, groundwater, glaciers, deserts and coastal processes. ES 203 explores the origin and dynamics of Earth's interior, surface, ocean, atmospheric and biological systems and critically evaluates topics including the age of the earth and the origin of life. Three lectures and one two-hour laboratory.

ES 301 Petrographic Microscopy (2)

Introduction to the basic techniques for using a petrographic microscope to describe, identify and interpret Earth materials in thin section. Course integrates field observations, microscopic investigations of rocks and minerals and digital image analysis to solve geologic problems. One hour of

lecture and two hours of lab per week. Additional field trips outside of scheduled class time may be required. **Prerequisite:** ES 201, or consent of instructor

ES 302 Quantitative Methods (2)

Focus on quantitative techniques in geology, applied mathematics, basic statistics, software applications and field technology. One hour of lecture and two hours of lab per week. Additional field trips outside of scheduled class time may be required. **Prerequisite:** Introductory geology course, or consent of instructor. May be taken concurrently with introductory geology course.

ES 303 Geologic Field Techniques (1)

Introduction to the methods and techniques of geological observation and interpretation, with an emphasis on understanding earth processes in the field and reconstructing the physical history of the earth; the stratigraphic, petrologic and structural relations of rocks; geological illustration and report writing. One three-hour lab; required weekend field trips. **Prerequisite:** ES 203 (may be taken concurrently) or consent of instructor

ES 304 Survey of the Fossil Record (3)

Explores the 4 billion year fossil record of life on earth. Begins with a survey of the diversity of fossil forms and the criteria used to distinguish fossils on the basis of hard part morphology. Then examines the evolution of increasingly complex forms of life from the pre-Phanerozoic through the recent, from simple prokaryotic cells to complex metazoans. The final week examines the use of fossils as proxies for the measurement of paleotemperature, precipitation, and other climatic variables. The course emphasizes concise and precise writing and critical thinking skills. Two hours of lecture and two hours of lab weekly.

ES 321 Structural Geology (4)

Introduction to mapping, analysis and interpretation of folds, faults, lineations, foliations and other structures exhibited by rocks. Emphasis is on the basic techniques of analyzing geologic structures associated in space and time and interpreting the structural history of the lithosphere. Four hours of lecture and active learning per week; required field trip. **Prerequisite:** ES 201 or consent of instructor

ES 322 Geomorphology and Aerial Photo Interpretation (4)

Study of the physical and chemical processes operating at the earth's surface and their resulting landforms. Topics include weathering processes, soils, mass wasting, river systems, glacial phenomena, tectonic landscapes, volcanic areas and coastal regions. Analytical techniques include interpretation of aerial photographs, map analysis and quantitative approaches to geologic problem solving. Four hours of lecture and active learning per week. Supplemental field trips are incorporated as needed. **Prerequisites:** ES 201, ES 202 or consent of instructor

ES 331 Introduction to Oceanography (3)

Introduction to physical oceanography with topics including sea floor tectonics, ocean basin physiography, sediment production and transport, physical properties of sea water, chemistry of sea water, air-sea interaction, ocean circulation, tides, waves and coastal processes. Concepts of physics, chemistry, geology and mathematics (through algebra) are incorporated to supplement topical discussions of ocean processes. Three hours of lecture and active learning per week.

ES 341 Fundamentals of Geographic Information Systems (4)

Introduction to Geographic Information Systems using the ArcGIS software platform. Topics include cartographic principles, coordinate systems, map projections, database concepts, vector/raster data models, attribute/feature editing, geocoding, spatial analysis, and map production. Four hours of lecture and active learning per week.

Prerequisite: Introductory Earth Science or Physical Geography course, or consent of instructor

ES 351 Geology for Educators (3)

Introduces future teachers to approaches for using the earth as a natural laboratory to examine scientific issues of societal concern, including the dynamic processes that shape the earth, its landscapes, and its climate. Emphasizes hands-on learning and modern approaches for using Earth science concepts in the classroom. Two hours of lecture and two hours of lab. Will be taught in alternating Winter quarters.

ES 354 Volcanoes and Earthquakes (3)

Introduction to earthquake phenomena and volcanic processes, with an emphasis on their impact to people, infrastructure, and natural resources in Oregon and the western United States. Course will focus on the mechanisms that cause earthquakes and volcanoes, relation to plate tectonics, and associated hazards. Three hours of lecture and active learning per week. **Prerequisites:** Introductory geology course, or consent of instructor

ES 390 Basic Meteorology (3)

An introductory study of atmospheric processes and meteorologic phenomena. Topics include structure of the atmosphere, heat transfer, air pressure, precipitation, circulation, data collection and weather forecasting. Three hours of lecture and active learning per week.

ES 392 Sedimentary Geology (4)

Description and interpretation of sedimentary lithology, textures and structures, primarily at the hand sample and outcrop scale; the principles of transport/depositional processes; sedimentary environments; and facies models. Four hours of lecture and active learning. Two required field trips, one during the academic week, and one weekend trip. **Prerequisites:** ES 203, ES 450 or consent of instructor. Should be taken during the stu-

dent's senior year and requires a significant preexisting geological knowledge base.

ES 401 Research (1-15)

Terms and hours to be arranged.

ES 406 Special Individual Studies (1-15)

Terms and hours to be arranged.

ES 407 Senior Seminar (1)

Students will conduct in-depth study and research on a broad-ranging topic in the Earth Sciences. Assessment will be based primarily on a formal presentation, which each student will give on their sub-topic, and on student participation in weekly meetings in which the class will discuss the Earth Science topic/issue. Two hours of lecture. **Prerequisite:** senior standing in Earth Sciences

ES 408/508 Workshop (1-15)

Terms and hours to be arranged.

ES 431/531 Paleobiology (4)

The evolution of terrestrial and marine ecosystems interpreted from the fossil record; the application of paleontological data to resolving problems in earth history. Four hours of lecture and active learning. Offered alternate years. **Prerequisite:** A beginning biology course or consent of instructor; recommended: ES 203

ES 450/550 Introduction to Petrology (4)

Focus on the textures, compositions and genetic associations of diverse suites of rock types. Study of the structure, chemistry, physical properties and occurrences of rock-forming minerals augment the rock study. Emphasis is on the integration of hand sample study, petrographic microscopy and digital image analysis to solve geologic problems. Four hours of lecture and active learning per week. **Prerequisites:** ES 201, ES 301, or consent of instructor

ES 453/553 Geology of the Pacific Northwest (4)

An introduction to geology, geological history, tectonic evolution, geological resources and landscape development of western North America, with an emphasis on the geology of Oregon. Four hours of lecture and active learning per week. **Prerequisite:** A general geology course or consent of instructor

ES 454/554 Volcanology (4)

Study of the processes and products of volcanism. Focus is on rock types, structures, field relations, tectonic settings, conditions of origin and geologic history of volcanism with specific emphasis on the Pacific Northwest. Four hours of lecture and active learning per week; supplemental field trips will be incorporated as needed. **Prerequisite:** introductory geology course or consent of instructor

ES 458/558 Field Studies in Geology (1-9)

Field excursions to study geology at classic localities in the Pacific Northwest and beyond. Terms and hours to be arranged.

ES 460/560 Energy and Mineral Resources (3)

Focus on the geology of energy and mineral resources in terms of their description, occurrence, origin and distribution. Also considers extraction, treatment, uses, and reserves of mineral and energy resources; the historical, economic and social issues involved with certain resources; and the environmental implications of the use and exploitation of resources. Three hours of lecture and active learning per week. Offered alternate years. **Prerequisite:** introductory geology course or consent of instructor

ES 473/573 Environmental Geology (4)

Study of contemporary environmental issues as related to geologic systems. Topics include geologic hazards, land use, groundwater-surface water-soil contamination, remediation technologies, environmental planning, habitat restoration, applied analytical techniques and consulting practice. Four hours of lecture and active learning per week. Supplemental field trips will be incorporated as needed. **Prerequisites:** ES 201, ES 202, or consent of instructor

ES 476/576 Hydrology (3)

Investigation of near-surface hydrologic systems of the Earth. Topics include the hydrologic cycle, water budgets, introductory fluid dynamics, groundwater systems, watershed analysis, water quality and water resource evaluation. Three hours of lecture and active learning per week. Supplemental field trips will be incorporated as needed. Offered alternate years. **Prerequisites:** ES 201, ES 202, or consent of instructor

ES 491/591 Stratigraphy and Depositional Systems (3)

Course designed for both Earth Science majors and general interest audiences. Course offers an overview of clastic depositional environments and sequences, including continental, marine marginal and deep marine settings. Concepts and applications of facies and stratigraphic modeling will be explored, with an emphasis on natural resource exploration and recovery. Examination of tectonic controls on the nature and distribution of facies and paleoenvironments of sedimentary basins in tectonically active settings. Offered alternate years. Three hours of lecture and active learning. **Prerequisite:** a general geology course or consent of instructor; recommended ES 392

ES 492/592 GIS Applications in Earth Science (3)

Focus on the application of Geographic Information Systems to relevant problems in the Earth Sciences. Emphasis is placed on the use of computer technology in analyzing spatial and temporal relationships of geologic systems. Students will learn techniques in digital map compilation, digital image processing and analysis of complex data sets. Three hours of lecture and active learning per week. Offered alternate years. **Prerequisites:** Introductory Earth Science course, or consent of instructor; recommended ES 341

ES 601 Research (1-15)

Terms and hours to be arranged.

ES 603 Thesis or Field Study (1-15)

Terms and hours to be arranged.

ES 606 Special Individual Studies (1-15 hours)

Terms and hours to be arranged.

ES 655 Glacial Geology (3)

A study of glacial processes and products including those associated with alpine, continental and periglacial settings. Work with topographic maps, aerial photographs and examples of glaciation in the Pacific Northwest. Appropriate term paper or project required.

ES 656 Geology of North America (3)

Study of the geologic structure, evolution and geomorphology of the North American continent. Two lectures and one two-hour laboratory. **Prerequisite:** consent of instructor – offered summers only

Economics

EC 199 Special Studies (1-6)

Terms and hours to be arranged. A means by which students may earn lower-division credit for such learning activities as intern programs and writing research reports on small business firms and international conglomerates.

EC 200 Introduction to Economic Perspectives (4)

An issues-oriented introduction to economics that covers markets, unemployment, inflation, market power, the environment, crime, discrimination, health care, education, poverty, social security, international trade and economic development. Includes intensive writing.

EC 201 Introduction to Microeconomics (4)

Introduction to consumer and producer behavior and the market process. Theories of production, cost and perfectly and imperfectly competitive market structures will be covered as well as the role of the public sector, input markets and contemporary economic issues such as health care and the environment.

EC 202 Introduction to Macroeconomics (4)

Introduction to the macroeconomic behavior of the economy. Includes national income accounting, business cycles, growth, recession, inflation, unemployment and monetary-fiscal policies. Current issues in international trade and international finance are covered. **Prerequisite:** EC 201

EC 311 Intermediate Microeconomics (4)

Provides the student with a rigorous grounding in the methods and techniques of modern micro-economic analysis. The course develops the standard neoclassical theories of consumption, exchange and production under the assumption of perfect competition and full information. Situations in which

information and markets are imperfect, including price discrimination, monopolistic competition, oligopoly, monopoly and cartels are also covered. **Prerequisites:** EC 202, MTH 111 and sophomore standing

EC 313 Intermediate Macroeconomics (4)

Focuses upon the behavior of the economy as a whole. Emphasizes the forces and interactions that naturally determine the levels of - and changes in the levels of- employment, aggregate output, interest rates and prices in a market economy; policy instruments for manipulating those levels; and policy problems. **Prerequisite:** EC 201, 202, MTH 111, EC 311, and sophomore standing

EC 315 Economic Analysis and Report Writing (4)

Basic methods of economic analysis; data sources, collection and presentation; report writing; projects to develop these skills.

EC 318 Money and Banking (4)

In-depth coverage of money, its forms, how it is created by banks and the Treasury, how its supply is regulated by the Federal Reserve System and its vital role in the functioning of the macroeconomy. **Prerequisites:** EC 201, 202 or consent of instructor

EC 319 Public Finance (4)

Economic analysis of revenue collection and expenditure by federal, state and local governments. Deals with the effect of income taxes, corporate taxes, excise taxes, property taxes, fees and other sources of public revenue on personal income, employment and production; incidence and shifting of taxes. **Prerequisites:** EC 201, 202 or consent of instructor

EC 321 Public Choice Theory (4)

Overview of the development in public choice theory. Application of economic tools to traditional problems of political science. Positive analysis of collective decision-making and evaluation of outcomes.

EC 333 Economics of Professional Sports (4)

Applies economic analysis to professional sports. Topics include: public financing of arenas and stadiums; the impact of professional sports on local, regional and national economies; labor issues such as free agency, salary caps, discrimination and "superstars"; competitive balance, revenue sharing and market structure. **Prerequisites:** EC 201, 202 or consent of instructor

EC 334 Economics of Collegiate Sports (4)

Applies economic analysis to collegiate sports. Topics include: history and function of the National Collegiate Athletic Association, compensation for collegiate athletes and coaches, academic standards for athletes, corporate sponsorships and the financing of collegiate sports, collegiate sports and the media, gender equity for coaches and athletes, and the impact of Title IX legislation. **Prerequisites:** EC 201, 202 or consent of instructor.

EC 360 Industry Studies (4)

An examination of the causes and consequences of market power using a case study approach. The structure-conduct-performance model will be used to explain strategic decisions by firms and regulatory decisions by government. **Prerequisites:** EC 201, 202

EC 395 Managerial Economics (4)

Applies microeconomic concepts to managerial decision-making. Topics include the analysis of: demand, revenue and cost functions, forecasting models and techniques, market structures, pricing, technology, and government regulation. **Prerequisite:** EC 311

EC 396 Game Theory (4)

Introduction to strategic way of thinking and primer on game theory with applications likely to be encountered by business. Topics covered include: the prisoner's dilemma; dominant and mixed strategies; sequential and simultaneous moves; Nash equilibria; bargaining and collective action; uncertainty and information; threats, promises and negotiated games; and evolution of cooperation. **Prerequisite:** EC 311

EC 399 Special Studies (1-4)

Terms and hours to be arranged.

EC 406 Special Individual Studies (1-9)

Terms and hours to be arranged. A specialized or individualized course of study within the economics discipline developed in consultation with the instructor.

EC 407 Seminar (1-4)

Terms and hours to be arranged

EC 409 Practicum (3-12)

Practical application of economic theory and/or collection of data for theoretical interpretation.

EC 417 Development Economics (4)

Focuses upon the prospects and problems facing more than 100 poverty-stricken countries in Latin America, Africa and Asia that are striving to attain standards of living approaching those of countries in Europe and North America.

EC 432 Urban Economics (4)

Economic analysis of spatially oriented problems, with emphasis on the problems and techniques related to the understanding of economic base and the comparative economic growth of regions. **Prerequisites:** EC 201, 202 or consent of instructor

EC 436 Environmental Economics and Public Policy (4)

An economic study of environmental problems with special reference to social welfare and economic efficiency criteria in evaluating the alternative uses of natural resources. **Prerequisites:** EC 201, 202 or consent of instructor

EC 440 International Trade (4)

Analyzes the causes and consequences of international trade. Topics covered include:

the theory of comparative advantage, models of international trade under perfect and imperfect competition, strategic trade policy, the impact of trade on welfare, protectionism, trade and the environment, the role of trade in developing countries, the effects of free trade agreements and the role of multinational institutions in facilitating trade. **Prerequisites:** EC 201, 202 or consent of instructor

EC 441 International Monetary Economics (4)

Examines the macroeconomic linkages between countries. Topics include: institutions of flexible and fixed exchange rates, the balance of payments, the choice of an exchange rate regime, international money markets, currency crises, international policy coordination, and international debt and direct investment. **Prerequisites:** EC 201, 202 or consent of instructor.

EC 444 Labor Economics (4)

This course applies microeconomic theory to understand the behavior of labor market dynamics in the U.S. and in other industrialized countries. Topics include: the demand and supply of labor, human capital, compensation and risk differentials, minimum wage/living wage legislation, unemployment, collective bargaining and unions and discrimination. **Prerequisites:** EC 201, EC 202

EC 445 Industrial Relations (4)

Theories of the labor movement plus history, aims, methods and policies of trade unions. The mechanics and functioning of collective bargaining will be explored. **Prerequisites:** EC 201, EC 202 or consent of instructor

EC 450 Comparative Economic Systems (4)

Theory, practice and reform of economic systems other than capitalism. Emphasizes socialist economies, the economies of the former Soviet Union, East Central Europe and China. Examines the origins of the socialist economy, how it is supposed to work, how it actually works and how it can and cannot be reformed. **Prerequisites:** EC 201, EC 202 or consent of instructor

EC 451 Economic Systems in Transition (4)

Focuses on economies in transition, primarily the post-socialist economies in East Central Europe, the former Soviet Union and China. Topics covered include: privatization and enterprise restructuring, labor markets and social insurance policies, household welfare, public finance, trade policy and regional integration, crime and corruption, entrepreneurship, environmental degradation and macroeconomic issues. **Prerequisites:** EC 201, EC 202 and EC 450

EC 460 Industrial Organization (4)

This course will examine the relationship between market structure, the conduct of individual firms, and industry performance in the presence and absence of government regulation. Competitive, oligopolistic and monopolistic market structures will be analyzed for their effects on the pricing, marketing and investment behavior of repre-

sentative firms. The course also studies the relationship between government and business through interactions such as regulatory and antitrust policy. **Prerequisites:** EC 201, EC 202 and EC 311

EC 470 History of Economic Thought (4)

Traces the development of economic thought from ancient times to the present. Contributions of individual writers and schools of thought are examined in their historical settings and as they influenced economic thought and policy. Major contributions to economic thought in the 20th century are examined in greater detail.

EC 480 Mathematical Economics (4)

A review of relevant mathematical tools currently utilized in the economics profession and the application of these tools to economic issues utilizing problem-solving procedures. **Prerequisites:** EC 201, EC 202, and MTH 111 or consent of instructor

EC 495 Econometrics (4)

Use of statistical methods to estimate and test economic models. Theory and application of multiple regression techniques, with an emphasis on the problems arising in the analysis of economic data. **Prerequisite:** EC 311

Education

ED 200 Multiculturalism in the College Experience (3)

Designed to assist students from diverse socio-economic, cultural and experiential backgrounds in addressing personal, social, academic, financial and campus climate issues within a multicultural context. Students provided opportunities to reflect on culture of the institution as well as their own heritage. Instructional efforts will focus on increasing awareness of cultural differences within the college community, self-assessment of possible prejudices and desirable behavioral changes in becoming a confident multicultural person. **Prerequisite:** College Enrichment Program participants; CEP participants planning to major in education, permission of the instructor

ED 220 Introduction to Early Childhood Education (3)

Introductory course in the principles and basic theories of early childhood education. An overview will be presented of the physical, perceptual-motor, social-emotional and cognitive development of the young child. A description of child care environment, assessment programs and curricular designs also will be included. Opportunities will be given to observe and participate in developing experiences for young children.

ED 230 Children's Literature in the Classroom (3)

Explore various author/illustrators of children's books and become familiar with resources available concerning children's literature. Students will establish a foundation for sharing and using children's literature in the classroom.

ED 240 Young Adult Literature (3)

Will acquaint future middle and high school teachers to the genre of young adult literature across content area curriculum.

ED 301 Introduction to Chicano/a Studies (3)

An introductory course designed to assist students from diverse cultural and experiential backgrounds in addressing and understanding their heritage within the American society. Focus on Chicano/a history in the United States beginning with Spanish colonization and continuing with present day issues of assimilation and acculturation. Attention is paid throughout the course to the complex nature of language and culture and their roles within the educational and political systems.

ED 302 Multicultural Education and the American Experience (3)

Designed to assist students from diverse socioeconomic, cultural and experiential backgrounds in addressing the personal, social, academic, financial and campus climate issues within a multicultural context. Students will be provided with opportunities to reflect on the culture of the institution as well as their own heritage. Instructional efforts will focus on increasing the awareness of cultural differences within the college community, self-assessment of possible prejudices and desirable behavioral changes in becoming a confident multicultural person.

ED 312 Students, Teachers, Schools, and Society (3)

Evaluate one's commitment to becoming a professional educator. Prepare to be a reflective teacher who will be able to make informed decisions to improve and enhance the environment for children and youth. Includes historical foundations of education; education policy and practice; the system alternatives to public education; legal rights and responsibilities of teachers and students; professional development of teachers; student pluralism (bilingual/multicultural, talented and gifted, handicapping conditions, disadvantaged); and current issues and effective schools.

ED 407 Seminar (1-15)

Terms and hours to be arranged.

ED 408 Workshop (1-15)

Terms and hours to be arranged.

ED 409 Practicum (1-12)

Students must obtain a signature from director of Field Services one term prior to registering for the following: Bilingual Education/ESL, Early Childhood Education, Educational Media, Elementary, Middle Level, High School

ED 411 Student Teaching I (3)

Experience with the preservice teacher's teaching license authorization. Instruction will be provided to small groups of students and entire class.

ED 412 Student Teaching II (3)

Experience within the preservice teacher's teaching license authorization. Instruction will be provided to small groups of students and entire class. First work sample will be completed.

ED 417/517 Cooperative Learning (3)

Materials from Johnson and Johnson, Dishon and Wilson-O'Leary, Samples, Huggins, Schmuck and Schmuck and Stanford and others are presented, modeled and integrated into a personal frame of reference. Cooperative learning strategies are modeled in all elementary curriculum areas.

ED 418 Assessment, Planning, and Instruction I (3)

Enable students to apply assessment and instructional strategies in the planning, designing and implementation of instruction within various classroom settings and in different subject areas. Will provide opportunities for students to work with others seeking the same authorization licensure. The work sample methodology is integrated within the content of the course.

ED 421 Technology Integration (3)

Explores operations and concepts of basic technology to enhance personal and professional growth and productivity, and integration of technology into classroom planning, instruction and assessment.

ED 429 Professional Development IV (2)

A student generated summary of the four term experience including documentation of their proficiencies, samples of their work as a teacher, a reflection on their work as they enter the profession, a description of their special area of expertise, and a plan for professional development during their first year(s) of teaching. Capstone projects will be reviewed by faculty, cooperating teachers and school administrators. A performance review will be conducted by faculty as a preview toward licensure. Includes on-campus seminars.

ED 433 Human Development and Classroom Learning (3)

Enables the preservice teacher to apply theories of human development from birth to adulthood and theories of learning to a variety of classroom settings.

ED 434 Content Pedagogy I (3)

Course is designed to introduce experimentation with teaching strategies within content areas (social studies, math, science, health, physical education, language arts and foreign language) and to promote interaction among students, discussions regarding methodology, professionalism and research in their content areas. Throughout the course, there will be an attempt to keep teacher's formal presentations to a minimum. The emphasis will be on active class participation and modeling of strategies being taught.

ED 436 Content Pedagogy II (3)

Course focuses on continued application and practice of teaching strategies within content areas (social studies, math, science, health, physical education, language arts and foreign language) with an increasing emphasis on integration across content areas. Throughout the course, there will be an attempt to keep teacher's formal presentations to a minimum. The emphasis will be on active class participation and modeling of strategies being taught.

ED 438 Foundations of Education (2)

Enables the preservice teacher to explore the basic historical, philosophical and societal foundations of education. Current legal, financial and governing aspects as well as future economic and political influences on education are explored.

ED 441/541 Video Production (3)

Explores the fundamentals of the camera system, illumination, electronic video recording, audio recording and set design. Each student will produce two short video projects outside the studio and will participate in at least one group studio color production.

ED 442 Human Development and Learning Through Literacy (3)

Enables the preservice teacher to apply theories of human development and learning to a variety of classroom settings. Major theories of language and reading will be examined as they apply to emergent and developing readers in preschool through elementary grades. Introduction to the relationship between assessment and instructional decision making.

ED 443 Developing Literacy (3)

Major theories of language and reading will be examined as they apply to emergent and developing readers in preschool through elementary grades. The interrelationship and integration of listening, speaking, reading, and writing will be a major focus as will be the utilization of quality literature for children.

ED 444 Fluency in Literacy (3)

Course will focus on content area literacy for student from early childhood through high school. In-depth examination and application of a standards based approach to instruction and assessment will be a major focus. Refinement of specific reading, writing, listening, and speaking strategies will be applied to lesson planning and implementation in field experience teaching. The utilization of quality literature for young adults will be included.

ED 446 Environments for Diverse Learners (3)

Enables the preservice teacher to increase awareness of special needs students, of cultural diversity and of English language learners; to apply theories and models to provide appropriate instruction and services.

ED 447/547 The Developing Child and the Environment (3)

Studies the developing child's behaviors, at-

titudes and abilities; integrates the contexts in which a child develops, including the relationships and interactions of the people in the environment; emphasizes skills to help children adapt optimally to the varied cultures in our changing world.

ED 448/548 Developmentally Appropriate Practices (3)

Exploration of the unique approach necessary to successfully teach children aged 3-8. Emphasis will be on matching teaching to the learning abilities of the young children, including non-English speakers.

ED 450 Authorization Specialty and Classroom Management (3)

This comprehensive course of study focuses on best practices that address age level educational issues. Topics covered will enable early childhood, elementary, middle and high school teachers to better serve the academic, social and emotional needs of their students. Course components reflect the current consensus of educational leaders and the professional organizations that address the issues of classroom climate, management and developmentally appropriate practices for each authorization level.

ED 452 Applied Learning: Social Studies (3)

In the planning and implementation of strategies and concepts related to language arts and social studies, students will learn and make use of the process, the conceptual approach, problem solving and guided discovery. Integration in planning, use of teaching strategies and concept attainment between these two areas will also be emphasized. Emphasis will be on active participation and modeling of strategies being taught.

ED 453 Applied Human Learning: Mathematics and Science (3)

In the planning and implementation of strategies and concepts related to math and science, students will learn and make use of the process, the conceptual approach, problem solving and guided discovery. Integration in planning, use of teaching strategies and concept attainment between these two areas will also be emphasized. Emphasis will be on active participation and modeling of strategies being taught.

ED 457/557 The Parent-Educator Partnership (3)

Explores the role of the parent in the educational process, the special needs which may affect the family and models of parenting and parent involvement. Simulation techniques will be used to develop interaction skills.

ED 461 Differentiating Instruction for Diverse Learners (3)

Focus on identification of students' skills, readiness levels, interests, and learning styles and the exploration of teaching techniques and resources that respond to their unique needs. Preservice teachers explore aspects of teaching that promote an inclusive classroom, such as classroom climate, course content, and teaching materials. Will

examine classroom strategies that allow students of all backgrounds and ability levels to learn the same essential concepts in different ways.

ED 462/562 Encouraging Discouraged Children (3)

An eclectic approach to working with children is presented. Ideas from Dreikurs, Adler, Ellis, Glasser, and other theorists are examined with a goal of applying these ideas in the classroom and/or home. The concept of discouragement and how discouragement influences the teacher, student and parent constitute the primary focus of this class.

ED 477 Literacy at the Middle Level (3)

Promotes reading/literacy in middle school and upper grades of elementary school. Emphasis will be on the reading/literacy process, content area literacy goals and strategies, importance of recreational reading, assessment of reading growth and new trends and materials for a balanced literacy approach.

ED 481/581 Introduction to Educational Linguistics (3)

Methodology in the development of English skills in limited English proficiency students will be the main focus, with emphasis on speaking and listening. Various approaches and techniques for second language teaching will be explored, as well as resources, language proficiency assessment, second language scope and sequence.

ED 482 Foundations of ESOL/Bilingual Education (3)

Surveys the historical development of ESOL/bilingual education. Provides insight into government policy and legal aspects of ESOL/bilingual education as well as research, theory and classroom implications. Emphasis is placed on the philosophy of ESOL/bilingual education in a sociopolitical and cross-cultural context.

ED 483 Culture, Community and the ESOL/Bilingual Classroom (3)

Course explores the concept of culture and its manifestation in society, the community and the classroom. It examines the research literature and provides a theoretical foundation for understanding how cultural groups and students' identities affect the educational process and the classroom climate. Strategies to maximize learning using cultural and community resources, as well as to build partnerships with families are addressed.

ED 484 First and Second Language Acquisition and Educational Linguistics (3)

Course explores current theory and research in first and second language acquisition and issues in linguistics applied to ESOL/bilingual education. Topics in language acquisition include historical and current theories, developmental stages, as well as the factors that influence learning an additional language. Topics in educational linguistics include concepts in phonology, morphology,

syntax, semantics and pragmatics, with a focus on classroom applications.

ED 485/585 The Early Childhood Educator (3)

A foundations course in early childhood education. Covers the historical, philosophical and theoretical base of early childhood education. Emphasizes professional commitment and responsibility.

ED 486/586 First and Second Language Approaches to Teaching Subject Matter in Secondary Schools (3)

Focuses on planning for instruction bilinearly or by language groups. Assessment of student need as well as strategies and approaches for managing bilingual/multicultural instruction will be explored.

ED 487/587 Alternative Secondary Curricula and Materials for Second Language Learners (3)

Places emphasis on the study of alternative curriculum patterns and materials which are conducive to the second language learner's achieving expected learner outcomes needed for course completion and high school graduation.

ED 491 Curriculum Models, Instructional Approaches and Assessment Strategies for English Language Learners (3)

Examines current curriculum models, materials, teaching approaches and assessment techniques that maximize the academic achievement of English language learners. Emphasizes strategies related to planning, implementing, and managing instruction that enable students in different proficiency levels to access the core curriculum and develop language skills.

ED 492 Teaching Reading and Writing to ESOL and Bilingual Students (3)

Explores the relationship between first and second language literacy and between oral and written language skills. Examines ESOL and bilingual literacy teaching strategies for differentiated proficiency levels, as well as materials, classroom organizational structures and assessment tools. Approaches for literacy development that bridge experiential and cultural differences, including multicultural literature and family involvement in learning are emphasized.

ED 493/593 Bilingual/Multicultural Teaching Methods in Content Area Instruction (3)

Focuses on teaching of content area in dual language mode. Instructional language grouping and dual language content activities will be presented. The development of lesson plans and materials based on multicultural and bilingual content will be explored.

ED 494 Diagnosis and Prescription in Native Language Instruction-Elementary (3)

Assessment, instructional programming and materials in providing native language reading instruction to the non and limited English proficient students will be addressed. Emphasis will be placed on interdependence of first and second language

reading and instructional decision-making of transitional reading programs.

ED 495 Diagnosis and Prescription in Basic Skills for LEP Students (3)

Assessment, instructional techniques and materials in basic skills in a bilingual classroom setting. Emphasis on individualizing instruction and monitoring procedures to determine student progress.

ED 496 Cross Disciplinary and Advanced Teaching Strategies (3)

Promotes interaction among students, discussions regarding integrated methodology, and exploration of professional opportunities for middle and high school teachers. Focus will be on group processes in the development of integrated multidiscipline approaches, including service learning. Personal growth and involvement will be emphasized.

ED 498 Student Teaching (10)

A teaching experience within a public school setting in the preservice teacher's selected primary level of teaching license authorization. The second work sample will be completed, as will a capstone project and professional portfolio including goal setting for the first year of teaching.

ED 603 Thesis, Professional Project, or Field Study (3-9)

Terms and hours to be arranged.

ED 607 Seminar (1-6)

Terms and hours to be arranged.

ED 608 Workshop (1-15)

Terms and hours to be arranged.

ED 609 Practicum (1-15)

Need signature from Director of Field Services prior to registration. Terms and hours to be arranged.

ED 609 M.A.T.: Preservice Practicum (3)

A practicum comprised of 90 hours in a public school site. **Prerequisite:** admission to M.A.T.: Initial Licensure Program

ED 609 M.A.T.: Field Based Practicum (3)

Allows students the opportunity to observe the workings of a public school by interviewing school personnel, attending faculty meetings and extracurricular activities and participating in the mentor's assigned duties. In addition to individual and/or small group tutoring, the preservice teacher will teach at least one formally planned lesson. The preservice teacher will also have the opportunity to visit an elementary and a middle school. **Prerequisite:** admission to M.A.T.: Initial Licensure Program

ED 609 Reading Practicum (6)

Terms and hours to be arranged.

ED 610 Skills and Techniques of Supervision (3)

The supervisory process; group and individual processes and techniques; analysis of supervisory problems.

ED 611 Theories of Teaching and Learning (3)

Applies key concepts, models, and strategies related to different theories of learning, including behaviorist, cognitive and socio-cultural perspectives. Students will examine epistemological frameworks, issues of transfer, social and cultural influences, as well as motivation and engagement to design powerful learning experiences. Will also learn key concepts, models, and strategies related to language acquisition and to cognitive, social and emotional development.

ED 612 Quantitative Research in Education (3)

Methods, techniques and tools of research. Development of a proposal for a study and development of the criteria and methods for reading and evaluating research.

ED 613 Evaluation of Classroom Instruction (3)

Analysis and evaluation of classroom instruction primarily by means of behavioral and enabling objectives; use of appropriate instruments to collect evaluative data; analysis of research relating to evaluation, supervision, teaching methods and group dynamics. Program evaluation as well as teacher evaluation will be considered.

ED 614 Children With Learning Difficulties (3)

A course for elementary teachers focusing on the characteristics of children with learning problems, strategies for teaching these children and resources available to the teacher.

ED 615 Foundations of Education: Critical Theory (3)

A study of the historical, philosophical and societal foundations of education. Current legal, financial and governing aspects as they relate to education are also explored from a historical and philosophical perspective. **Prerequisite:** admission to M.A.T.: Initial Licensure Program

ED 616 M.A.T. Student Teaching (5)

Students will continue their field work from the previous term. During this extended student teaching practicum, a work sample will be produced. The work sample will be comprised of, but not limited to, 15 hours of teaching. **Prerequisite:** admission to M.A.T.: Initial Licensure Program

ED 618 Multiple Intelligences and Multicultural Education (3)

Howard Gardner's Multiple Intelligences paradigm will be used as a foundation for studying multicultural issues in public schools. Students will study the impact of changing demographics and how that impacts curriculum and the classroom. Major topics include: understanding one's cultural patterns and the needs of culturally diverse students, equity pedagogy, content integration with culturally appropriate materials, prejudice reduction and social reconstructionist theory. **Prerequisite:** admission to M.A.T.: Initial Licensure Program

ED 619 Contemporary Developments in Early Childhood Education (3)

An examination of recent research and developments in the area of early childhood education and the application of these developments in a variety of programs for young children. Includes studies of how children learn, curriculum development, method and administrative organization.

ED 620 Application of Learning and Developmental Theories to Early Childhood Education (3)

Focuses on the application of developmental theory and learning theory to planning instructional experiences for young children in the areas of motor and perceptual development, language and cognitive development and social-emotional, as well as affective development.

ED 621 Teacher as Researcher: Action Research (3)

An introduction to the basic philosophy and methods of action research in schools. Students will learn how to conduct action research to help them make effective decisions about their teaching. Special emphasis will be placed on having students design a research project, i.e., leadership project, which will be conducted during the following term. **Prerequisite:** admission to M.A.T.: Initial Licensure Program

ED 622 Secondary School Curriculum (3)

Overview of the secondary school curriculum, with emphasis on the various subject fields; organization of the school for curriculum development; educational objectives; the course of study; and evaluation of the secondary school curriculum.

ED 624 Special Populations Seminar (2)

In-depth study of main streamed, multicultural, TAG and at-risk students. Teaching strategies for meeting the needs of these students within the context of the regular classroom's curriculum will be considered. **Prerequisite:** admission to M.A.T.: Initial Licensure Program

ED 625 Classroom Discipline and Management (3)

Design, implementation and evaluation of all phases of effective classroom management. Special attention will be devoted to student motivations in a variety of settings and inclusive of all students. **Prerequisite:** admission to M.A.T.: Initial Licensure Program

ED 626 Instructional Design (3)

The application of the instructional design approach to the preparation of multimedia instructional products. The student will be guided through the development of instructional materials, including the application of the ID approach to the preparation of computer-based instruction.

ED 627 Assessment of Teaching & Learning (3)

Development, administration and interpretation of curriculum aligned tests in the

work sample methodology. Also, acquired knowledge in test construction, standardized testing and the use of data in formative/summative assessment design. **Prerequisite:** admission to M.A.T.: Initial Licensure Program

ED 629 The Classroom Teacher-Counselor (3)

Focuses on the classroom teacher's obligations and opportunities for guiding and counseling students in academic and personal areas. It acquaints the teacher with the varied needs and characteristics of children and adolescents, basic concepts and techniques of group and individual counseling and guidance, and means of incorporating these factors in a practical, functional classroom program. Particular emphasis is placed on the interrelationships of the classroom counselor with staff associates, parents and other specialized resource personnel.

ED 630 Culturally and Linguistically Diverse Students in the Schools (3)

Focus on the influence of linguistic and cultural diversity on the learning process and classroom dynamics. It examines how race, class and language affect students in schools, and how different schooling practices may facilitate or hinder the academic success of English language learners. Educational approaches that build academic skills while validating the home culture and encouraging parent involvement are emphasized.

ED 631 Methodology: Language/Second Language Learning and Content for the Language Minority Student (3)

Focuses on methodology of developing language arts in both the first and second language of language minority students. Second language teaching methodology (English as a Second Language, or ESOL) involving speaking, listening, reading and writing will be stressed. The course will also provide for ESOL methods to content teaching. **Prerequisite:** ED 481

ED 632 Cultural, Social, and Philosophical Issues in Education (3)

Examines issues of learning and culture from a variety of philosophical perspectives, linking practice to theory and ideology. Students will frame their teaching and learning experiences by examining the role of culture in schooling and learning, specifically addressing issues surrounding diversity, and critical perspectives in education.

ED 633 Research and Writing (3)

Students will examine the traditions and theories of both quantitative and qualitative research and evaluate methods, findings, and implication of research studies. Students will produce and critique scholarly writing. **Prerequisite:** ED 611

ED 634 Qualitative Research in Education (3)

Presents the substance of qualitative research as well as the methods. By examining the traditions and theories of qualitative

research, students will explore the principal methods, research techniques and critical issues, applying their knowledge to their own research plans. **Prerequisite:** ED 612

ED 635 Action Research (3)

Introduces students to the principles and processes of action research, a form of self-reflective inquiry by practitioners on their own practice. The goals of action research are to better understand and to improve practice. Students develop skills in data collection, analysis, interpretation, as well as the oral and written presentation of research.

Prerequisite: ED 633

ED 636 Leadership and Policy in a Diverse Society (3)

Students will analyze current educational policy and potential leadership within multiple contexts. Emphasizing local, national and global trends, this course will help students explore issues of diversity and the socio-political constructs of schooling

Prerequisite: ED 635

ED 637 Advanced Content Pedagogy (3)

Students will analyze subject-matter specific assessments and instructional practices, including content area literacy, diversity, and technology as they relate to improving learning. Students will examine and critique current issues, research, and implications for classroom practice.

ED 638 Identification and Assessment of Talented and Gifted Students: 1-3, 4-8, High School (4)

Assists Oregon school personnel in gaining the knowledge necessary to identify typical and nontypical talented and gifted students in accordance with current legal requirements. Law, policies, test issues, instruments, procedures, assessment guidelines, placement issues, student records and parental involvement will be addressed.

ED 639 Curriculum and Planning: Work Sample Methodology (3)

Study of current curriculum and governing practice; instruction in planning, design and delivery of courses; and work sample methodology. **Prerequisite:** admission to M.A.T.: Initial Licensure Program

ED 640 Literacy: Inquiry, Theory and Informed Practice (3)

The integration of speaking, listening, writing and reading is the focus. Students will learn to plan and develop units of instruction utilizing strategies for implementing Big Books, songs and chants and quality children's literature. Skills and information from other curricular areas will be incorporated into these units.

ED 642 Methods and Research Materials (1-6)

Problems and methods in selecting and organizing materials for teaching in any one of the following fields: art, music, social science, science, language arts, mathematics, reading and physical and health education. Emphasis for graduate students will be

placed upon recent research and literature dealing with instructional materials, methods and facilities, including the completion of a special project.

ED 643 Secondary Learning and Development (3)

Graduate course in educational psychology that focuses on learning. The various attributes of society, the classroom and the child that influence the child's learning will be examined. The intent is to use general theories of learning to describe the full range of exceptionality in children.

ED 646 Philosophy of Education (3)

A study of philosophical assumptions and their implications on the fundamental issues and practices of American education.

ED 649 Observation and Assessment of the Young Child (3)

Covers developmental screening in physical, perceptual-motor, cognition, speech, language and social-emotional areas; focus on informal observation of children in the pre-primary and primary learning environments.

ED 650 Curriculum in Early Childhood Education (3)

A detailed examination of developmentally appropriate early childhood curricula and how to develop such curricula.

ED 651 Content Area Literacy(3)

A research-based course on the use of language for thinking, problem solving and communicating across subject areas. Includes best-practice teaching strategies that will enable all students to become independent learners. **Prerequisite:** admission to M.A.T.: Initial Licensure Program

ED 654 Personalizing Classroom Climate (3)

Students will make and justify decisions related to establishing a classroom climate based on effective communication, clearly articulated expectations and equitable treatment of all pupils. Strategies will be learned for responding to individual needs, monitoring and encouraging appropriate behavior, understanding conflicts, dealing with stress and utilizing support personnel and materials to address student and teacher needs.

ED 655 Foundations of Literacy (3)

Examines primary processes and principle that form the foundation of literacy K-adult. Applications of these process and principles in varied settings will be explored, as well as the relationship between culture, language, power, identity, and literacy.

ED 660 Contemporary Foundations of Education (3)

A study of how historical, sociological, philosophical events and research have influenced the contemporary role of the teacher in the classroom. Topics include the teacher's role in adapting practices to meet the needs of special students (e.g. students from diverse cultures, pupils with advanced intellectual ability, or those with learning

difficulties); collaborating with specialists, colleagues, parents and social services; creating multiple paths to knowledge; aligning curriculum and assessment with standards based education; and the acquisition of competencies required of those in the process of becoming school and community leaders.

ED 666 Middle Level Literacy (3)

Study of methods and research appropriate for teaching literacy in middle schools. Emphasis is placed on diagnostic and assessment of literacy development including state Benchmark III; extending word recognition and vocabulary strategies; development of independent work-study skills including higher level thinking processes; content area reading; and young adult literature.

ED 667 Language Development and Reading (3)

Will learn theories of language acquisition, functions of language and the role of culture and power in developing language; recognize the importance of oral language to the development of successful reading and writing; and demonstrate qualities of teacher as language researcher.

ED 668 Assessment and Reading Instruction (3)

Diagnostic, remedial and corrective techniques in reading for the classroom teacher and Chapter I specialist. The technical nature of this course requires a great deal of knowledge about reading. **Prerequisite:** Six hours of reading instruction or consent of instructor

ED 669 Content Pedagogy (2)

Provides students with a discipline specific methods course taught by subject area specialists. Research-based and best practice within an academic discipline will be the focus. **Prerequisite:** admission to M.A.T.: Initial Licensure Program

ED 670 Middle Level Curriculum and Instruction (3)

The philosophical and historical foundations of middle level schools are considered. Students will examine middle level curriculum and instruction particularly as it relates to special needs, interests and the tremendous developmental diversity that characterizes the 10-14 year old learner. Emphasis will include: curricular and organizational patterns; the nature of the transient learner; interdisciplinary and/or integrated units of instruction that are developmentally and culturally sensitive; instructional models; and authentic assessment instruments.

ED 671 Middle Level Learning (3)

Graduate seminar focused on teaching and learning in the middle grades (6-8). Content includes common behavioral, psychological, and social perspectives on learning; social and emotional development. This course can be used for one of the two courses necessary to add the middle level authorization.

ED 672 Literacy Leadership Practicum (3)
The integration and application of materials, media and management systems for K-12 reading programs in both classrooms and Title 1 programs will be examined. Special focus will include role definitions, program options, training and supervisions of support staff, budgeting and materials need to meet state requirements in reading instruction.
Prerequisite: three hours of reading instruction or consent of instructor

ED 677 Integrating and Differentiating Instruction (3)
Focus is on cross-disciplinary, team teaching strategies. Simulated group processes will enable the participants to develop standard-based curricula for 21st Century schools.
Prerequisite: admission to M.A.T.: Initial Licensure Program

ED 680 Psychology of Reading Instruction (3)
An advanced course in the teaching of reading. Fundamental nature of the reading process and the causes of difficulty in learning to read. An examination of current issues in teaching children to read.

ED 682 Sociopolitical Foundations of ESOL/Bilingual Education (3)
Surveys the historical development of ESOL/bilingual education. Provides insights into government policy and legal aspects of ESOL/bilingual education as well as research, theory and classroom implications. Emphasis is placed on the philosophy of ESOL/bilingual education in a sociopolitical and cross-cultural context.

ED 683 Fostering Cultural and Community Connections in the ESOL/Bilingual Classroom (3)
Explores the concept of culture and its manifestation in society, the community and the classroom. Examines the research literature and provides a theoretical foundation for understanding of how cultural groups and students' identities affect the educational process and classroom climate. Strategies to maximize learning using cultural and community resources, as well as to build partnerships with families, are addressed.

ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom (3)
Explores current theory and research in first and second language acquisition and issues in linguistics applied to ESOL/bilingual education. Topics in language acquisition include historical and current theories, developmental stages, as well as the factors that influence learning an additional language. Topics in educational linguistics include concepts in phonology, morphology, syntax, semantics and pragmatics, with focus on classroom applications.

ED 689 Contemporary Issues in Literature (3)
A study of current releases and award winners. Current issues and trends will also be examined. The use of new materials in language-based curriculums will be explored.

ED 690 Reading and Composition in the Secondary School (3)
This research-based course in reading/composition and learning at the secondary level will emphasize the application of reading, writing and learning principles in content areas. Specifically, students will be guided in the prescription of reading methods and materials to meet the needs of all students in secondary schools including the developmental, handicapped, multiculturally/linguistically different, reluctant and gifted. Students enrolled in this course should have a basic understanding of reading at the secondary level and have teaching experience.
Prerequisite: consent of instructor

ED 691 Curriculum, Instruction, and Assessment Strategies for English Language Learners (3)
Examines current curriculum models, materials, teaching approaches and assessment techniques that maximize the academic achievement of English language learners. Emphasizes strategies related to planning, implementing, and managing instruction that enable students in different proficiency levels to access the core curriculum and develop language skills.

ED 692 Classroom Strategies in First and Second Language Reading and Writing (3)
Explores the relationship between first and second language literacy and between oral and written language skills. It examines ESOL and bilingual literacy teaching strategies for differentiated proficiency levels, as well as materials, classroom organizational structures and assessment tools. Approaches for literacy development that bridge experiential and cultural differences, including multicultural literature and family involvement in learning are emphasized.

ED 694 Assessment of English Language Learners (3)
Focus on assessing English language learners in K-12 public school programs. Assessment principles are taught in a context of language acquisition theories, pedagogical methods, cultural appropriateness, and the legal framework for English language learners in public education. Issues of equity and social justice as impacted by accountability and high stakes testing are addressed.

ED 695 Applied Research Seminar: Leadership Project (2)
Three large group sessions will be held during the term to inform students on career placement and interviewing for a job, application for initial licensure, continuing licensure, liability and the teacher and other special topics. **Prerequisite:** admission to M.A.T.: Initial Licensure Program

ED 697 Student Teaching (10)
An extended preservice teaching experience within a public school setting in the student's primary level of authorization. A second work sample will be completed as well as the final requirements for licensure.
Prerequisite: admission to M.A.T.: Initial Licensure Program

English

ENG 104, 105, 106 Introduction to Literature (4 each)
A sequence in literary genres involving works in English and translation. 104, fiction; 105, drama; 106, poetry. Any two fulfill liberal arts core curriculum literature requirement. Not recommended for English majors and Language Arts Secondary Teaching majors.

ENG 107H, 108H Survey of Western Literature (4 each)
For students admitted to WOU's Honors Program. Courses examine Western literary masterpieces; 107H focuses on Greek and Roman works, 108H on medieval through Enlightenment. Enrollment requires permission of Honors Program director.

ENG 107, 108, 109 Literature of the Western World (4 each)
A chronological survey of masterpieces of Western literature from ancient times to the present. 107, Greco-Roman; 108, Medieval and Renaissance; 109, 18th century to the present. Any two fulfill liberal arts core curriculum literature requirement. English majors and Language Arts Secondary Teaching majors should take ENG 107 and ENG 108; ENG 109 is also highly recommended.

ENG 199 Special Studies
Terms and hours to be arranged.

ENG 204 Survey of British Literature (4)
A survey of British literature from Beowulf to 1660. **Prerequisites:** WR 135 (or equivalent) and two LACC literature courses from: ENG 104-109, FR 110, GL 110; LING 210 may also be used by Early/Elementary/Middle Level Education students

ENG 205 Survey of British Literature (4)
A survey of British literature from 1660 to 1832. **Prerequisites:** WR 135 (or equivalent) and two LACC literature courses from: ENG 104-109, FR 110, GL 110; LING 210 may also be used by Early/Elementary/Middle Level Education students

ENG 206 Survey of British Literature (4)
A survey of British literature from 1832 to the present. **Prerequisites:** WR 135 (or equivalent) and two LACC literature courses from ENG 104-109, FR 110, GL 110; LING 210 may also be used by Early/Elementary/Middle Level Education students

ENG 218 Introduction to Literary Study (4)
Introduction to basic literary concepts, research and documentation, and textual explication. English and language arts majors and minors should take this course before enrolling in upper-division literature courses. **Prerequisites:** WR 135 (or equivalent) and two LACC literature courses from: ENG 104-109, FR 110, GL 110; LING 210 may also be used by Early/Elementary/Middle Level Education students

ENG 253 Survey of American Literature (4)

A survey of American literature from the beginnings to 1865. **Prerequisites:** WR 135 (or equivalent) and two LACC literature courses from: ENG 104-109, FR 110, GL 110; LING 210 may also be used by Early/Elementary/Middle Level Education students

ENG 254 Survey of American Literature (4)

A survey of American literature from 1865 to the present. **Prerequisites:** WR 135 (or equivalent) and two LACC literature courses from: ENG 104-109, FR 110, GL 110; LING 210 may also be used by Early/Elementary/Middle Level Education students

ENG 301 Shakespeare (4)

A study of selected major works of Shakespeare. **Prerequisite:** WR 135 (or equivalent) and LACC Literature/Modern Language requirement.

ENG 318 Contemporary Literary Theory (4)

Survey of contemporary literary theories, focusing on their practical application for textual explication. **Prerequisites:** WR 135 (or equivalent) and ENG 218

ENG 320 Medieval British Literature (4)

An in-depth study of selected writers, forms and themes in Medieval British literature. **Prerequisites:** ENG 204 and ENG 218, or consent of instructor

ENG 321 Renaissance British Literature (4)

An in-depth study of selected writers, forms and themes in Renaissance British literature. **Prerequisites:** ENG 204 and ENG 218, or consent of instructor

ENG 323 British Literature 1660-1832 (4)

An in-depth study of selected writers, forms and/or themes in British literature from restoration, Augustan or Romantic British literature. **Prerequisites:** ENG 205 and ENG 218, or consent of instructor

ENG 324 Victorian British Literature (4)

An in-depth study of selected writers, forms and themes in British literature during the Victorian era. **Prerequisites:** ENG 206 and ENG 218, or consent of instructor

ENG 325 20th Century British Literature (4)

In-depth study of selected writers, forms and themes in 20th century British literature. **Prerequisites:** ENG 206 and ENG 218, or consent of instructor

ENG 331 Period Studies in American Literature to 1865 (4)

In-depth study of selected writers, forms and/or themes in American literature from the beginnings through Romanticism. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. **Prerequisites:** ENG 218 and ENG 253, or consent of instructor

ENG 332 Period Studies in American Literature since 1865 (4)

An in-depth study of selected writers, forms, and/or themes in American literature since

1865. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. **Prerequisites:** ENG 218 and ENG 254, or consent of instructor

ENG 340 Period Studies in World Literature Before 1700 (4)

An in-depth study of selected writers, forms and/or themes in world literature before 1700. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. **Prerequisite:** ENG 107 or 108; ENG 218, or consent of instructor

ENG 341 Period Studies in World Literature After 1700 (4)

An in-depth study of selected writers, forms and/or themes in world literature since 1700. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. **Prerequisite:** ENG 108 or 109; ENG 218, or consent of instructor

ENG 380 The Bible as Literature (4)

A study of the representative literary forms, events and figures of the English Bible, either Old and/or New Testaments, with emphasis on the Bible's importance to the subsequent development of the literary and philosophical traditions of the Western world. **Prerequisite:** WR 135 (or equivalent)

ENG 385 Folklore (4)

An examination of folklore and folklore techniques in a specific context, such as ballad, legend, etc., or of a specific approach, such as children's folklore, folklore of the Pacific NW, etc., emphasizing the role of folklore in the total study of culture. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. **Prerequisite:** WR 135 (or equivalent)

ENG 386 Form and Meaning in Film (4)

A study of the distinctive aspects of film as an art and communication form, as embodied in the theory and practice of filmmakers and scholars. **Prerequisite:** WR 135 (or equivalent)

ENG 387 Mythology (4)

An examination of myth and myth techniques in a specific context, such as Greco-Roman, Arthurian, etc., or of a recurrent myth in several mythologies. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. **Prerequisite:** WR 135 (or equivalent)

ENG 389 Minority Literature (4)

An examination of minority literature through the study of a specific minority or ethnic literature, such as Afro/American, Chicano/a, etc. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. **Prerequisite:** WR 135 (or equivalent)

ENG 399 Special Studies (4)

An in-depth study of a special topic in lit-

erature as identified in each year's schedule of classes. May be taken twice if content is not repeated. **Prerequisite:** WR 135 (or equivalent)

ENG 406 Special Individual Studies (1-12)

Terms and hours to be arranged. Individual or special studies in a limited area of interest under the guidance of a designated faculty member. **Prerequisite:** consent of instructor

ENG 407/507 Seminar (4)

A regularly scheduled special topics course. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. **Prerequisite:** ENG 218 or consent of instructor

ENG 409 Internship (1-8)

Terms and hours to be arranged.

ENG 418/518 Topics in Theory and Criticism (4)

Concentrated study of a school or schools of criticism or of a theoretical problem. Readings will include theoretical and practical criticism. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. **Prerequisites:** ENG 218 and one 300-level literature course, or consent of instructor

ENG 421/521 Studies in British Literature (4)

A study of special issues and topics in British literature. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. **Prerequisites:** ENG 218 and one 300-level literature course, or consent of instructor

ENG 432/532 Studies in American Literature (4)

A study of special issues and topics in American literature. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. **Prerequisites:** ENG 218 and one 300-level literature course, or consent of instructor

ENG 441/541 Studies in World Literatures (4)

A study of special issues and topics in world literature, such as continental, francophone, etc. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. **Prerequisites:** ENG 218 and one 300-level literature course, or consent of instructor

ENG 447/547 Major Figures (4)

An in-depth study of a major figure in literature or of two closely related figures. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. **Prerequisites:** ENG 218 and one 300-level literature course, or consent of instructor

ENG 606 Special Individual Studies (1-15)

Terms and hours to be arranged. Provides graduate students the opportunity to study a special or individual area of interest under the guidance of a designated faculty member. **Prerequisite:** consent of instructor

ENG 620 Studies in Literary Eras (3)

A study of a significant literary era in European, British and American literature, such as Classical, Medieval, Renaissance, Augustan, Romantic, Realistic, Modern and Contemporary. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated.

ENG 624 British Literature (3)

A study of a period, literary movement or theme in British literature. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated.

ENG 626 American Literature (3)

A study of a period, literary movement or theme in American literature. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated.

ENG 628 Continental Literature (3)

A study of a period, literary movement or theme in European continental literature. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated.

ENG 631 Major Theories of Literary Criticism (3)

The history, principles and practice of various aspects of literary criticism. **Prerequisite:** 15 credit hours of literature or consent of instructor

Entrepreneurship

ENT 320 Entrepreneurial Finance (1)

Introduction to tools entrepreneurs use to manage scarce resources in a new venture. Covers bootstrapping techniques and funding strategies of both debt and equity. Students will learn applied approaches to current asset and liability management, risk management, and managing cash flow. **Prerequisites:** BA 211 or equivalent

ENT 330 Planning and Creating New Ventures (3)

How to start a business, with emphasis on the assessment of business opportunities and the concepts, skills, information and attitudes required to successfully create a new venture. Students will prepare a business plan.

ENT 350 Small Business Management (3)

Understanding the process of managing one's own business. Includes organizational controls, strategic planning, ethics, the business owner's role in society, and human resource management.

ENT 360 Small Business Marketing (3)

Focuses on key marketing concepts and methods used by small and growing businesses. Topics may include targeted marketing, distribution alternatives, assessment of market potential, personal selling, networking and referrals, alternatives to high-cost

advertising, and low-budget or no-budget market research. **Prerequisite:** BA 310

ENT 380 Entrepreneurs Today (1)

Students will explore the entrepreneurial process for the viewpoint of successful entrepreneurs. Students will have opportunity to evaluate their own interest and readiness for starting a business.

ENT 381 Creativity and Entrepreneurs (1)

Interactive workshop designed to introduce students to the creative process, how ideas are generated, what blocks creative thinking and how to establish an environment that fosters creativity.

ENT 382 Innovation and Strategy (1)

Interactive workshop exploring how to take a new idea to fruition, the barriers faced in the implementation stage and how to overcome them.

ENT 383 Entrepreneurs and Society (1)

Interactive workshop exploring how entrepreneurs face ethical issues and the role of personal values in the development and operation of a small business.

ENT 384 Going Into Business In Oregon (1)

Interactive seminar which explores the legal and administrative requirements for establishing a business in Oregon. Topics covered will include filing and fees, employee rights and Oregon law, regulations of local jurisdictions, reporting requirements and other state regulations.

ENT 460 Entrepreneurship in Action (3)

Students will gain practical experience of entrepreneurship by working on a consulting project for a business, performing an internship, writing a business plan for their own business idea, or through other projects approved by the instructor. **Prerequisite:** ENT 320 or consent of instructor.

Field Services

FS 199 Special Individual Studies (1-3)

Terms and hours to be arranged. Individual projects, practicum on special studies in a limited area of interest, under the guidance of a designated staff member. Note: All students must attend an orientation meeting prior to registration to set up placement in a school for this practicum. Information on the time and place will be posted in the Education Building and Academic Advising Office approximately two weeks prior to registration.

FS 303 September Experience (1-3)

One to three week pre-student teaching program required of all education students, who will select or be assigned to a school in the weeks prior to its opening in the fall. A one-day seminar will be held at or near the conclusion of this experience. Note: All students must attend an orientation meeting prior to registration to set up placement in a school for this practicum. Information on the time and place will be posted in the

Education Building and Academic Advising Office approximately two weeks prior to registration.

FS 358 Winter Experience (1)

A practicum experience providing an opportunity for students to spend a week in a school during the winter holiday. Students participate in the school and community activities. Note: All students must attend an orientation meeting prior to registration to set up placement in a school for this practicum. Information on the time and place will be posted in the Education Building and Academic Advising Office approximately two weeks prior to registration.

FS 399 Special Studies (1-3)

Designed for an individual or group in a special interest area under the instruction and guidance of a designated staff member. This course may also be used for a field experience placement. Note: All students must attend an orientation meeting prior to registration to set up placement in a school for this practicum. Information on the time and place will be posted in the Education Building and Academic Advising Office approximately two weeks prior to registration.

FS 402 Early Student Teaching (2)

Orientation to student teaching and an extension of the total experience.

FS 406 Special Individual Studies (1-6)

Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest, under the guidance of a designated staff member.

FS 409/509 Practicum (1-3)

Terms and hours to be arranged.

FS 600 Assessment and Differentiated Instruction (3)

Examines the key issues and concepts in using classroom assessment to help teachers differentiate instruction and the curriculum. Course topics include reliability and validity of norm-referenced and criterion-referenced assessments, achievement testing, curriculum-based assessment, curriculum-based measurement and issues surrounding the assessment of students with special needs.

FS 601 APD/CTL Seminar (3)

A fifteen week campus and field based course designed for candidates who plan to advance from an Initial Teaching License to a Continuing Teaching License. Candidates will be guided through the process of documenting that they have met the advanced proficiencies required by TSPC to move from an Initial to a Continuing Teaching License (CTL). Upon successful completion of this course and the Master's Degree, candidates will be recommended by WOU to the Teachers Standards and Practices Commission for a Continuing Teaching License. **Prerequisites:** FS 600; and successful completion of the M.S. in Ed; Continuing License Education Core (18 credits); successful completion of at least 15 credits within content

area; completed a minimum of three years full-time classroom teaching (P-12) and is currently hired; and admission to graduate candidacy OR admission to graduate study; completion of Initial Teaching License requirements; completed a minimum of three years full-time classroom teaching (P-12) and is currently hired; and holding a master's degree.

FS 606 Special Individual Studies (1-15)

Terms and hours to be arranged. Individual surveys, evaluative studies and special studies in a limited area of interest, under the guidance of a designated staff member.

Film Studies

FLM 406 Special Individual Studies (1-4)

Term, hours and topics to be arranged with film studies faculty.

FLM 409 Practicum (1-4)

Terms and hours to be arranged with film studies faculty. Students will arrange for practical experience in film or video production, or in the application of film theory and criticism.

Fire Services Administration

Students must have completed a minimum of 24 hours of lower-division fire science core curriculum courses prior to enrolling in upper-division courses.

FSA 307 Emergency Service Delivery of Fire and EMS (3)

Focuses upon management theory and practices of multi-agency planning, deployment and operations as they are related to multi-alarm incidents, target hazards and major disasters.

FSA 309 Fire Inspection and Investigation (3)

Focuses upon management theory and practices of the fire prevention, fire inspection, code enforcement, arson investigation and public education functions of a comprehensive fire department delivery system.

FSA 311 Principles of Fire Protection Management (3)

An investigation of management and supervisory responsibilities, including motivation, discipline, human relations, training, communications, followership, planning, leadership, management-employee relations. A pre- or post-session project will be assigned as part of this course.

FSA 313 Fire Personnel Management (3)

Develops a perspective on specific personnel functions, including planning personnel needs and human resource development, job description and analysis, employment recruitment, selection and placement, promotions, transfers, separations, wage and salary administration, labor-management negotiations and contracts. A pre- or post-session project will be assigned as part of this course.

FSA 315 Organization for Fire Protection (3)

Develops an understanding of fire department organization, including fire defenses and insurance ratings, organization of fire suppression and prevention, the fire department and the municipality, inter-municipality for fire services. A pre- or post-session project will be assigned as part of this course.

FSA 317 Fiscal Management in Fire Protection (3)

The budget process; taxation and assessments; operations planning; financial aid and grant programs; allotment of resources; analysis of expenditures and productivity; management information systems. A pre- or post-session project will be assigned as part of this course.

FSA 319 Legal Aspects of Fire Protection (3)

Federal and state laws, codes and ordinances; legal responsibilities of fire service agencies; liabilities and civil law; enforcement procedures and police powers. A pre- or post-session project will be assigned as part of this course.

FSA 323 Fire and Emergency Services Administration (5)

Progressive primer for students who want more knowledge about fire and emergency services administration. Course demonstrates the important skills necessary to manage and lead a fire and emergency services department through the challenges and changes of the 21st century.

FSA 324 Analytic Approaches to Public Fire Protection (5)

The systems approach to public fire protection services, including fire suppression and prevention systems. Information gathering, analysis, presentation, and interpretation; simulation; resource allocation; planning; evaluation; writing objectives. Illustrative case studies and models.

FSA 325 Personnel Management for the Fire Service (5)

Examines personnel practices and management procedures. Investigates collective bargaining, binding arbitration, applicable legislative procedures and administrative and supervisory procedures. Other topics include promotion, personnel development, career, and incentive systems and the validation of physical and mental requirements.

FSA 326 Fire Prevention Organization and Management (5)

Examination and evaluation of the techniques, procedures, programs and agencies involved with fire prevention. Consideration of related governmental inspection/education procedures. Interaction within the fire service department between protection, inspection, education and prevention procedures. Licenses and permits, zoning, legal aspects, inspections and investigations.

FSA 327 Fire Related Human Behavior (5)

Dynamics of human behavior in fire incidents related to fire prevention practices,

programs, codes and ordinances. Understanding of the concepts of role, personal invulnerability, risk and group dynamics, as related to design aspects of buildings and the mitigation of the effects of fire in the modern society. The psychological effects of communications during emergencies and the conduct of post-fire interviews.

FSA 328 Disaster Planning and Control (5)

Concept and principles of community risk assessment, planning and response to fires, natural and man-made disasters, including National Incident Management System-Incident Command Systems (NIMS ICS), mutual aid and automatic response, training and preparedness, communications, civil disturbances, terrorist threats/incidents, hazardous materials planning, mass casualty incidents, earthquake preparedness, and disaster mitigation and recovery.

FSA 329 Political and Legal Foundations of Fire Protection (5)

The legal basis for the police power of government related to public safety. Legal limitations and responsibility. Liability of fire prevention organizations and personnel. Review of judicial decisions. Implications of product liability cases in fire prevention.

FSA 330 Fire Protection Structures and Systems (5)

Examines the underlying principles involved in structural fire protection systems, building furnishings, and fire protection systems including water-based fire suppressions systems, fire alarm and detection systems, special hazard suppression systems, and smoke management systems.

FSA 331 Community Risk Reduction for the Fire and Emergency Services (5)

Provides a theoretical framework for the understanding of the ethical, sociological, organizational, political and legal components of community risk reduction, and methodology for the development of a comprehensive community risk reduction plan.

FSA 332 Fire Investigation and Analysis (5)

Examines the technical, investigative, legal, and social aspects of arson, including principles of incendiary fire analysis and detection, environmental and psychological factors of arson, legal considerations, intervention, and mitigation strategies.

FSA 333 Applications of Fire Research (5)

The understanding of fire research and its application. The transfer and implications of available research results for fire prevention and protection programs. National and international studies.

FSA 334 Fire Dynamics (5)

Study of fire propagation phenomenon in both fuel and air regulated phases. Variables in pre- and post-flashover fire development. Study of geometric, material, gaseous, fluid flow and thermodynamic parameters. Compartment and building fire models.

FSA 335 Emergency Medical Services Administration (3)

An overview of the management of emergency medical services, including organization, budget determination, purchasing and communication. Emphasis on directing and delegation of decision-making including managing stress. **Prerequisite:** EMT-1 or equivalent

FSA 336 Managerial Issues of Hazardous Materials (5)

Examines federal and state regulations concerning hazardous materials. Topics include: health and safety; the hazardous materials management system; the incident command system; politics of incident management; site management and control; hazard and risk evaluation; personal protective clothing and equipment; information management and resource coordination.

FSA 403 Field Study (1-3)**FSA 407 Seminar (2)****FSA 411 Management Information Systems (3)**

Overview of computer terminology; computer types and operating systems; application programs; designing information management systems; how management can use information in decision making; using GIS and mapping system databases; purchasing hardware and software; and installing an evaluating a system. **Prerequisite:** computer application proficiency

FSA 415 Local Government Administration and Community Politics (3)

Topics include local politics and political economic processes; institutions and structure; policy making in local government; the decision making process; and local government budgetary processes. **Prerequisite:** FSA 315 or FSA 331

FSA 417 Advanced fiscal Management (3)

Examines laws relating to public agency budgeting; formulating a mission statement, goals and objectives; analyzing productivity; preparing a budget; the hearing process; and quarterly allotments. **Prerequisite:** FSA 317

FSA 419 Advanced Legal Aspects of Fire Protection (3)

This course will involve the analysis of recent court decisions affecting fire service agencies; legal responsibilities and liability; civil liberties; general constitutional issues affecting public agencies; the criminal justice system; courtroom demeanor; cross examination techniques. **Prerequisite:** completion of FSA 319

FSA 421 Master Planning for Emergency Services (3)

Major emergency planning; defining problems and problem areas; involving other municipalities or district agencies; the planning process; implementation of plan objectives; review of programs. A pre- or post-session project will be assigned as part of this course.

FSA 423 Labor Management Relations (3)

Examines relationships between union and management; negotiations of the labor agreement; grievance handling; agreement administration; and the value of a written agreement. **Prerequisite:** FSA 313 or FSA 325

French

All courses conducted in French except FR 110.

FR 101, 102, 103 First Year French (4 each)

This sequence of courses is open to any student who wishes to begin the study of French or has had less than one year of high school French or its equivalent. Focuses on real-life language use, the integration of culture and language, and the four skills of reading, writing, speaking and listening. The acquired language skills are reinforced through active participation in group and pair work as well as the use of videos, audio tapes and computer assisted learning. **Prerequisite:** FR 101 is a prerequisite for FR 102; FR 102 is a prerequisite for FR 103

FR 110 Introduction to French Literature in Translation (4)

A survey of French literary genres involving works in English translations from a variety of periods.

FR 201, 202, 203 Second Year French (4 each)

This sequence focuses on deepening and broadening students' abilities to understand written and spoken French and to speak and write French, and provides students the opportunity to round out their knowledge of the basics of the French language. Grammar review and exercises are supplemented by situational dialogues, oral presentations, written essays and readings of authentic texts to provide comprehensive preparation in French language skills. By the end of this sequence, students will have acquired sufficient knowledge in reading, writing, speaking and understanding French to move on to the third-year level at WOU or participate in a study abroad program in France. **Prerequisite:** FR 103 is prerequisite for FR 201; FR 201 is prerequisite for FR 202; FR 202 is prerequisite for FR 203

FR 299 Special Studies (1-12)

Topics and hours to be arranged.

FR 300 French Table (1)

Conversation practice in the French language; emphasis on everyday use of language and current events. Can be repeated; a maximum of three credits can apply to the French minor. **Prerequisite:** FR 103 or higher

FR 301, 302, 303 Intermediate French Composition and Phonetics (4 each)

This sequence of courses will help students refine writing and speaking skills. A study of the French sound system will address individual students difficulties. Written assignments and oral presentations provide

opportunities to actively apply the concepts and vocabulary learned in class. **Prerequisite:** FR 203 prerequisite for FR 301; FR 301 prerequisite for FR 302; FR 302 prerequisite for FR 303

FR 310 Introduction to French Literature (3)

Provides grounding in the basic concepts and development of a variety of French literary styles, periods, and genres. **Prerequisite:** concurrent enrollment in or completion of FR 302 or higher

FR 340 Topics in French Arts and Culture (3)

Focused study of a topic related to the arts and culture in France; may include study of a particular artist, medium, period, or movement, in a theme that crosses periods or media. Specific focus will be identified in schedule of classes. Can be taken up to three times if content is not repeated. **Prerequisite:** FR 203 or higher

FR 399 Special Studies (1-12)

Topics and hours to be arranged. **Prerequisite:** FR 203 or higher

FR 405 Reading and Conference (1-3)

Topics and hours to be arranged. Up to three credits can apply to French minor.

FR 407/507 Seminar (3-4)

Topics and hours to be identified in schedule of classes. Can be taken twice if content is not repeated. **Prerequisite:** FR 301 or higher

FR 410/510 Topics in French Language and Literature (3)

In-depth study of an author, period, genre, or movement in French or Francophone literature or language study. May be taken more than once if content is not repeated; focus will be identified in schedule of classes. **Prerequisite:** FR 302 or higher

FR 416/516 French Teaching Practicum (1)

Practice in applying language teaching techniques as an assistant in first-year courses; study of language pedagogy. May repeat for 1-3 credits total.

FR 440/540 Topics in French Civilization and Culture (3)

In-depth study of a particular period, or an issue that crosses historical periods. May be repeated if topic is different; focus will be identified in schedule of classes. **Prerequisite:** FR 302 or higher

FR 499 Special Studies (1-12)

Topics and hours to be arranged. **Prerequisite:** FR 301 or higher

General Science

GS 107 Seminar (1-3)

GS 114, 115, 116 Essentials of Physical Science (4 each)

An examination of the basic scientific concepts underlying familiar physical phenomena; topics may include motion, energy, optics, electromagnetism, nature of matter, atomic theory, chemical bonding, and chemical reactions. Three lectures and one laboratory period per week. **Prerequisite:** MTH 111

GS 201H, 202H, 203H Natural Science: The Search for Order (5 each)

A study of major themes from the natural sciences selected to develop understanding of historical perspectives, current interactions and future potentials of earth, physical and biological sciences.

GS 311 Biological Science for Elementary Schools (3)

Concepts, experiences and materials from the biological sciences adaptable to the elementary school. Lecture and laboratory combined in two 3-hour sessions. **Prerequisite:** Introductory biology course or consent of instructor

GS 312 Physical Science for Elementary Schools (3)

Concepts, experiences and materials from the physical sciences adaptable to the elementary school. One lecture, two 2-hour laboratories.

GS 313 Earth Science for Elementary Schools (3)

Concepts, experiences and materials from the earth sciences adaptable to the elementary school. One lecture, two 2-hour laboratories.

GS 314 Classroom and Laboratory Resources in Science (2)

Presents techniques for the preparation, handling, storage and disposal of laboratory materials. Topics may include laboratory safety regulations, selection of appropriate student laboratory activities, utilization of online and reference resources for selection of classroom and laboratory materials and basic instrument maintenance. Two 3-hour labs a week. **Prerequisites:** CH 223, MTH 112, BI 213

GS 321 Musical Acoustics (4)

An integrated lecture-demonstration-laboratory approach to the nature of sound and music with direct student involvement. Topics to include the nature and perception of sound, acoustical characteristics of music instruments, applications of electronics, and architectural acoustics. Three lectures and one two-hour laboratory. **Prerequisite:** MTH 105 or equivalent

GS 342 Coastal Oceanography (3)

Coastal oceanography of Oregon is studied in detail with emphasis on circulation in

estuaries, the tides and coastal erosion and deposition. Students will undertake supervised research projects. Three lectures and weekend field trips. **Prerequisite:** ES 104 or ES 331

GS 351 Elements of Astronomy (3)

A study of the structure and evolution of the universe from an observational perspective. Topics to include the night sky, observational techniques, the solar system, stellar and galactic structure, and cosmology. One three-hour lecture. **Prerequisite:** MTH 105 or equivalent

GS 401 Research (1-15)

Terms and hours to be arranged.

GS 406 Special Individual Studies (1-15)

Terms and hours to be arranged.

GS 407/507 Seminar (1-15)

Terms and hours to be arranged.

GS 408 Workshop (1-15)

Terms and hours to be arranged.

GS 409 Practicum (1-9)

Provides the preprofessional experience desired by such professional schools as medicine and physical therapy.

GS 411/511 History of Science (3)

A brief history of the development of the natural sciences up to the 19th century, their social implications, and the growth of scientific philosophy. Three lectures. **Prerequisite:** two sequences in natural sciences or mathematics or consent of instructor

GS 420 Selected Field Investigations (1-6)

Field expeditions to unique geological and/or biological areas of western North America. In these undertakings, the students will plan and undertake studies of the areas selected for exploration.

GS 424/524 Astronomy (3)

A study of the solar system, stars, stellar systems, and galaxies including the application of some of the important concepts of physics, chemistry and mathematics to the field of astronomy. Three lectures. **Prerequisite:** one year each of college physical science and mathematics

GS 601 Research (1-15)

Terms and hours to be arranged.

GS 602 Independent Study (1-15)

Terms and hours to be arranged.

GS 603 Thesis or Field Study (3-9)

GS 606 Special Individual Studies (1-15)

Terms and hours to be arranged.

GS 607 Seminar (1-15)

Terms and hours to be arranged.

GS 608 Workshop (1-15)

Terms and hours to be arranged.

GS 612 History of Science (3)

Intensive study of the history of one particular branch of the natural sciences with emphasis on the modern period. Usually offered by arrangement with a staff member in that branch. **Prerequisite:** GS 411 or consent of instructor

GS 625 A Concept Approach to Science (3)

This course will identify basic concepts common to all disciplines of science, explain their various applications to individual sciences, and expand their application beyond science to a global, interdisciplinary understanding of the concepts.

GS 691 Physical Oceanography for Teachers (3)

Physical processes in the oceans; the origin and distribution of water masses and currents; waves, tides, tidal currents. **Prerequisite:** chemistry or consent of the instructor

GS 692 Geological Oceanography for Teachers (3)

The topographic, geologic and geophysical nature of the ocean basins; processes of and distribution of sediments and economic deposits, coastal erosion and sedimentation.

Geography

GEOG 105, 106, 107 Introductory Geography (4 each)

105 Introductory Physical Geography; 106 Introductory Economic Geography; 107 Introductory Cultural Geography

GEOG 199 Special Studies (1-6)

Terms and hours to be arranged. A means by which students may earn lower-division credit for research, writing, mapping, discussion, career-related and/or participatory skills.

GEOG 207 Geography and Film (4)

Considers the use and representation of space, place and landscape in, on and through film. Specific films, filmmakers and topics will vary, and may include particular places or types of landscapes, and the comparison of films created in different cultural and geographical contexts.

GEOG 211 U.S. and Canada (4)

Understanding of economic and social activities in the major human-use regions of the home continent; description and interpretation of the present occupancy pattern of the major regions of the United States and Canada.

GEOG 240 Map and Air Photo Interpretation (4)

This course explores the use of topographic maps and aerial photographs to measure and interpret geographic patterns of the natural and social environment. Emphasis is on location, landscape patterns and process identification. **Prerequisite:** GEOG 105

GEOG 299 Special Studies (1-4)

Terms and hours to be arranged. A means by which students may earn sophomore-

level credit for research, writing, mapping, career-related and/or participatory skills.

GEOG 306 Global Economic Geography (4)

Location theory and its application to the study of the distribution of various economic activities, international and interregional changes in the spatial structure of economic activities and the role of these changes in international and regional development.

GEOG 307 Canadian Identity Through Film (4)

Explores the construction of Canadian identity and difference as expressed through Canadian films and cinema.

GEOG 310 World Regional (4)

A thematic examination of the principal characteristics of the major geographical regions of the world. Interpretation of present and past patterns of relationships between humans and the natural environment.

GEOG 311 Geography of Europe (4)

Individual European societies' landscape organization and how each attempts to alleviate cultural problems: international migrations, scarcity of land for agriculture and urban development, economic development and European nationalism.

GEOG 313 The Pacific Northwest (4)

Physical and human resources of the Pacific Northwest. Interpretation of the present pattern of human use of the Pacific Northwest with special emphasis on Oregon.

GEOG 314 The Pacific Rim (4)

The lands and peoples of the Pacific Rim countries, with particular attention to their economic and cultural geographies. Spatial interaction among the Pacific Rim countries, and with the rest of the world.

GEOG 315 The Indian Subcontinent (4)

A survey of the physical and human geography of South Asia. While the entire realm of South Asia will be surveyed, the emphasis is on India; major geographical patterns, processes, issues, and problems related with religious, ethnic and linguistic diversity, the modernization process, economic development and interrelationships between South Asian nations.

GEOG 321 Field Geography (4)

Methods for collecting and analyzing geographic data. Emphasis on physical or human topics and specific methods will depend upon instructor. **Prerequisites:** GEOG 105, GEOG 240 or consent of instructor

GEOG 327 Popular Culture in Global Perspective (4)

Looks at the development of popular cultures on a global scale and across national boundaries, and critically examines the implicit geographies of pop culture texts and media.

GEOG 340 Cartography (4)

This course emphasizes the design and creation of maps. The underlying theme is

communication of geographic information combining cartographic design with user perception. **Prerequisite:** CS 160 or consent of instructor

GEOG 341 Geographic Information Systems (4)

The mapping, monitoring and modeling of geographic data using computer technology. This is the culminating course for the techniques sequence in geography. Class meets twice a week for lab and lecture.

GEOG 370 Human Migration (4)

International and internal migration since World War II. Factors important in the initiation and continuation of migration. Special focus on Mexico-U.S. migration and settlement.

GEOG 371 Mexico and Central America (4)

Contemporary physical and human landscapes and their genesis. Areas of focus include human migration, environmental change and social dynamics.

GEOG 372 South America (4)

Regional patterns of environment, technology, culture and development are examined within the context of geographical diversity and unity. Topics include both historical and contemporary issues.

GEOG 380 Environmental Conservation (4)

This course provides an introduction to environmental conservation, the reasoned use of the natural environment so that its utilization does not impair the environment's capacity for renewal and continued evolution. The course focuses on contemporary global and regional issues such as greenhouse warming and deforestation.

GEOG 384 Qualitative Research Methods (4)

An advanced survey of qualitative research methods in geography, including field observation, interpretation of texts and visual images, and ethnography. Students will learn methods through both theory and practice.

GEOG 385 Quantitative Methods in Geography (4)

An introduction to basic quantitative techniques in geography. Topics include descriptive statistics, hypothesis testing, simple correlation and regression, analysis of variance, and non-parametric statistics.

GEOG 386 Making Digital Video for the Social Sciences (4)

An introduction to the uses of digital video as a tool for collecting, interpreting, and communicating social scientific data. Covers the basics of shooting and editing digital video.

GEOG 391 Biogeography (4)

This course combines both historical and ecological perspectives in analyzing plant and animal distributions. Topics include: speciation, extinction, dispersal, biodiversity, and human impacts or biotic distributions. **Prerequisite:** consent of instructor

GEOG 392 Physical Geography (4)

Principal earth surface elements of physical geography including landforms, soils, water, and biotic resources in their genetic, distributional and functional interrelationships. **Prerequisite:** GEOG 105 or consent of instructor

GEOG 393 Soils Geography (4)

Soils are examined from both a pedologic (genesis and morphology) and edaphic (growth medium) perspective. Their geographic distribution, classification and use as stratigraphic units are examined in detail. The course includes a 2 hour lab that meets once a week. **Prerequisite:** consent of instructor

GEOG 399 Special Studies (1-3)

Terms and hours to be arranged.

GEOG 406/506 Special Individual Studies (1-6)

Terms and hours to be arranged. A specialized or individualized course of study within geography developed in consultation with the instructor.

GEOG 407/507 Seminar (4)

Terms and hours to be arranged. Intended for non-teaching majors.

GEOG 409/509 Practicum (3-12)

Terms and hours to be arranged. Practical application of geographical theory and/or collection of data for theoretical interpretation, customarily in a public agency.

GEOG 410/510 Global Issues (4)

A study of selected and current international issues and problems within the geographical context in which they are observed. Issues to be discussed depends on the instructor.

GEOG 411/511 Cultural Geography (4)

Advanced inquiry into the subfield of cultural geography with a focus on contemporary theoretical debates.

GEOG 412/512 Selected Topics (4)

Advanced analysis of traditional and contemporary topics in geography.

GEOG 413/513 Urban Geography (4)

Urban settlements in the United States and the rest of the world, in terms of patterns, forms and functions; systems of urban land classification and geographic dimensions of urban land use.

GEOG 418/518 International Trade and Transportation (4)

Analysis of the origins, routes, destinations of the flows of major commodities, goods, services, and people across national boundaries. Global perspective will include theories and case studies of contemporary and evolutionary patterns.

GEOG 420/520 The West and the American Imagination (4)

Looks at the special position of the West in American culture with particular focus on alternate and evolving representations of "the Old West."

GEOG 421/521 The Changing American West (4)

Examines contemporary conflicts over regional identity in the American West. Particular attention will be paid to the interpretation of cultural and economic change such as the decline of resource industries and rural areas and the growth of services, cities and suburbs.

GEOG 425 Urban Planning and Policy (4)

Analysis of the processes related to planning, regulating, and policy making in the contexts of urban land use; will be analyzed with respect to all the levels of government—national, state, regional and local.

GEOG 432/532 Geography of Africa (4)

The African continent, its nations and colonies; the physical and cultural geography of the regions of the continent and their implications.

GEOG 433/533 Political Geography (4)

An advanced survey of political geography as a field of study, including special attention to geopolitics and the interpretation of contemporary political events from a geographic perspective.

GEOG 435/535 U.S. and Canadian Geopolitics (4)

Examines U.S. and Canadian relations at multiple scales and in various political contexts from border enforcement to the United Nations.

GEOG 470/570 Energy, Environment, and Society (4)

Examines how different societies utilize energy, how energy transformations change societies, how diverse environments shape the forms of energy utilization, and the impacts of energy use on the environment. Special focus on current world problems related to energy use, including resource-related wars and climate change, as well as technological and political efforts that address these problems. **Prerequisite:** ES 104, or GEOG 105, or GEOG 106, or consent of instructor

GEOG 480/580 Nature in the American West (4)

Examines historical and contemporary importance of nature, as concept and physical reality, to the economies, cultures and politics of the American West. Specific topics and areas of focus will vary each term.

GEOG 490/590 Climatology (4)

The climate controls and where they operate; climate classification; world regional climate patterns; the characteristics of the world's climates. **Prerequisite:** GEOG 105

GEOG 492 Regional Physiography of North America (4)

The interrelationship of soil, vegetation, landforms, and climate in the physiographic regions of North America as they have played a role in the cultural and economic development of the continent. **Prerequisite:** GEOG 392

GEOG 495 History and Philosophy of Geography (4)

The nature of geographic thought is examined from a historical perspective. The goal of the course is to seek out the origins of contemporary geographic theory and research and to provide insights as to the discipline's future. **Prerequisite:** GEOG 105, 106, and 107, or consent of instructor

GEOG 499 Capstone Experience (4)

The Capstone experience is required of all majors in geography and may be based on one or more of the following activities or projects: a research thesis, an internship or practicum, a field exam, a professional portfolio, or comprehensive exam. Typically, the capstone will be completed in a student's final year at WOU. Students majoring in geography should consult with their adviser regarding planning for their Capstone Experience early in the year before they intend to graduate. Specific requirements will be made by arrangement with a student's adviser. **Prerequisite:** major in geography, GEOG 495

GEOG 526 Geography of Europe (4)

Individual European societies' landscape organization and how each attempts to alleviate cultural problems: international migrations, scarcity of land for agriculture and urban development, economic development and European nationalism.

GEOG 601 Research (1-3)

Terms and hours to be arranged.

GEOG 603 Thesis (3-9)

Terms and hours to be arranged.

GEOG 608 Workshop (1-3)

Terms and hours to be arranged.

GEOG 620 Physical Geography and Field Methods for Teachers (3)

Observation of geographic features in the field; construction of maps from field sketches and notes; preparation of field reports; analysis of methods of field teaching in the public schools.

German Studies**GL 101, 102, 103 First Year German (4 each)**

Acquisition of listening, speaking, reading and writing skills. Emphasis on communication. GL 101 is for beginners and offered fall term; GL 102 is next in the sequence and offered winter term; GL 103 is final course in sequence and offered spring term. For proper placement, students should consult instructor. Online placement tests are available at www.wou.edu/germanweb. **Prerequisites:** GL 101: none; GL 102 : GL 101 or consent of instructor; GL 103 : GL 102 or consent of instructor

GL 110 Introduction to German Literature in Translation (4)

A survey of German literary genres involving works in English translation. The study may include works of medieval through con-

temporary literature. Specific focus will be identified in each year's schedule of classes.

GL 199 Special Studies (1-6)

Terms and hours to be arranged.

GL 201, 202, 203 Second Year German (4 each)

Emphasis on developing oral fluency and progressive development of writing skill. Complete grammar review. **Prerequisites:** GL 201: GL 103 or consent of instructor; GL 202 : GL 201 or consent of instructor; GL 203 : GL 202 or consent of instructor

GL 299 Special Studies (1-6)

Terms and hours to be arranged.

GL 301, 302, 303 Intermediate German Composition and Conversation (4 each)

Intensive practice in writing and speaking German. Oral and written reports based on a variety of original texts. **Prerequisites:** GL 301: GL 203 or consent of instructor; GL 302 : GL 301 or consent of instructor; GL 303 : GL 302 or consent of instructor

GL 310 German Film and Conversation (3)

Class will be watching, discussing and writing about films and filmmakers from former East and West Germany, and the unified Germany. The goal is to familiarize students with German cinema, and to improve written and oral language skills in German while learning more about German culture.

GL 320 Business German (3)

Description and analysis of business terminology in German. Study of business organization, operation and management. Introduction to the language of accounting, marketing and economic matters in German-speaking countries. **Prerequisite:** GL 203 or equivalent or consent of instructor

GL 331 German Pronunciation & Phonetics (3)

A thorough study of the sound system of German, with individual attention to each student's difficulties. Distinguish between German and English sounds and practice with IPA. **Prerequisite:** GL 201 or equivalent or consent of instructor

GL 340 German Culture and Civilization I: From the Romans to the Enlightenment (3)

Historical and cultural study of central Europe from its Roman occupation to the Enlightenment. **Prerequisite:** GL 203 or equivalent or consent of instructor

GL 341 German Culture and Civilization II: From Classicism to Reunification (3)

Historical and cultural study of Germany from the mid 1700s to 1990. **Prerequisite:** GL 203 or equivalent or consent of instructor

GL 342 Studies in German Culture and Literature to 1900 (3)

Focus on cultural aspects of modern Germany and Austria, their people, customs and institutions. **Prerequisite:** GL 203 or equivalent or consent of instructor

GL 343 Studies in German Culture and Literature to 1945 (3)

In-depth study of selected writers, forms and/or themes in German-speaking countries up to 1945 (i.e. Nazi Resistance). **Prerequisite:** GL 203 or consent of instructor

GL 344 Studies in German Culture and Literature to 1990's (3)

In-depth study of selected writers, forms and/or themes in German-speaking countries up to 1990's (i.e. Jewish/Holocaust studies). **Prerequisite:** GL 203 or consent of instructor

GL 350 Methods in Translation (3)

Examination of written and oral, structured and free translations. Materials come from a variety of sources. **Prerequisite:** GL 203 or equivalent or consent of instructor

GL 399 Special Studies (1-6)

Terms and hours to be arranged.

GL 401, 402, 403 Advanced German Composition and Conversation (3 each)

Systematic review of grammar, composition and conversation. **Prerequisite:** GL 303 or equivalent or consent of instructor

GL 406 Special Individual Studies (1-6)

Terms and hours to be arranged.

GL 411 German Literature I: Medieval to Classical (3)

Readings from representative German authors within major genres and periods. **Prerequisites:** ENG 218 and GL 203 or equivalent or consent of instructor

GL 412 German Literature II: Naturalism to Present (3)

Readings from representative German-speaking authors from Naturalism to the present. **Prerequisites:** ENG 218 and GL 203 or equivalent or consent of instructor

GL 416 Language Teaching Practicum (1-2)

Practice as a teaching assistant particularly for teachers in training. Course may be repeated to a maximum of six hours. **Prerequisite:** consent of instructor

GL 423/523 Studies in German Language and Literature (2-6)

In-depth study of a literary figure, genre, or other topic related to the study of German language, literature and culture. Course can be repeated when content is different. **Prerequisite:** GL 301 or equivalent or consent of instructor

GL 440 19th Century German Drama (3)

In-depth study of drama by 19th century Austrian, German and Swiss authors within its historical, cultural and intellectual context. **Prerequisite:** GL 203 or equivalent or consent of instructor

GL 441 20th Century German Drama (3)

In-depth study of drama by 20th century German-speaking authors within its historical, cultural and intellectual context. **Prerequisite:** GL 203 or equivalent or consent of instructor

Prerequisite: GL 203 or equivalent or consent of instructor

GL 442 German Drama - Performance (4)

Students read and memorize roles of a selected German play and give two performances to the community at the end of the term. Students analyze the author, text, and roles. Students are involved in all aspects of play production: lighting, set-design, costumes, publicity and choreography. Course is open to students at the 300 and 400 level.

GL 481 History and Structure of German Language (3)

A study of the historical development and modern structure of the German language. Emphasis on comparing and contrasting the grammars of English and German. **Prerequisite:** GL 203 or equivalent or consent of instructor

GL 499 Special Studies (1-6)

Terms and hours to be arranged.

GL 607 Seminar (1-6)

An in-depth study of a literary figure, genre or other topic related to German. **Prerequisite:** GL 203 or equivalent or consent of instructor

GL 624, 625 German Stylistics (3)

A study of oral and written German, with special emphasis on syntax, style, structure and elements that characterize the style of a writer, a period or a movement. **Prerequisite:** GL 303 or equivalent or consent of instructor

Health**HE 199 Special Studies (1-15)**

Terms and hours to be arranged.

HE 211 Techniques of Relaxation (3)

Instruction and practice of relaxation techniques to include: progressive muscular relaxation, tai chi, yoga and meditation. Examination of the relaxation response relative to health.

HE 227 Community and Public Health (4)

A foundational overview of public health concepts and practice. Introduction to the core functions of public health, prevention of diseases and injuries, health needs of special populations, functions of voluntary and governmental organizations, and future directions of public health.

HE 250 Personal Health (3)

Basic scientific knowledge for healthful living; relation of the health of individuals to family and community welfare and to national vitality and progress.

HE 252 First Aid, CPR and Safety (3)

Emergency treatment of injuries and illness in a variety of situations. Methods of prevention to reduce or eliminate potentially dangerous situations. Passing of proficiency tests leads to First Aid and CPR certification through the National Safety Council. Concurrent enrollment in HE 252L required.

Note: Admission to some upper-division classes may be limited to students who have been formally admitted to the Health degree program.

HE 325 Nutrition (4)

Overview of components of a healthful diet and determinants of food choices. Focus on interpretation and application of nutrition research.

HE 329 Health and Social Services (4)

An analysis of assistance and potential solutions to human problems offered through health and social service agencies and programs.

HE 351 School Health Programs Elementary (4)

Exploration of child health status and the vital role that the elementary teacher may play in helping children acquire healthful lifestyle behaviors as they grow and develop. Topics include the need for comprehensive school health education, current state and national level standards, the function and role of the Coordinated School Health Program, curriculum development and integration, instructional strategies, and materials and resources.

HE 352 First Aid and CPR Instructor (3)

Instructor training in Community CPR and First Aid leading to Instructor Certification through the National Safety Council. **Prerequisites:** Each student must pass standard First Aid and CPR certification requirements at the beginning of the course.

HE 362 Contemporary Health Issues (4)

Analysis of new and emerging issues in health using an ecological model. Focus on human ecology including political, psychosocial, cultural and economic factors.

HE 366 Alcohol, Tobacco and Other Drugs (4)

Examination of the historical, cultural, economic, legal, medical, and health factors involved in drug use and abuse in contemporary society.

HE 367 Human Sexuality (4)

Study of sexuality and sexual expression as essential elements of optimal health and well-being. Includes biomedical, psychosocial and cultural factors that influence human sexuality.

HE 375 Epidemiology (4)

Evaluation of patterns and determinants of health and disease in populations. Focus on the history of epidemiology, major causes of morbidity and mortality, methods of disease occurrence, study design, association and causation, and how to address public health problems using epidemiological methods

HE 381 Mind/Body Health (4)

Examination of evidence supporting the connection of mind, body, and spirit with health status. Focus on Eastern and Western concepts and philosophies of health and wellness.

HE 385 Foundations of Health Education (4)

History, theory and practice of health education and promotion. Focus on professional competencies, philosophical, ethical, and behavioral foundations, credentialing, and professional development. **Prerequisite:** admission to degree program or consent of instructor

HE 391 Stress Management (4)

Examination of the stress response and the relationship of stress management to health. Analysis and application of stress management strategies using a holistic paradigm.

HE 399 Special Studies (1-15)

Terms and hours to be arranged.

HE 406 Special Individual Studies (1-15)

Terms and hours to be arranged. Credit for HE 406 and 407, singly or combined, may not exceed six credit hours.

HE 407 Seminar (1-15)

Terms and hours to be arranged. Credit for HE 406 and 407, singly or combined, may not exceed six credit hours.

HE 409 Practicum (1-12)

Terms and hours to be arranged.

HE 411/511 Health Communication (4)

Analysis of the process and impact of media messages on health behavior and the development of effective messages in health promotion and education. Focus on social marketing, media advocacy and media literacy.

HE 412/512 Bullying (4)

Examination of bullying in school and community settings from a public health perspective. Focus on predisposing factors to bullying behavior, primary prevention, and evidence-based interventions.

HE 413/513 Complementary and Alternative Medicine (4)

Examination of complementary and alternative medicine as it is known today both nationally and internationally. Attention to the political/economic role as well as the cultural and bio-medical context will be explored. Special focus will be on discerning legitimate medical practices from quackery and fraud.

HE 415/515 Child and Adolescent Health (4)

A study of the physical, emotional, social and environmental health issues affecting children. Emphasis on the impact of these health problems on learning and the role of the school in their prevention, discovery and referral for treatment.

HE 419 Internship in Health Promotion (4)

Provides health promotion students the opportunity to demonstrate current professional competencies and to enhance professional growth through integration of classroom theory with planned, supervised, and practical work experiences. **Prerequisite:** admission to degree program and senior standing.

HE 420/520 Healthy Relationships (4)

Study of the important role that relationships have on one's health. Opportunities to assess, analyze, and enhance personal and professional relationships using communication and conflict resolution models.

HE 425/525 Current Issues in Nutrition (4)

Critical examination of current issues and controversies in nutrition. Focus on analysis and interpretation of current nutrition research.

HE 426/526 Sports and Exercise Nutrition (4)

Examination of nutrition as it relates to the demands of exercise and competitive sport. Special emphasis on the differing needs of population groups and the relationship of diet and exercise to optimal health.

HE 434/534 Diseases (4)

Study of modern concepts of disease, characteristics of common infectious and chronic diseases, and practices and programs to prevent and control specific diseases.

HE 445/545 Best Practice in ATOD and Sexuality Education (4)

Identification of current best practice in ATOD (alcohol, tobacco, and other drugs) and sexuality education. Evaluation of curricula and present practice. Selection and modeling of effective instructional strategies. **Prerequisite:** admission to degree program or consent of instructor

HE 465/565 International Health (4)

Study of international health issues, policies and interventions. Exploration of relationships between political, economic, cultural, educational and demographic conditions of developing countries and the impact on health and health services. Focus on access to information and biomedical technology, urgent health problems and development of primary health care.

HE 471/571 Program Planning (4)

Analysis of contemporary program planning models. Instruction and practice in designing and implementing a health promotion program. Students will engage with community agencies utilizing a service learning model. **Prerequisite:** admission to degree program or consent of instructor

HE 473/573 Biometrics & Research Methods (4)

Examination of health research including topics of design, methodology, and statistical analysis. Focus on interpretation of health research. **Prerequisite:** admission to degree program or consent of instructor.

HE 484/584 Mindfulness: The Art of Mindful Living (4)

Interdisciplinary study of mindfulness utilizing history, psychology, philosophy, Eastern religions, and education with modern application in the fields of health and medicine. Students will explore theoretical concepts and ways to apply mindfulness to enhance their personal and professional lives.

HE 485/585 Bioethics and Public Health (4)

Review of basic ethical theories. Examination of moral principles and decisions associated with medical treatments, technologies, policies and research. Topics may include reproductive technologies, end of life decisions, organ transplantation, genetic engineering, stem cell research and allocation of health care resources.

HE 487/587 Assessment and Program Evaluation (4)

Examination of assessment and evaluation tools and program evaluation strategies. Focus on evaluation design, methods, and implementation, and the communication and utilization of evaluation findings. **Prerequisite:** admission to degree program or consent of instructor.

HE 496 School Health Programs: Methods and Materials (4)

Development and analysis of teaching skills, resources, and materials. Focus on standards-based practice and assessment within a coordinated school health program model. **Prerequisite:** admission to degree program or consent of instructor

HE 499 Capstone (4)

Demonstration of professional competencies through the development of an electronic portfolio. **Prerequisite:** admission to degree program, senior standing, HE 471 or concurrent enrollment

HE 603 Thesis (1-9)**HE 606 Special Individual Studies (1-9)**

Terms and hours to be arranged.

HE 607 Seminar (1-9)

Terms and hours to be arranged.

HE 608 Workshop (1-9)

Terms and hours to be arranged.

HE 609 Practicum (1-9)

Terms and hours to be arranged.

HE 612 Advanced Topics in Health Promotion (4)

In depth examination of research and practice in an identified area of study in the field of health education and promotion. Research topic varies by term. Topics may include: prevention and intervention of obesity, proposal writing, evidence-based behavioral interventions, etc. May be repeated for credit (different topics) up to 12 credits.

History**HST 101, 102, 103 History of Western Civilizations (4 each)**

Systematic study, through texts and printed documents, of the political, social, economic and cultural developments of the Western world (including the Mediterranean region in ancient times) from the dawn of civilization through the present. Emphasis will be given on major changes in social structures, economic and political institutions, and in value systems.

HST 104, 105, 106 World History (4 each)

A thematic as well as chronological approach to world history. Course content is derived from a study of several of the formative civilizations of the past and present.

HST 201, 202, 203 History of the United States (4 each)

Examines the origins and evolution of the United States in three eras: 201- from pre-contact era through the early Jacksonian era; 202- from Jacksonian era through the era of Progressive reform; 203- from the Progressive era through the present. Examines, in each era, the diverse origins and cultures of people migrating into and within what is now the United States, with attention to changing priorities and patterns of community, government and economic development.

HST 211, 212 American History Survey (4 each)

This two-term sequence examines the evolution of the United States from pre-contact period to the Civil War and from Reconstruction to the present. In each era the course will examine the diverse origins and cultures of people migrating into and within what is now the United States, with attention to changing priorities, patterns of community and diversity, government and economic development.

HST 401/501 History and the Internet (4)

This course will provide students with a critical foundation and research experience in the use of the Internet for the study of history. Students will learn about the history of the Internet and will analyze its use in the academy and for scholarly research, communication, and publication. Students will consider and evaluate the scholarly content of listservs, electronic texts and journals, and history links and Web sites and will conduct research leading to a course project.

HST 402/502 Reading and Conference (4-6)**HST 403/503 Practicum (1-6)**

Students will be placed with private and/or governmental agencies where they will work in their capacity as an historian and become familiar with the requirements and the possibilities of applying their skills in the public sector.

HST 404/504 Gender Issues in History, I (4)

In this first course in the sequence students will consider the history of women, men and gender relations to the 19th century. The course will introduce students to themes and methodologies for the study of gender in history and will focus on comparative cultural ideas about gender and sexuality and how these shaped social roles.

HST 405/505 Gender Issues in History, II (4)

Second course in the sequence. Students will consider the history of women, men and gender relations in the 19th and 20th centuries. Emphasis on cultural ideas about gender and gender roles, families, communities, and the state, and the way in which

race, class, ethnicity and sexuality intersect with gender to shape women's and men's lives.

HST 406/506 Archival Science (4)

An introduction to the methods and philosophy of conserving and collecting archival records and professional standards of organizing, indexing and controlling access to printed materials of historical significance. Includes an overview of the archivist's responsibilities for acquiring, securing and providing access to materials according to ethical and professional standards of stewardship.

HST 407/507 Seminar (4)

Special seminar topic offerings in the history discipline.

HST 408/508 Oral History (4)

An introduction to the methods and philosophy of conducting and developing oral interviews with primary actors as a source for historical research and analysis. Includes an overview of the evolving standards of the oral interview as a primary source, historiographic traditions in the use and analysis of such interviews, comparative readings in oral history, and practical application of the method in consultation with the instructor and in collaboration with other students.

HST 409/509 Historical Editing (4)

An introduction to the methods and philosophy of editing and annotating historical documents and manuscripts with an emphasis on organizing and preparing primary sources to facilitate their later use by the professional and lay public. Includes hands-on experience with primary collections and project-oriented training in providing context while preserving the integrity and spirit of the original, unedited source.

HST 410/510 Introduction to Public History (4)

This course begins with a review of the special skills of the historian's craft. Then students are introduced to the sectors of public history such as business related opportunities, government service, archival and museum work, and historical editing.

HST 411/511 World Problems (4)

Selected historical issues which are both contemporary and significant. Attention given to the political, economic and social aspects of these global issues.

HST 412/512 Yugoslavia: From Experiment to Collapse (4)

Course examines the constructive and destructive components of the Yugoslav experiment. Students will explore the intellectual origins of Yugoslavism and the formation of the first Yugoslav state after the First World War. Particular attention will be paid to the transition from Josip Tito's policies of "Brotherhood and unity" during the Second World War to Yugoslavia's collapse in the 1990s.

HST 414/514, 415/515, 416/516 English History (4 each)

From ancient Albion to modern Great Britain, this three-part course charts the evolution of English civilization from the dim beginning of British culture through its maturity into Anglo-Saxon and Anglo-Norman England culminating in Great Britain as the empire-builder in the 19th century and a struggling European nation in the post-Cold War and post-industrial world. These courses place special emphasis on personalities as well as on constitutional and institutional themes.

HST 417/517 The Renaissance (4)

An examination of the origins and development of the Renaissance in Italy from the early 14th to the mid 16th centuries, noticing in particular the economic, social, political, intellectual, and artistic manifestations of this movement. Another focus is on the effects of the Italian Renaissance in northern Europe in the 16th century, including the relationship between Renaissance Humanism and religious reform.

HST 418/518 The Reformation (4)

A close look at the origins and development of the Protestant Reformation in Europe from the 14th through the 15th and 16th centuries and the relationship between the Reformation and the rise of nation states. The religious wars of the 16th and 17th centuries and the Catholic Reformation will also be examined.

HST 419/519 Early Modern Europe (4)

Movements and events of the 17th and 18th centuries; the Enlightenment; the Old Regime; the classical age in art, architecture and literature; the development of modern science, society and nation states.

HST 420/520 Philosophies of History (4)

The evolution of the discipline of history as portrayed through the writings of the major historians. **Prerequisite:** consent of instructor

HST 421/521 England Under the Tudors and Stuarts (4)

Critical overview of the evolution of English government, society, and economy toward modernity. Students will be exposed to the rich historical and historiographical literature and examine the various developments that were to transform early modern England from a third-rate European country into the first truly modern and powerful state of the Western World in the course of two hundred years.

HST 422/522 Germany: The 19th Century (4)

A survey of the key issues influencing the construction and early history of a unified German state founded under Prussian dominance in 1871. The changing faces of liberalism, nationalism, conservatism and socialism will be analyzed, as they evolved following the aborted revolution of 1848 up to the outbreak of World War I.

HST 423/523 Germany 1914 to 1945 (4)

A survey of the nature and evolution of German society, culture and politics with an emphasis on World War I, the Revolution of 1918-1919, the Weimar Republic, and the Nazi state. At the heart of this course lies the question of the rise of Hitler to power and the reasons for the string of successes experienced by the Nazi regime prior to its eventual downfall.

HST 424/524 Postwar German History (4)

Beginning with the post-World War II division of Germany, the politics and economics of East Germany, the remarkable economic recovery starting in the 1950's and the impact of new social movements of the 1960's, 1970's, and 1980's in the West are some key developments that will receive prominent attention. The revolution of 1989 and the conflicts engendered by reunification will serve as the conclusion to this course.

HST 425/525 Modern France: Revolution and Napoleon (4)

The structure of the Ancient Regime, its demolition by the Revolution, the anatomy and the achievements of the Revolution, and its transformation by Napoleon.

HST 426/526 Modern France: 19th Century (4)

The political, economic and social development of France in the 19th century, her changing governments and her attempts to achieve the ideals of liberty, equality and fraternity, which had been set forth in her 1789 revolution; her changing international position.

HST 427/527 Modern France: 20th Century (4)

France in two world wars with an interwar depression and the rise of Nazi Germany; her developments and readjustments since 1945.

HST 428/528 19th Century Europe (4)

Europe from the Congress of Vienna to the Treaty of Versailles, including the rise of liberalism, conservatism, nationalism, socialism, industrialism, imperialism, irrationalism and militarism culminating in World War I.

HST 429/529 20th Century Europe: From World Wars to Cold War (4)

Crisis in European diplomacy resulting in World War I drifting into totalitarianism to World War II in the first half of the century and subsiding into Cold War between the two super powers during the second half.

HST 430/530 20th Century Europe: Postwar Period (4)

Problems of reconstruction in postwar Europe; the birth and demise of the Cold War; disintegration of Communist Europe and its aftermath; European intellectual culture in the second half of the 20th Century.

HST 431/531 Russia to Peter the Great (4)

Examines the history of Russia from the Kievan Rus state to the reforms of Peter the Great. Particular attention is given to the Mongol conquest and the subsequent rise of Moscow and a universal service state.

HST 432/532 Imperial Russia (4)

An examination of Russian history from the formation of the imperial state in the eighteenth century to the first world war. Focal points of will be the various attempts from above and below to reform and modernize this state.

HST 433/533 Soviet Russia (4)

Study of the history and culture of Soviet Russia from the Bolshevik revolution to its collapse in 1991.

HST 434/534 History of Spain and Portugal (4)

Starting with a description of the Pre-Roman societies of the Iberian Peninsula, this course traces the evolution of the cultures and states that developed in the Iberian Peninsula through 1700. The Islamic civilization in medieval Iberia, gradual reconquest of Arab Spain by Christian armies, the emergence of the regional monarchies, the foundations of global empires by Spain and Portugal, and the cultural achievements of early modern Spain and Portugal will be some of the crucial issues structuring this course.

HST 435/535 History of Spain and Portugal (4)

This course will analyze the 18th century reforms, the French occupation (1807-1813), and the turbulent interrelationship between liberalism and conservatism characterizing much of the 19th century. In the 20th century the course will concentrate on the loss of the empires, the development of positivism, nationalism, socialism and anarchism. The nature of the Portuguese and Spanish Republics, the origins of the Spanish Civil War, the Franco and Salazar dictatorships and the transition to democracy in the 1970s will be some of the issues addressed.

HST 436/536 History of Modern Italy (4)

This course will cover the history of modern Italy from the era of Habsburg dominance to the present. Emphasis will be placed on the 19th and 20th centuries; the Liberal era prior to 1914; the rise of fascism, the transition from fascism to democracy; and the politics, culture and society of the post-1945 Italian Republic.

HST 438/538 Ancient Near East & Egypt (4)

Examining the archaeological and historical evidence for the growth of culture in Mesopotamia and the Nile valley.

HST 439/539 Ancient Greece (4)

Survey of the cultural and political development of the Greek world from the Mycenaean period to the end of the Peloponnesian war (404 B.C.).

HST 440/540 Ancient Rome (4)

Study of the cultural and political evolution of the Roman world from its inception to the break-up of the empire in the fifth century A.D.

HST 441/541 Aristophanes' Athens (4)

Examines the social and political structure of Athenian democracy through the medium of the plays of the Athenian comic, Aristophanes.

HST 442/542 Cicero and the Politics of the Late Republic (4)

Examines the turbulent period of the first century B.C. through the medium of the speeches and letters of Cicero.

HST 443/543 Biography and Empire (4)

A critical analysis of the period of the "Twelve Caesars" and the differing approaches and concept of history as seen in ancient biography and historical writing. Readings will centre upon Tacitus, Suetonius, Dio Cassius and Plutarch.

HST 444/544 Cities of Vesuvius: Pompeii, Herculaneum and Stabiae (4)

Course will consider the archaeological and literary evidence that these unique sites offer us for life in the ancient world. Topics to be covered will include urbanism, family life, social and cultural life of the community, and the economy.

HST 445/545 Women in the Greco-Roman World (4)

Survey of the artistic, historical and archaeological evidence for the role of women in the society of the ancient world.

HST 446/546 Archaeology of the Biblical World (4)

Examines the archaeological and historical context of Judaism and its relationship to the cultures of the classical world. As well as surveying the archaeological and biblical material, students will also be expected to study historical texts, in particular the works of Flavius Josephus.

HST 447/547 The Early Middle Ages (4)

A study of the origins and early development of medieval European culture and institutions, 450-850 AD, focusing particularly on the Greco-Roman cultural heritage, the role of the Christian church and the contribution of the Germanic tribes.

HST 448/548 The High Middle Ages (4)

A study of Europe, 850-1200 AD, focusing on the economic, political, social, religious, and intellectual revival of the 9th and 12th centuries and culminating in the crusading movement of the 12th century.

HST 449/549 The Late Middle Ages (4)

Examining the crisis of medieval society in the 14th century and the impact of the Hundred Years' War.

HST 450/550 Byzantine Empire (4)

This course will focus on 'grander' social and political themes examining the political fortunes of Byzantium, its role in preserving the classical heritage and culminating in its impact on the Renaissance.

HST 451/551 The Crusades (4)

Focuses on the religious and cultural inspiration for the crusading movement as well as their impact in the Middle East and their legacy both in the medieval and modern worlds.

HST 452/552 Women and Family in the Middle Ages (4)

Examines the position of women and the family in the Medieval period through the medium of artistic, archaeological and historical sources.

HST 453/553 Pre-Columbian and Colonial Latin America (4)

A survey of Latin American Indian cultures and civilizations, their discovery and conquest by the Spanish and Portuguese, and the development of Iberian empires in America. Examination of the colonial systems and their cultures.

HST 454/554 Mexico and the Caribbean Since Independence (4)

A study of nation-building, conservative/liberal rivalries, and foreign intervention. Particular stress in the 20th century on social revolutions and modernization.

HST 455/555 South America Since Independence (3)

A study of national revolutions, political and economic problems of the new republics and cultural trends. In the 20th century the themes of militarism, industrialization and social revolution are emphasized.

HST 456/556 Mexico Since Independence (4)

An overview of the Indian and Spanish background of Mexico with emphasis on 19th century liberalism, foreign intervention, the Mexican Revolution and modernization.

HST 457/557 20th-Century Latin America (4)

Comparative development patterns in Latin America. Social revolutions and authoritarian reactions. The new Latin American culture.

HST 458/558 History of Inter-American Relations (4)

A diplomatic history from 1810 to the present with emphasis on relations between the United States and Latin America.

HST 461/561 History of East Asia: Traditional China (4)

To survey Chinese civilization from the earliest times to the mid-17th century, this course focuses on the aspects of history and culture that define the character of Chinese civilization. Special emphasis will be placed on the development of enduring institutions, intellectual and religious traditions, major change in demographic, social, economic, and political patterns during the Tang-Sung and Ming-Qing transitions.

HST 462/562 History of East Asia: Traditional Japan (4)

A general picture of Japanese history in the hope of furthering students' understanding of present-day Japan through the study of her past. The lecture and discussion will provide facts as well as analyses of significant events, conditions and accomplishments of Japanese people.

HST 463/563 Modern East Asia (4)

Focuses on the historical process which wit-

nessed the modernization of the major Asian civilization of China and Japan. Attention will be given to the different paths each of these countries has taken and the different problems each has faced in the attempt to build a modern state.

HST 464/564 Southeast Asia: Imperialism to Independence (4)

An introduction to the region's period of transition caused by Western colonialism and indigenous responses to it. European colonial history is examined through Southeast Asian ideas and reaction to Western expansion and intrusion.

HST 465/565 Southeast Asia: World War II to Cold War (4)

Surveys developments in the region's troubled era of war, rebellion and revolution following independence after World War II. Highlights a comparative analysis of Southeast Asia's contemporary experience from indigenous point of view.

HST 466/566 Southeast Asia: Cold War to the Present (4)

Surveys Southeast Asia's attempts at political integration and economic recovery in the 1980s through the end of the century- the period generally recognized as the prelude to the 21st or the Pacific Century.

HST 467/567 Modern China I: Fragmentation Reform Movements in Late Imperial China (4)

Course discusses the clash between China and the West, and the response of China's scholars.

HST 468/568 Modern China II: The Republic of China in the 20th Century (4)

Course explores the issues of envisioning state and society, the experiments in democracy, war and revolution, as well as political reform and economic miracle in Taiwan.

HST 469/569 Modern China III: People Republic of China, Confucianism and Socialism (4)

Course examines the birth of the Chinese Communist Party and the people of democratic China, and how Chinese socialism adjusted to live in the world. The history of modern China can connect students to present world issues in which the United States is involved, in particular in the Pacific basin.

HST 470/570 Women in Indian Society (4)

Course provides insights into Indian women's lives, and how they are influenced by religions and philosophies (Hinduism and Buddhism), caste system, marriage and family systems. Special attention will be given to the ideals of femininity influenced by the religious practices in classical Hinduism, such as apotheosis, henotheism, sacrifice and yoga; the ideal life cycle of the normative Hindu women; the alternative images of the feminine; the criticisms of the feminine ideal at the modern period regarding women's position in the Constitution and the new secular state, and the development

of women's legal status, property rights and liberation struggle.

HST 471/571 Women in Japanese Society (4)

Broad survey of women's positions and status in the institutions of marriage and family; factors which altered women's conditions; and how womanhood has been defined and redefined from traditional to modern Japanese society.

HST 472/572 Women in Chinese Society (4)

Course explores the lives of various groups of women (wife, concubines, courtesans, singer girls, and maids), including their activities in public and domestic dichotomy. In addition, specific topics to introduce traditional Chinese culture, such as foot binding, gender and sexuality in religion and literature, as well as gender in gynecology and pathology.

HST 473/573 Popular Culture in China (4)

A survey on Chinese culture. Included are social relationships, religions and philosophies, sciences and medicines, geomancy and cosmology, food and health, arts and cinemas from traditional to modern time period. It is to provide students with an understanding of Chinese culture, assessment of their unique thoughts and systems of values.

HST 474/574 Popular Culture in Japan (4)

A survey on Japanese culture. Included are patterns of behavior, popular morality, philosophies and religions, folk tales, arts, music, theater, also the taste of nature shown in the daily diet, flower arrangement and gardens. It is to provide students with an understanding of the traditional Japanese way of life. Specific emphasis will be placed on how these customs have been practiced in Japanese society.

HST 475/575 Colonial America (4)

Examines the imperial conquest and colonization of North America by European Empires with an emphasis on the experiences of colonized peoples and colonizers in comparative perspective, from early contact through the emergence of revolutionary sentiment and independent republics by the early 19th century. Compares patterns of inclusion and exclusion, violence and reaction resource use and development, and strategies of organization and control with attention to emerging constructions of race, gender, and class.

HST 476/576 Market Democracy in America (4)

Examines the social and political transformation of the United States in the first half of the 19th century, emphasizing how emerging faith in democracy, markets, westward expansion, individual morality, and gender-defined roles in public and private spheres, related to the simultaneous growth of slave labor, militant nationalism, industrial development, class distinctions, racial conflict, and war with Mexico by the late 1840s, and failed nationalism in the decade before the Civil War.

HST 477/577 Civil War and Reconstruction (4)

Examines the transformations of thought and industry that challenged nationalist identities in the United States after 1850, the resulting constitutional crisis and war, and efforts to reconstruct the nation and reunite its people. Considers how the experience of war reconstructed notions of public authority in relation to race, gender, and class in the post-war era, with attention to industrial reorganization of natural and urban landscapes for work and leisure, and related political reforms.

HST 478/578 Managing and Resisting Incorporation, 1865-1914 (4)

Examines the industrial transformation of American life in the five decades after the Civil War, including communitarian responses and labor resistance to managerial authority and systematization in the workplace, in the manipulation of race-defined and gender-defined roles for public and private advantage, in the exploitation of public lands and of natural landscapes, in the reorganization of sport and leisure, in the reorganization of urban and rural life, and in the acquisition of overseas possessions.

HST 479/579 Challenges of Progressive Era America (4)

Examines the visions, limits, and challenges of reform in American life in the period 1890-1914. Topics for analysis include woman suffrage and women's rights, public health, challenges to industrial capitalism, movements for the empowerment of workers and ethnic Americans and Americans of color, political reform agendas, and responses to imperialism.

HST 480/580 Topics in Multicultural American History (4)

Special topics in the history of multicultural America. May be taken twice if content not repeated.

HST 481/581 American Voices: Autobiography, Biography, and Memoir in American History (4)

Provides students with a critical foundation in the analysis of autobiography and biography as sources for the study of the American past.

HST 482/582 America and the World Wars (4)

Examines the impact of World War I and World War II had on Americans and American society. Students will consider such issues as gender and war, the home front, national and international policy, labor issues, race and ethnicity, and the transformation of American culture through mechanization, bureaucratization and wartime shifts in production.

HST 483/583 Cold War America (4)

This course will examine the impact of the Cold War on Americans and American society. Students will consider such issues as national and international policy, McCarthyism, the Vietnam conflict and the military-industrial complex.

HST 484/584 Health, Medicine and Gender in Historical Perspective (4)

This course presents three key areas of analysis for the study of health, medicine and gender in historical perspective. The first concerns gendered ideas about sexuality and gender roles and how these relate to health care in history. The second is a comparative examination of women and men as health care providers in different cultures. The third is a focus on women and men as recipients of health care and as health care activists.

HST 485/585 Mexican Foundations of Chicano/a/Latino/a History: From the Olmecs to the Mexican Revolution (4)

An overview of Mexican history and culture from the invention of civilization to the creation of the modern Mexican state. Pre-Columbian themes include agriculture, trade, religion, art, architecture, and political expansion. Colonial themes include the conquest and fusion of Spanish and Native American cultures. Nineteenth century themes include independence, foreign invasion, civil war and modernization. Emphasis of relevance to Chicano/a/Latino/a heritage.

HST 486/586 Chicano/a History (4)

A history of people of Mexican descent in the United States with emphasis on the origins of their constitutional status as citizens of the United States. The course explores the implications of various reinterpretations of that status for a people confronted with the Anglo-American culture of colonization from the early 19th century through the emergence of a culturally and politically self-conscious Chicano/a movement in the late 20th century, with attention to the implications of immigration trends in the late 20th century.

HST 487/587 Canada to Confederation - 1867 (4)

Examines the history of Canada from the pre-contact era through confederation in 1867 with attention to nationalist trends at the provincial and regional levels, and with particular emphasis on comparative colonial cultures within the region of North America now included as part of Canada. Explores issues of racial and cultural interaction among various immigrant groups and First Nations peoples in Canada in the context of imperial struggles for power and conflict with the nationalist interests of the United States.

HST 488/588 Canada Since Confederation (4)

Examines the history of modern Canada from confederation (1867) through the present with attention to nationalist trends at the provincial and regional levels and federal efforts to secure a sense of Canadian nationalism, in the context of counter-national movements and interpretive themes of particular relevance in the study of comparative North American cultures, including First Nations movement and immigration trends of the late 19th and 20th centuries.

HST 489/589 Environmental History (4)

Examines the history of ecological transformations associated with historical patterns of community organization, population movements, agricultural production, scientific inquiry, industrial development, urban growth, and systems of trade and commerce from ancient times to the present with particular attention to North America and global trends of the 19th and 20th centuries.

HST 490/590 Wests of Early America (4)

An exploration of the origins, traditions, and interactions of people living in the North American West from the pre-contact era through the late 19th century with particular attention to comparative colonial experiences, and the integration of the region into the industrial, political, and social frameworks of the United States and British North America (Canada) as developing imperial systems. Considers issues of natural resource identification and allocation in relation to nationalist identities, race, and class, with particular attention to the concerns of First Nations and Indian peoples in western states and provinces.

HST 491/591 Western US: 20th Century Issues (4)

Examines the transformation of the trans-Mississippi West in the 20th century with particular attention to market networks, community traditions, and historical myths that have shaped the ways in which people who lived in the West viewed themselves in relation to their surroundings. Emphases include considerations of economic growth and industrialization as it relates to federal power, regional resistance, ecological transformations, and community conflicts involving race, class, and ethnicity.

HST 492/592 Pacific Northwest History (4)

Explores emerging traditions of community and government in the Pacific Northwest. Begins with a survey of pre-contact communities and the ecological and human implications of evolving modes of production as they relate to local community traditions and various incarnations of imperial power, immigration, and industry through the late 20th century. Emphasizes comparative methods and approaches involving considerations of race and class, with an emphasis on natural resource issues and related policy and community-level concerns.

HST 493/593 British Constitutional History (4)

Historical roots of the concept of constitutional law and its application and evolution from the Magna Carta through the Glorious Revolution. Explores comparative aspects of British constitutional theory in relation to the center of the empire (Great Britain) and in British colonies.

HST 494/594 North American Constitutional History (4)

Comparative study of constitutional history in Canada and the United States, with attention to colonial North America and emerging nationalist movements in the United

States and Canada. Explores the evolving concepts of constitutional law and constitutional theory at the state, provincial and national levels. This course is the second quarter of a two-quarter sequence that includes HST 493 HST 494.

HST 495/595 Arab World in Transition (4)

A critical examination of the history of the Middle East from the First World War to the Gulf War, based on a critique of the theory of modernization, emphasizing the political dimensions of human choices in "traditional settings." These dimensions are explored through a study of social, cultural and political history of the Arab world.

HST 496/596 West Africa: Democracy and Dictatorships (4)

This course focuses on the developmental programs and problems of select West African nations, especially Ghana and Nigeria.

HST 497/597 East Africa: Democracy and Dictatorships (4)

History of Ethiopia (from Emperor Haile Selassie's reign in the 1960's thru the socialist regime of Mengistu Haile Mariam), Tanzania under Julius Nyerere, Somalia under Mohamed Said Barre, Uganda (from Milton Obote to Idi Amin), Kenya under Jomo Kenyatta, and Zambia under Kenneth Kaunda.

HST 498/598 Special Studies (1-6)

Provides a means by which students may earn upper-division credit for research, writing, reporting, discussion and career-related and/or participatory skills.

HST 499 Senior Seminar (4)

Research and writing of a seminar paper showing the variety of sources, knowledge of the literature and the development of historical style.

HST 600 Seminar (4)

Topics selected by the instructor.

HST 601 Research (1-6)

Terms and hours to be arranged.

HST 603 Thesis (1-6)

Terms and hours to be arranged.

HST 605 Reading and Conference (1-6)

Terms and hours to be arranged.

HST 607 Seminar (3)

HST 608 Workshop (1-6)

Terms and hours to be arranged.

HST 609 Practicum (1-9)

Terms and hours to be arranged.

HST 610 Europe: Topic (4)

Reading, discussion and research of the historical literature relevant to Europe.

HST 620 Asia/Latin America: Topic (4)

Reading, discussion and research of the historical literature relevant to Asia/Latin America.

HST 625 Asia: Topic (4)

Reading, discussion and research of the historical literature relevant to Asia.

HST 626 Africa: Topic (4)

Reading, discussion and research of the historical literature relevant to Africa.

HST 630 North America: Topic (4)

Reading, discussion and research of the historical literature relevant to the United States.

HST 698 Methods, Research and Writing (5)

Introduction to the methodologies of historical research and writing.

Honors

H 101 Freshman Honors (1)

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

H 201 Sophomore Honors (1)

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

H 303 Thesis Development Seminar (1)

Development of proposal for Senior Honors Thesis, including annotated bibliography, and preparation and submission of Junior Honors Writing Portfolio. Enrollment limited to students in Honors or Honors Associate programs.

H 401 Senior Honors (2-3)

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

H 403 Senior Honors Thesis (3)

Individual research or original writing with scheduled seminars in approved areas of work. Enrollment limited to students in Honors or Honors Associate programs.

H 407 Honors Seminar (3)

Humanities

HUM 199 Special Studies (1-6)

Topics and hours to be arranged. Course may be repeated if content is different.

HUM 325 Studies in German Culture and Literature to 1900 (3)

Focus on cultural aspects of modern Germany and Austria, their people, customs and institutions.

HUM 328 Introduction to Chicano/a Literature (3)

Introduction to texts representative of the Chicano/a literary heritage. Sampling of genres, historical and geographical settings and perspectives, characteristic of work written by Chicano/as during the 20th century. **Prerequisite:** When conducted in English with a HUM prefix, no requirements necessary, but will not count for the Spanish major.

HUM 340 Civilization and Culture of Mexico (3)

A cultural survey of Mexico from the pre-Hispanic times to the present, including history, anthropology, literature, art, geography, politics, economics and religion. Conducted in English.

HUM 342 Introduction to Chicano/a Life and Culture (3)

A cultural survey of the Chicano/a presence in the Southwest, including art, geography, history, folklore, politics and current trends in the contemporary period. Students will acquire an understanding of experiences and preoccupations pertinent to Chicanos from the 1960s to the contemporary period. **Prerequisite:** When conducted in English with a HUM prefix, no requirements necessary, but will not count for the Spanish major.

HUM 343 Studies in German Culture and Literature to 1945 (3)

In-depth study of selected writers, forms and/or themes in German-speaking countries up to 1945 (i.e. Nazi Resistance).

HUM 344 Studies in German Culture and Literature to 1990's (3)

In-depth study of selected writers, forms and/or themes in German-speaking countries up to 1990's (i.e. Jewish/Holocaust studies).

HUM 399 Special Studies (1-6)

Topic and hours to be arranged. Course may be repeated if content is different.

HUM 406 Special Individual Studies (1-6)

Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest, under the guidance of a designated faculty member.

HUM 407/507 Seminar (3-4)

Topic and hours to be arranged. Course may be repeated if content is different.

HUM 408 Workshop (2-3)

HUM 409/509 Internship (1-12)

Terms and hours to be arranged. Supervised practical experience in a Humanities discipline. A maximum of nine hours of HUM 409 can be counted in a Humanities major program; a maximum of 6 hours can be counted in a Humanities minor program.

HUM 450 Senior Portfolio (1)

Provides guidance in producing and assembling the senior portfolio required of all students in the B.A. in English and B.A./B.S. in Humanities degrees.

HUM 603 Thesis (3-9)

HUM 606 Special Individual Studies (1-6)
Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest, under the guidance of a designated faculty member.

HUM 607 Seminar (3-4)

Terms and hours to be arranged. Course may be taken twice if content is not repeated

HUM 608 Workshop (2-3)**HUM 633 Philosophy in the Classroom (1-6)**

Theory and pedagogy of developing reasoning skills and rational dispositions in the school classroom through guided philosophical discussions. Participants are involved in apprenticeship-type experiences in the conduct of such discussions. Content of course will vary, depending on chosen focus as to grade level(s) and subject area(s) of the curriculum. Course may be repeated up to a maximum of 8 hours if content is not repeated.

HUM 634 Project in Philosophy in the Classroom (1-3)

Follow-up project to HUM 633, to be taken in conjunction with that course or with special permission of the instructor.

Information Systems**IS 199 Information Systems Topics (1-6)**

Course content will vary. Topics are selected relative to new subject areas in Information Systems appropriate to freshmen level.

IS 270 Applied Operating Systems (3)

Students will develop an understanding of how operating systems work and develop the necessary skills to interact with current operating systems. Includes laboratory assignments. **Prerequisite:** CS 162

IS 299 Information Systems Topics (1-6)

Course content will vary. Topics are selected relative to new subject areas in Information Systems appropriate to sophomore level.

IS 320 Data Structures (3)

Develops the ability to work with the classical abstract data structures. Students will work with the time complexity when applied to sorting and searching various data structures. Students will work with algorithms that apply to graphs. **Prerequisite:** CS 162

IS 399 Information Systems Topics (1-6)

Course content will vary. Topics are selected relative to new subject areas in Information Systems appropriate to junior level.

IS 406 Special Topics (1-4)

Course is to be offered on an individual student basis. It is designed to support students in investigating the application of programming methods to problems related to their declared major.

IS 407 Seminar (1-4)

Terms and hours to be arranged.

IS 409 Practicum (1-9)

Offers practical experience working in a computer science department for area businesses or industries.

IS 421 Database Administration (3)

Fundamentals of database administration, including installation, configuration, physical storage allocation and management, security, auditing, backup and recovery, and troubleshooting. Upon successful completion of course, students will know how to install and configure SQL servers; create and manage user logins and privileges; establish backup and recovery procedures; manage devices, databases and other disk storage; establish auditing procedures; and solve problems which arise during SQL server operations. **Prerequisite:** CS 420

IS 425 Introduction to Project Management (3)

The origins of project management and its importance to improving the success of IT projects. Basic topics including scope, cost and time management will be covered. Students will work in groups to plan large scale project management. Students will also learn about software tools that aid in project management. **Prerequisite:** CS 350, CS 420

IS 430 IT Project Implementation (3)

Continuation of IS 425. Student groups implement a planned information technology project. Students will develop more detailed project plans. More advanced topics in project management such as risk and quality management will also be covered. **Prerequisite:** IS 425

IS 431 Web-Based Application Development (3)

An introduction to the implementation of common business applications for electronic commerce using Internet related technologies. The basics of Hyper-Text Markup Language (HTML), Common Gateway Interfaces (CGI), Java and other current technologies will be covered in the context of electronic commerce applications on the Internet. **Prerequisites:** CS 350, CS 420 and IS 425

IS 452 Internet (3)

Course focuses on networking hardware, software, and protocols related to the Internet beyond a LAN. Topics may include routing protocols, HTTP, network security and Web server configuration and operation. **Prerequisite:** CS 350

IS 483 Systems Administration (3)

Students will gain knowledge so they can be well prepared as server administrators. **Prerequisite:** CS 350

International Students**INTL 199 Reading/Writing/Research for International Students (6)**

English course for non-native English speakers focusing on writing, reading and research

paper writing skills for academic purposes. This is a required course for international students in the ESL Bridge Program/Conditional Admission Program. Other non-native speakers are also welcome.

INTL 199 Listening/Speaking for International Students (3)

English course for non-native English speakers focusing on academic note taking, lectures and interpersonal communication skills. This is a required course for international students in the ESL Bridge Program/Conditional Admission Program. Other non-native speakers are also welcome.

INTL 199 International Student Orientation (1)

Orientation course to prepare international students for academic success through the use and introduction to campus resources. This is a required course for international students in the ESL Bridge Program/Conditional Admission Program. Other non-native speakers are also welcome.

Latin**LAT 101, 102, 103 First year Latin (4 each)**

Beginning study of Latin, intended for those with no prior study or one year or less of Latin in high school. **Prerequisite:** No prerequisite for LAT 101; prerequisite for LAT 102: LAT 101 or consent of instructor; prerequisite for LAT 103: LAT 102 or consent of instructor

LAT 201, 202, 203 Second year Latin (4 each)

Intermediate study of Latin. **Prerequisite:** LAT 201: LAT 103, two years of high school Latin, or consent of instructor; **prerequisite** for LAT 202: LAT 201 or consent of instructor; **prerequisite** for LAT 203: LAT 202 or consent of instructor

Library Science**LIB 406 Special Individual Studies (1-9)**

Terms and hours to be arranged.

LIB 407 Seminar (1-6), variable

Terms and hours to be arranged.

LIB 409 Practicum (3-9)

Terms and hours to be arranged.

LIB 410/510 Library Management (3)

Analysis of library systems such as acquisitions, technical processes, cataloging, and classification, and circulation. An exploration of record keeping, planning and forecasting techniques applied to library management needs.

LIB 420/520 Organization of Library Collections (3)

Analysis of the organization and management of library collections and operations to accomplish their various functions effectively. A study of the concepts of multiple access, descriptive cataloging, L.C. Dewey and other classification systems, and L.C. Sears and other subject heading lists. Survey of

commercial vendors cataloging services and online cataloging systems.

LIB 430/530 Literature for Children and Young Adults (3)

Literacy theory appropriate to literature for children and young adults. Information about selection processes, authors, illustrators and books for pupils from pre-school through high school is included.

LIB 436/536 Information Design and Production (3)

Librarians, media specialists, classroom teachers, and trainers can create instructional graphic materials to meet specific local needs. Develop various skills in creation of graphics and lettering by a variety of methods, techniques of preservation and presentation of graphic audio and video materials, and opportunity to demonstrate skills acquired in materials production and use. **Prerequisite:** ED 435/535 or consent of instructor

LIB 440/540 Information Service and Sources (3)

Examination of the fundamental concepts of reference service in the school media center and of the use and evaluation of appropriate basic reference materials for school media center users.

LIB 450/550 Collection Development (3)

Concepts of collection assessment and development. Examination and use of selection tools and criteria for all types of print and non-print materials and equipment. Development of selection policies for both materials and equipment as well as philosophical viewpoints and current issues in censorship and intellectual freedom.

LIB 470/570 Teaching Information Skills (3)

Exploration of curriculum developments, currently available materials, programs and techniques used to teach information skills. Examination of state and national standards and guidelines for library media programs.

LIB 606 Special Individual Studies (1-9)

Terms and hours to be arranged.

LIB 607 Seminar (1-6), variable

Terms and hours to be arranged.

LIB 608 Workshop (1-9)

Terms and hours to be arranged.

LIB 609 Practicum (3-9)

Terms and hours to be arranged.

LIB 626 Computer in Library Management (3)

Performance of needs analysis of library management tasks. Practical experience with spreadsheet, graphing, and database programs provided.

LIB 646 Information Transfer (3)

A survey of theories of sociology of knowledge and creation, diffusion and utilization of information in society, application of these theories to the creation and use of informa-

tion services and sources, and the role of libraries in this process. **Prerequisite:** LIB 540 or consent of instructor

LIB 660 Library Automation (3)

An examination of planning, forecasting and record keeping techniques leading to a task analysis applied to the management needs of a library. A study of the preparation of a library for large scale automation; vendor selection process; and an overview of major products in automated acquisitions, catalog, and circulation systems.

LIB 680 Communication Theory (3)

Examination of theoretical models of communication and their application to various technologies of communication (e.g., print, video, motion picture film, etc.) to enhance training and instruction.

LIB 684 Organizational Theory (3)

The study of organizational theory and management principles as applied to library and instructional settings, with emphasis on the impact of instructional technology on organizational environments and the development of leadership skills.

LIB 686 Emerging Information Technology (3)

A study of current and emerging information systems from a philosophical and practical perspective. The origins, storage, transmission and retrieval of information will be explored, as well as the technologies which assist these activities.

Linguistics

LING 210 Introduction to Linguistics (4)

An examination of similarities and differences in languages of the world (phonetics, phonology, morphology, syntax and semantics), as well as issues in applied linguistics, child language acquisition, literacy and dialect diversity.

LING 312 Language and Society (4)

A study of the relationship between language and society, including linguistic diversity, bilingualism, multilingualism, ethnography of speaking and social bases for language change. **Prerequisites:** LING 210 and 315, or consent of instructor

LING 315 Structure of English I (4)

Overview of the linguistic structure of English including word structure and the grammar of simple and complex sentences in authentic texts. **Prerequisite:** LING 210

LING 370 Discourse and Text (4)

The study of linguistic structure and function in context, including the analysis of style, genre, register and dialect. **Prerequisites:** LING 210 or LING 315 or consent of instructor

LING 406 Special Individual Studies (1-15)

Terms and hours to be arranged. Individual or special studies in a limited area of interest under the guidance of a designated faculty member. **Prerequisite:** consent of instructor

LING 407/507 Seminar (4)

LING 409 Internship (1-8)

Terms and hours to be arranged.

LING 450/550 Grammar and Writing (4)

Approaches to grammar and grammar instruction. Topics to be covered include history of grammar as a field of study; a historical overview of grammar instruction; relationship between grammar and writing; on-going debate on the contributions of grammar to writing; current approaches to grammar for rhetorical/stylistic effects especially as they relate to the conventions and sentence-fluency traits of the Oregon Writing Assessment. **Prerequisites:** LING 210 and LING 315, or consent of instructor

LING 490 History of the English Language (4)

A study of the historical origins and development of the English language, including the principles and processes of language change. **Prerequisites:** LING 210 and LING 315, or consent of instructor

LING 492 Structure of English II (4)

Advanced study of English syntax and semantics from a variety of theoretical perspectives. **Prerequisite:** LING 315 or consent of instructor

LING 496/596 Special Topics in Linguistics (4)

An exploration of selected topics in linguistics. Specific focus will be identified in each year's schedule of classes. **Prerequisite:** consent of instructor

LING 606 Special Individual Studies (1-15)

Terms and hours to be arranged. Opportunity to study a special or individual area of interest under the guidance of a designated faculty member. **Prerequisite:** consent of instructor

LING 610 Theories of Grammar (3)

A survey of grammatical systems (traditional, structural, phrase structure, transformational, case).

LING 615 Applied Linguistics for Teachers (3)

Application of principles of the scientific study of language to areas of interest to teachers, including pronunciation, grammar, dialect, spelling, vocabulary development and English as a second language.

Mathematics

The department offers two calculus sequences to meet students' needs. MTH 251, 252 is the standard sequence recommended to most students in the physical sciences and mathematics. MTH 241, 242 is designed to serve the mathematical needs of students in the business, managerial and social sciences. The choice between these two sequences is an important one; the choice of MTH 241, 242 effectively closes the door to most advanced mathematics courses.

MTH 070 Introductory Algebra

Linear equations, linear systems, linear inequalities, and quadratic equations verbally, numerically, graphically and symbolically. Explores topics using a graphic calculator as well as traditional approaches. Credits earned apply for enrollment (eligibility) but do not apply toward a degree; satisfies no university or college requirement. Additional fee applies.

MTH 095 Intermediate Algebra (4)

Basics of algebra, including arithmetic of signed numbers, order of operations, arithmetic of polynomials, linear equations, problem solving, factoring techniques, graphing lines, exponents, radicals, and quadratic equations. Credits earned apply for enrollment (eligibility) but do not apply toward a degree; satisfies no university or college requirement. Additional fee applies. **Prerequisite:** Math 070 with a grade of C- or better, or satisfactory score on WOU's math placement test

MTH 105 Introduction to Contemporary Mathematics (4)

Use of mathematical problem solving activities from real world situations designed to convey the application of mathematics. Extensive use of computer and graphics calculator required. The class is intended only for those students obtaining a B.A. degree.

MTH 111 College Algebra (4)

Polynomial equations and inequalities, functions and graphs, inverse functions, rational functions, exponential and logarithmic functions. **Prerequisite:** MTH 095 with grade of C- or better, or satisfactory score on WOU's math placement test

MTH 112 Elementary Functions (4)

Triangle trigonometry, trigonometric equations and identities, circular functions and graphs, complex numbers, polar coordinates. **Prerequisite:** MTH 111 with grade of C- or better, or satisfactory score on WOU's math placement test

MTH 199 Special Studies: Mathematics (1-6)**MTH 211 Foundations of Elementary Mathematics I (4)**

Intended for prospective elementary or middle school teachers. Introduction to problem solving, set theory, whole number operations, number theory, and integer operations. Three hours lecture plus two hours lab. Does not apply toward a math major/minor. **Prerequisite:** MTH 095 with grade of C- or better, or satisfactory score on WOU's math placement test

MTH 212 Foundations of Elementary Mathematics II (4)

Intended for prospective elementary or middle school teachers. Operations with fractions and decimals, percents, ratio and proportion, real numbers. Introduction to probability and statistics. Three hours lecture plus two hours lab. Does not apply toward a math major/minor. **Prerequisite:** MTH 211 with a grade of C- or better

MTH 213 Foundations of Elementary Mathematics III (4)

Intended for prospective elementary or middle school teachers. Introduction to geometric figures, congruence and similarity, measurement (area, perimeter, volume and surface area). Three hours lecture plus two hours lab. Does not apply toward a math major/minor. **Prerequisite:** MTH 212 with a grade of C- or better

MTH 231 Elements of Discrete Mathematics (3)

Includes sets, set operations, sequences, elementary symbolic logic, induction, division in integers, matrices, functions, order of growth, relations. Does not apply toward a math major/minor. **Prerequisite:** MTH 111 with grade of C- or better, or satisfactory score on WOU's math placement test

MTH 241 Calculus for Social Science I (4)

Differential calculus with emphasis on applications and model building in business and social science. Does not apply toward a math major/minor. **Prerequisite:** MTH 111 with grade of C- or better

MTH 242 Calculus for Social Sciences II (4)

Integral and multivariate calculus with emphasis on applications and model building in business and social science. Does not apply toward a math major/minor. **Prerequisite:** MTH 241 with grade of C- or better

MTH 243 Introduction to Probability and Statistics (4)

Descriptive statistics, discrete and continuous probability models including binomial and normal distributions, sampling distributions; hypothesis testing, point and interval estimation. Does not apply toward a math major/minor. **Prerequisite:** MTH 111 with grade of C- or better, or satisfactory score on WOU's math placement test

MTH 251 Calculus I (5)

Differential calculus of functions of a single variable, including transcendental functions. **Prerequisite:** MTH 112 with grade of C- or better, or satisfactory score on WOU's math placement test

MTH 252 Calculus II (5)

Integral calculus of functions of a single variable. The Fundamental Theorem of Calculus. **Prerequisite:** MTH 251 with grade of C- or better

MTH 253 Calculus III: Sequences and Series (3)

Convergence and divergence of sequences, L'Hopital's rule, improper integrals, infinite series, convergence tests, Taylor's Theorem with remainder, power series. **Prerequisite:** MTH 252 with grade of C- or better

MTH 254 Multivariate Calculus (5)

Elementary vector algebra. Curves in space. Differential and integral calculus of functions of several variables and applications. Line integrals, Green's Theorem. **Prerequisite:** MTH 252 with grade of C- or better

MTH 280 Introduction to Proof (4)

An introduction to basic proof strategies and elementary logic. Elementary set and function theory. **Prerequisite:** MTH 252 with grade of C- or better

MTH 311 Advanced Calculus I (4)

A rigorous introduction to analysis. The topology of Euclidean spaces. Completeness, compactness. The Bolzano-Weierstrass Theorem. Limits of sequences and functions. Continuity, uniform continuity. Uniform convergence. **Prerequisites:** MTH 253, 254, and 280 with grade of C- or better

MTH 312 Advanced Calculus II (4)

A rigorous introduction to differential and integral analysis of functions of one variable. The Mean Value Theorem, Taylor's Theorem, the Riemann integral, and the Fundamental Theorem of Calculus. **Prerequisite:** MTH 311 with grade of C- or better

MTH 313 Advanced Calculus III (4)

A rigorous treatment of the differential and integral calculus of functions of several variables. The Inverse Function Theorem, the Implicit Function Theorem, Lagrange's method of constrained optimization. Representation of functions by infinite series, power series and integrals. **Prerequisite:** MTH 312 with grade of C- or better

MTH 314 Differential Equations (4)

Introduction to methods of solutions of first and second order differential equations. Linear and nonlinear equations, series solutions, applications. **Prerequisites:** MTH 253 and 254 with grade of C- or better

MTH 337 Geometry (4)

Selected topics from advanced plane or solid Euclidean, analytic, transformational, spherical geometry. **Prerequisite:** MTH 254 with grade of C- or better; recommended: MTH 280

MTH 338 Axiomatic Geometry (4)

A formal development of Euclidean and non-Euclidean geometry from axioms. History of geometry. **Prerequisites:** MTH 280 and either MTH 341 or MTH 337 with grade of C- or better

MTH 341 Linear Algebra I (4)

Vector algebra and geometry of 3-space, systems of linear equations, Gaussian elimination, real vector spaces, determinants, linear transformations. **Prerequisite:** concurrent enrollment in MTH 254; recommended: MTH 280

MTH 344 Group Theory (4)

An introduction to the theory of groups. Lagrange's Theorem, normal subgroups, homomorphisms and the isomorphism theorems. **Prerequisites:** MTH 280 and MTH 341 with grade of C- or better

MTH 345 Ring Theory (4)

An introduction to the theory of rings and fields. **Prerequisite:** MTH 344 with grade of C- or better

MTH 346 Number Theory (4)

Properties of integers. The division and Euclidean algorithms, Diophantine equations, prime numbers, congruencies and residues. **Prerequisite:** MTH 280 with grade of C- or better

MTH 351 Introduction to Numerical Analysis (4)

Computer representation of numbers, error analysis, root finding, interpolation, approximation of functions, numerical integration and differentiation. **Prerequisite:** MTH 341 with grade of C- or better

MTH 354 Discrete Mathematics for Computer Science (3)

Enumeration relations, digraphs, trees, graph theory, and related topics for computer science students. Does not apply toward a math major/minor. **Prerequisite:** MTH 231

MTH 355 Discrete Mathematics (4)

Sets, relations, functions, enumeration, mathematical induction, graph theory. **Prerequisite:** MTH 253 with grade of C- or better; recommended: MTH 280

MTH 358 Mathematical Modeling (4)

Construction, analysis, and interpretation of a variety of mathematical models that arise from real-world problems. **Prerequisite:** MTH 254 and MTH 341 with a grade of C- or better

MTH 363 Operations Research (4)

Optimization of functions with linear constraints, convex sets, the simplex method and applications, duality; two person matrix games. **Prerequisite:** MTH 341 with grade of C- or better

MTH 365 Mathematical Probability (4)

Probability theory developed through moment generating functions. Random variables, classical probability distributions. **Prerequisite:** MTH 253 or MTH 254 with grade of C- or better

MTH 366 Mathematical Statistics (4)

Theory of point and interval estimation, hypothesis and significance testing. **Prerequisite:** MTH 365 with grade of C- or better

MTH 391 Manipulatives in Mathematics (3)

Using concrete models to teach mathematics. Learning theory from concrete to abstract. Models include Cuisenaire rods, bean sticks, 2 cm. cubes, geoboards, and multi-base blocks. Two hours of lecture plus two hours of lab. Does not apply toward a math major/minor. **Prerequisite:** MTH 213 with a grade of C- or better in MTH 211, 212 and 213 or consent of instructor

MTH 392 College Algebra for Elementary Teachers (3)

Enhancement of algebraic skills via problem solving and the visual representation and use of algebraic methods. Integer arrays, algebraic patterns, linear equations, quadratic equations, and graphing. Two hours of lecture plus two hours of lab. Does not apply

toward a math major/minor. **Prerequisite:** MTH 213 with grade of C- or better in MTH 211, 212, 213

MTH 393 Probability and Statistics for Elementary Teachers (3)

Using basic elements of probability and statistics to solve problems involving the organization, description and interpretation of data. Concrete application will be explored. Two hours of lecture plus two hours of lab. Students may not take both MTH 393 and MTH 493 for their undergraduate program. Does not apply toward a math major/minor. **Prerequisite:** MTH 213 with a grade of C- or better in MTH 211, 212 and 213

MTH 394 Introduction to Geometry for Elementary Teachers (3)

Examination of intuitive geometry including construction, basic Euclidean geometry, proof, and measure. Two hours of lecture plus two hours of lab. Students may not take both MTH 394 and MTH 494 for their undergraduate program. Does not apply toward a math major/minor. **Prerequisite:** MTH 213 with a grade of C- or better in MTH 211, 212 and 213

MTH 395 Elementary Integrated Mathematics (3)

The study of computational skills, geometry, probability and statistics, data collection, and number theory in applied problem solving. Extensive use of group activities, technology, and real-world applications are used to gain an understanding of the underlying mathematics and an appreciation of the utility and value of mathematics. Two hours of lecture plus two hours of lab. Does not apply toward a math major/minor. **Prerequisite:** MTH 213 with a grade of C- or better in Math 211, 212 and 213

MTH 396 Elementary Problem Solving (3)

Mathematical problem solving, techniques and materials helpful in improving student problem solving abilities, mentoring of elementary and middle school students in problem solving processes. Two hours lecture plus two hours lab. Does not apply toward a math major/minor. **Prerequisite:** MTH 213 with a grade of C- or better in MTH 211, 212 and 213

MTH 397 Secondary Problem Solving (3)

Techniques for posing and solving mathematical problems. Critical analysis of student solutions. Intended for secondary mathematics teachers. Does not apply toward a math major/minor. **Prerequisites:** MTH 341, 337

MTH 398 Discrete Mathematics for Elementary Teachers (3)

Explores topics in discrete mathematics including set theory, enumeration and graph theory. Techniques in enumeration include the multiplication rule, combinations and permutations. Topics in graph theory include coloring, the traveling salesman problem and spanning trees. Two hours of lecture plus two hours lab. **Prerequisites:** MTH 213

with a grade of C- or better in MTH 211, 212 and 213

MTH 401 Research (1-9)

Terms and hours to be arranged.

MTH 402 Independent Study (1-3)

Terms and hours to be arranged.

MTH 403 Senior Project (1-4)

Terms to be arranged during final year of study.

MTH 404 Work Experience; Internship (1-9)

Terms and hours to be arranged.

MTH 405 Reading and Conference (1-6)

Terms and hours to be arranged.

MTH 406 Special Problems/Projects (1-3)

Terms and hours to be arranged.

MTH 407/507 Seminar (1-3)

Terms and hours to be arranged.

MTH 408 Workshop (1-9)

Terms and hours to be arranged.

MTH 409 Practicum (1-4)

Terms and hours to be arranged.

MTH 410/510 Special Topics: Analysis (3)

Topics in analysis for advanced undergraduate students. Students enrolled in MTH 510 will be expected to complete a graduate project. **Prerequisite:** MTH 312 with grade of C- or better

MTH 411 Mathematics Education Capstone (4)

Terms to be arranged before entering the Education Program.

MTH 416 Complex Analysis (4)

The analysis of functions of a single complex variable. Conformal mappings, Cauchy's Theorem, Cauchy's Integral Formula, power series expansions of analytic functions. **Prerequisite:** MTH 312 with a grade of C- or better

MTH 420/520 Special Topics: Applied Mathematics (3)

Topics in applied mathematics for undergraduate students. Students enrolled in MTH 520 will be expected to complete a graduate project. **Prerequisite:** consent of instructor

MTH 430/530 Special Topics: Geometry (3)

Topics in geometry for advanced undergraduate students. Students enrolled in MTH 530 will be expected to complete a graduate project. **Prerequisite:** consent of instructor

MTH 440 Special Topics: Algebra (3)

Topics in modern algebra for advanced undergraduate students. **Prerequisite:** consent of instructor

MTH 441/541 Linear Algebra II (4)

Complex vector spaces, linear transformations, canonical forms, the spectral theorem

and eigenvalue problems, applications. Students enrolled in MTH 541 will be expected to complete a graduate project. **Prerequisite:** MTH 341 with a grade of C- or better

MTH 451 Numerical Analysis (4)

Introduction to numerical linear algebra, elements of approximation theory including data fitting. Theoretical foundations of numerical analysis. **Prerequisites:** MTH 311, 351 with a grade of C- or better

MTH 460 Special Topics: Probability and Statistics (3)

Topics in probability and statistics for advanced undergraduate students. **Prerequisite:** consent of instructor

MTH 472 History of Mathematics (4)

The history of mathematics from ancient to modern times. The effect of mathematics on the development of science. The interaction of mathematics with other fields of human endeavor such as philosophy, arts and social values. **Prerequisite:** consent of instructor

MTH 489/589 Algebraic Structures for Middle School Teachers (3)

Study of integers and algebraic skills; solving linear and quadratic equations, inequalities, functions, graphing and complex numbers. Connection of visual methods (using Math in the Mind's Eye curriculum) to the NCTM standards with extensive use of group activities and hands-on models. Does not apply toward a math major/minor. **Prerequisite:** MTH 213 with a grade of C- or better in MTH 211, 212 and 213, or consent of instructor

MTH 491/591 Historical Topics In Mathematics for Middle School Teachers (3)

Survey of the historical development of topics in mathematics from ancient to modern times, with special emphasis on topics in arithmetic, algebra and informal geometry. Does not apply toward a math major/minor. **Prerequisite:** MTH 213 with a grade of C- or better in MTH 211, 212 and 213, or consent of instructor

MTH 492/592 Abstract Algebra for Middle School Teachers (3)

An introduction to abstract mathematics as a structured mathematical systems. This course will explore number sets and properties, and beginning group theory with concrete applications for the elementary and middle school classroom. Two hours of lecture plus two hours of lab. Does not apply toward a math major/minor. **Prerequisite:** MTH 396 with a grade of C- or better, or consent of instructor

MTH 493/593 Experimental Probability and Statistics for Middle School Teachers (3)

The study of data collection and hypothesis testing through laboratory experiments, simulations and applications. The use of technology will be an important part of the data collection and analysis. Students may not take both MTH 393 and MTH 493 for their undergraduate program. Does not apply toward a math major/minor. **Prerequisite:**

MTH 213 with a grade of C- or better in MTH 211, 212, and 213, or consent of instructor

MTH 494/594 Geometry for Middle School Teachers (3)

Selected topics in informal geometry through the use of discovery and technology. The studies in how students learn geometry will be used in the development of geometric ideas. Students may not take both MTH 394 and MTH 494 for their undergraduate program. Does not apply toward a math major/minor. **Prerequisite:** MTH 396 with a grade of C- or better, or consent of instructor

MTH 495/595 Calculus Concepts for Middle School Teachers (3)

An introduction to the theory of functions of one real variable, the derivative and its applications to optimization, integration theory and its applications to areas and volumes, the Fundamental Theorem of Calculus and infinite series. A hands-on approach with applications to the middle school curriculum. Two hours of lecture plus two hours of lab. Does not apply toward a math major/minor. **Prerequisite:** MTH 111 or MTH 392 with a grade of C- or better, and MTH 213 with a grade of C- or better in MTH 211, 212 and 213, or consent of instructor

MTH 496/596 Problem Solving for Middle School Teachers (3)

Assists middle school teachers in becoming better mathematical problem solvers. Focuses on general problem solving techniques, introduces techniques and materials helpful in improving student problem solving abilities and suggests ways to organize the curriculum to achieve problem solving goals. Does not apply toward a math major/minor. **Prerequisite:** MTH 213 with a grade of C- or better in MTH 211, 212 and 213, or consent of instructor

MTH 497/597 Discrete Mathematics for Middle School Teachers (3)

Explores topics of logical operators and sets, experimental vs theoretical probability, the multiplication rule, permutations and combinations, and an introduction to graph theory. Does not apply toward a math major/minor. **Prerequisite:** MTH 213 with a grade of C- or better in MTH 211, 212 and 213, or consent of instructor

MTH 499/599 Algebraic Problem Solving for Middle School Teachers (3)

Assists middle school teachers in becoming better mathematical problem solvers. Focuses on algebraic problem solving techniques, introduces materials helpful in improving student problem solving abilities, and suggests ways to organize the curriculum to achieve problem solving goals. Does not apply toward a math major/minor. **Prerequisite:** MTH 213 with a grade of C- or better in MTH 211, 212 and 213, or consent of instructor

MTH 601 Research (1-9)

Terms and hours to be arranged.

MTH 602 Independent Study (1-3)

Terms and hours to be arranged.

MTH 603 Thesis (1-9)

Terms and hours to be arranged.

MTH 604 Work Experience Internship (1-9)

Terms and hours to be arranged.

MTH 605 Reading and Conference (1-6)

Terms and hours to be arranged.

MTH 606 Special Problems/Projects (1-3)

Terms and hours to be arranged.

MTH 608 Workshop (1-9)

Terms and hours to be arranged.

MTH 609 Practicum (1-4)

Terms and hours to be arranged.

MTH 617 Complex Analysis (3)

The analysis of functions of a single complex variable. Conformal mappings, Cauchy's Theorem, Cauchy's Integral Formula, power series expansion of analytic functions. **Prerequisite:** consent of instructor

MTH 638 Transformational Geometry (3)

A study of transformations of the plane. Classification of the plane isometrics. Crystallographic and frieze groups. **Prerequisite:** consent of instructor

MTH 647 Abstract Algebra (3)

Advanced group theory or ring and field theory. **Prerequisite:** consent of instructor

MTH 652 Numerical Analysis (3)

Introduction to numerical linear algebra, elements of approximation theory including data fitting. Theoretical foundations of numerical analysis. **Prerequisite:** consent of instructor

MTH 673 History of Mathematics (3)

The history of mathematics from ancient to modern times. The effect of mathematics on the development of science. The interaction of mathematics with other fields of human endeavor such as philosophy, arts and social values. **Prerequisite:** consent of instructor

MTH 681 Foundations of Mathematics (3)

Selected topics from: axiomatic systems, consistency, completeness, set theory, cardinality. Construction of number systems. **Prerequisite:** consent of instructor

MTH 690 Advanced Topics: Mathematics Education (3)

A study of selected topics in the teaching of mathematics. **Prerequisite:** consent of instructor

Military Science (ROTC)

MS 111 Adventure Training (1)

Introduction to ROTC, its relationship to the U.S. Army. Role of the Army officer, including leadership and management fundamentals. Types of jobs available to Army officers.

MS 112 Military Science I: Military Skill (1)
Basic rifle marksmanship; military first aid; customs and traditions of the U.S. Army; unit organization and missions.

MS 113 Adventure Training (1)
How to read a topographic map and use a magnetic compass; includes practical exercises.

MS 118 Military Physical Conditioning (1)
Designed to prepare Army ROTC students to excel in the Army Physical Fitness Test (APFT). The APFT measures physical endurance in three timed events: two minutes of push ups, two minutes of sit ups, and the two-mile timed run. Other exercises are included to enhance muscular strength, muscular endurance, cardio respiratory endurance, and flexibility. Class is instructed by the Army ROTC Cadre and assisted by the Military Science III Cadets to prepare the MS III's for the Leadership Development and Assessment Course during the summer of their junior year. May be repeated for a total of 12 credit hours.

MS 118 for ROTC students. PE 118 for non-ROTC students.

MS 211 Military Science II: Effective Team Building (2)
An examination of effective leadership. Military Leadership: styles, methods and techniques. Development of interpersonal skills using practical exercises and case studies.

MS 212 Military Science II: American Military (2)
Introduction to battle drills, battle focus and situational training exercises. Basic U.S. Army tactics at the individual, team and squad levels. Integration of military skills in offensive and defensive operations.

MS 213 Military Science II: Fundamentals of Military Operations II (2)
Introduction to troop leading procedures, the commander's estimate and military orders. Application of leadership concepts in offensive and defensive operations at the squad level.

MS 214 Basic Summer Camp: Camp Challenge (6)
Six weeks of leadership training at Fort Knox, Kentucky. Substitute for the first two years of the ROTC program. Summer only.

MS 215 Fundamentals of Military Science (3)
Leadership and management fundamentals; role of the Army ROTC and the Army officer. Individual military skills and their incorporation into tactical operations at the squad level. Land navigation using map and compass.

MS 216 Basic Military Science (6)
Introduction to leadership and management. Organization of the Army and ROTC. The Army as a profession. Map reading and land navigation. Military tactics. Role of the Army officer. Summer only.

MS 311, 312, 313 Military Science III: Leadership and Management of Military Organizations (3 each)
The study of military leadership, management, and theory and dynamics of the military team. Apply principles to advanced military operations. Includes: leadership, management, and organizational theory, group dynamics, functions of staff organizations, development of the commander's estimate, combat orders and plans, troop leading procedures, application of leadership concepts in offensive and defensive operations at the squad, platoon, and company level, and fundamentals of small unit tactics/patrolling.

MS 314 Advanced Summer Camp: Camp Adventure (6)
Practical and theoretical instruction for six weeks at Fort Lewis, Washington. Practical leadership application and experience in a military environment. **Prerequisite:** MS 311, 312, 313

MS 405 Special Topics (3)
Terms and hours to be arranged. Course may be repeated if title and topic changes. Course may be taken for a maximum of 15 credits. **Prerequisite:** consent of instructor

MS 411, 412, 413 Military Science IV: Preparation for Officership (3 each)
Recent military history, national defense policy and its application in current world events. Includes military law, law of land warfare, small unit administration, and ethics and professionalism with emphasis on applied leadership, management techniques and ethical decision making. Designed to assist the future army officer with the transition from student to junior officer in the armed forces of the United States.

Modern Languages

ML 101, 102, 103 First Year Language Study (4 each)
Beginning language series to acquire listening, speaking, reading, and writing skills. Emphasis is on communication. No prerequisite for ML 101. **Prerequisite for ML 102:** ML 101 or equivalent; **prerequisite for ML 103:** ML 102 or equivalent

ML 199 First Year Foreign Language: Topic (4-12)
Offers students studying foreign languages which are not currently offered at the university the opportunity to earn credit for their efforts.

ML 201, 202, 203 Second Year Language Study (4 each)
Emphasis on increasing mastery of the skills taught in first year courses, on building vocabulary, and on deepening students' understanding of the language, culture and history. **Prerequisite for ML 201:** ML 103 or equivalent; **prerequisite for ML 202:** ML 201 or equivalent; **prerequisite for ML 203:** ML 202 or equivalent.

ML 299 Second Year Foreign Language: Topic (4-12)
Offers students studying foreign languages which are not currently offered at the university the opportunity to earn credit for their efforts.

ML 496 Strategies in Modern Language Teaching (3-4)
Future public and private school teachers of a modern or second language will have an opportunity to learn about the process of language learning and the various methods of language teaching.

Music

MUS 105 The Magic of Mozart (3)
Introduces traditional music elements such as: melody, harmony, rhythm and form. These elements will be explored through three Mozart operas: Don Gioranni, the Marriage of Figaro and the Magic Flute. These operas will be further evaluated on how they are connected to the 18th Century Enlightenment movement.

MUS 111 Beginning Musicianship (3)
Introduction to the elements of musical composition, including chords, scales, rhythm and notation. No previous musical experience required. Recommended for students who wish to take MUE 318 or MUE 320

MUS 181 Voice Class I (2)
Essentials of singing, including tone production, diction, style and interpretation.

MUS 182 Voice Class II (2)
Essentials of singing, including tone production, diction, style and interpretation. **Prerequisite:** MUS 181 or consent of instructor

MUS 183 Voice Class III (2)
Essentials of singing, including tone production, diction, style and interpretation. **Prerequisite:** MUS 182 or consent of instructor

MUS 189, 190, 191 Piano Proficiency (2 each)
Elementary piano course including rhythm, notation, transposition, harmonization, performance of easy repertoire and sight reading. First three terms of a six-term sequence specially designed for the music major who is preparing for the piano proficiency examination. **Prerequisite:** Must be declared music major or minor

MUS 199 Special Studies (1-15)
Terms and hours to be arranged.

MUS 201 Introduction to Music and Its Literature (3)
An introduction to music literature through the study of elements and organizing principles as they relate to music of all periods. Stress is placed on listening to music that is popular in the concert hall.

MUS 202 Music of Broadway (3)
An introduction to the elements and organizing principles of music as they relate to

the music of Broadway. Stress is placed on developing fundamental listening skills with this music. An historical overview of Broadway music is included.

MUS 203 Jazz History (3)

An historical and analytical view of America's first indigenous musical art form. Focus on major figures and stylistic periods from Dixieland to post-fusion.

MUS 204 Music of the World (3)

Investigation of music in culture. A comparative view, with emphasis on music of Africa, Indonesia, South America, India and Japan.

MUS 205 Music of the Black Heritage (3)

Survey of roots, influences and development of the music of Black composers and performers in America from pre-Civil War to the present.

MUS 206 Introduction to Music and MIDI (3)

A historical survey of electroacoustic music and the evolution of music technology, including an introduction to MIDI-based instruments, computer-music application, sound design and basic electroacoustic composition techniques.

MUS 207 Song Writing (3)

Students will study examples of successful popular songs and fundamentals of music theory and notation. Using music writing and playback software, students will compose and record original songs.

MUS 208 Popular Music in America (3)

Survey of popular music in America from 1840 to the present. Satisfies LACC in music.

MUS 209 Rock Music: A Social History (3)

A three decade overview of rock music history (1950-1980) and how the music both reflected and influenced societal attitudes and behaviors regarding: sexuality, human rights movements, utopian and counter-culture perspectives, and the influence of mass media in these areas.

MUS 210 Music Today (3)

An investigation of the music of our time. This class focuses on music from recent recordings and films, on the web, and in live performance, using those examples as points of departure to explore the influences and traditions they embody. Genres and traditions to be considered include American pop, jazz, classical, country, bluegrass, and music from South America and other regions of the world.

MUS 211, 212, 213 Music Theory I, II, III (3 each)

The study of elements and principles of musical structure: Functional Tonality from the perspective of mid-20th Century American popular song; 16th century counterpoint; and set theory. Includes concept development, analysis and composition. Students must achieve a grade of "C" or higher in all terms of the musicianship core in order to advance in the sequence

MUS 211L, 212L, 213L Aural Skills I, II, III (2 each)

Study of sight singing, ear training and temporal acuity products. Corequisite: must be taken concurrently with MUS 211, 212, 213

MUS 250 Concert Attendance (0)

Concert attendance for music majors. Available P/NC only.

MUS 289, 290, 291 Piano Proficiency (2 each)

The study of solo repertoire and technical studies. Second three terms of a six-term sequence specially designed for the music major who is preparing for the piano proficiency examination. **Prerequisite:** MUS 191 or consent of instructor

MUS 305 Junior Seminar (1)

Individual topics selected by participating music faculty that focus on integrating knowledge from the various musical sub-disciplines and/or address career preparation issues.

MUS 310 Women in Music (3)

Women's contributions to music from 1800 to the present will be presented from a variety of perspectives. Performers, composers, conductors and arts supporters will be central to the material.

MUS 311, 312, 313 Music Theory IV, V, VI (3 each)

The study of music through performance, listening, analysis and composing. Ear training and keyboard work included. Topical emphases: counterpoint, harmony, arranging and form. **Prerequisite:** MUS 213

MUS 311L, 312L, 313L Aural Skills IV, V, VI (1 each)

Development of ear training, singing and keyboard skills relating to musicianship studies. Taken concurrently with MUS 311,312,313.

MUS 314 Orchestration I (3)

Traditional and contemporary orchestration and Instrumentation techniques for brass and woodwind instruments with emphasis on range, transposition, idiomatic solo writing, idiomatic ensemble writing, and standard practices for various ensembles and genres. Student projects will be performed and critiqued. **Prerequisite:** MUS 213 or consent of instructor

MUS 315 Orchestration II (3)

Traditional and contemporary orchestration and instrumentation techniques for string and percussion instruments with emphasis on range, transposition, idiomatic solo writing, idiomatic ensemble writing and standard practices for various ensembles and genres. Student projects will be performed and critiqued. **Prerequisite:** MUS 213 or consent of instructor

MUS 318 Contemporary Composition Techniques I (3)

Introduction to contemporary strategies,

systems, methods, and techniques of composing music for various genre and mediums. Compositions will be performed and critiqued. **Prerequisite:** MUS 211

MUS 320 Basic Conducting (3)

Techniques of conducting, vocal and instrumental, including analysis of composition conducted. The class serves as a laboratory for singing and playing compositions conducted. **Prerequisite:** MUS 213, or consent of instructor

MUS 321 Instrumental Conducting (3)

Continued study of techniques in conducting instrumental music including analysis of compositions conducted, work with transpositions and full scores. Opportunity to conduct instrumental ensemble. **Prerequisite:** MUS 320

MUS 322 Choral Conducting (3)

Problems and techniques in choral conducting, together with harmonic and structural analysis of musical scores. Students will be involved with the preparation of repertoire and proper interpretation of music of all periods, with special emphasis on problems and solutions in contemporary music. **Prerequisite:** MUS 320

MUS 330 Rhythmic Awareness (3)

An exploration of the musical components of rhythm in relation to dance. Elements such as beat, meter and form are studied and developed in the context of movement and choreography. Also explored is the potential for collaboration between dancers and musicians, and basic elements of rhythmic notation. **Prerequisite:** MUS 213, Beginning Dance sequence, or consent of instructor

MUS 331 Improvisation I (2)

The study of major and minor keys and chord-scale relationships, and analysis and performance of jazz standards with a strong tonal center. Emphasis on melodic fluency. **Prerequisite:** MUS 211

MUS 332 Improvisation II (2)

The advanced study of functional tonality from a jazz perspective, including tonal gravity, secondary dominants, substitute chords and scales, multi-level analysis, and performance of jazz standards with multiple tonal centers. Emphasis on repertoire from Tin-Pan Alley and the Bebop era. **Prerequisite:** MUS 331

MUS 333 Improvisation III (2)

The study and practice of varied improvisatory idioms and materials, including free and structured improvisation and nonfunctional tonality. Emphasis on performance of original compositions in a small-group setting.

MUS 341 Pedagogy Studies—Piano (2)

Study and evaluation of various methods of piano pedagogy for beginners through advanced students. Practical application of the methods is required.

MUS 342 Vocal Pedagogy (3)

Introduction of methods and materials for teaching singing in a studio or small class. Attention is given to all elements of vocal production: respiration, phonation, resonance and articulation. Practical application of the methods is required. **Prerequisite:** three terms of voice

MUS 345 The Business of Music (3)

Topics concerning legal aspects of professional musicians in the marketplace, including performance rights, copyright laws, royalties, contracts, and affiliations with publishers, agents and arts organizations.

MUS 351 Accompanying (2)

Study of skills required for successful accompanying of instrumentalists and vocalists. Practical application of the techniques required

MUS 360 Music from the Ancient World through the Renaissance (3)

A historical survey of the music of the Western World, beginning with Ancient Greece and concluding in the late 16th century.

MUS 361 17th and 18th Century Music (3)

A historical survey of Western European art music from the early modern period through the enlightenment, covering composers from Monteverdi through Mozart.

MUS 362 19th and 20th Century Music (3)

A historical survey of Western European and American art music of the last two centuries, covering composers from Beethoven through today's active artists. Offered spring term

MUS 363 Ethnomusicology I (3)

Introduction to the discipline of ethnomusicology. Course focuses on the relationship of music and cultures. Will include specific study of selected world cultures. **Prerequisite:** MUS 213 or consent of instructor. Offered winter term.

MUS 364 Ethnomusicology II (3)

In depth study of music and lifeway of selected world cultures will be followed by field research in local musical subcultures. **Prerequisite:** MUS 363. Offered spring term

MUS 365 Jazz Styles and Analysis (3)

An historical, analytical and theoretical view of America's first indigenous musical art form, with a focus on major jazz figures and stylistic periods from Dixieland to post-fusion. This course is designed for music majors. **Prerequisite:** MUS 213 or consent of instructor

MUS 366 Music Since 1950 (3)

Historical investigation of the major compositional styles developed by late 20th century composers, as well as a consideration of cross influences among classical, popular and folk genres worldwide. **Prerequisites:** MUS 362, 364, and 365

MUS 399 Special Studies (1-3)**MUS 404 Capstone Project (0)**

Capstone project designed and completed with faculty approval and supervision. Usually completed during the student's senior year and usually including a public presentation.

MUS 405 Senior Seminar (3)

Selected topics for study and discussion. **Prerequisite:** senior standing in music; may be repeated for credit

MUS 406 Special Individual Studies (1-15)

Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest under the guidance of a designated faculty member.

MUS 407 Seminar (1-15)

Terms and hours to be arranged.

MUS 408 Workshops (1-15)

Terms and hours to be arranged.

MUS 409 Practicum (1-12)

Terms and hours to be arranged. Field experience in areas other than public school teaching. Maximum of 12 hours.

MUS 414/514 Jazz Theory (3)

An introduction to the elements of jazz theory and jazz composition, including harmony, scales, modes, rhythms, instrumentation, melodic fluency, voicings, orchestration, ear training, jazz nomenclature, and manuscript. Compositions and arrangements for jazz combos will be performed and critiqued. **Prerequisite:** MUS 213 or consent of instructor

MUS 415/515 Jazz Arranging I (3)

Arranging and composing for jazz combo and large ensemble with emphasis on the big band. Topics include: harmonizing melodic lines, voicings, orchestrating for the instrumental sections, and form. Compositions and arrangements for jazz combos and instrumental sections of the big band will be performed and critiqued. **Prerequisite:** MUS 414/514 or consent of instructor

MUS 416/516 Jazz Arranging II (3)

Advanced arranging and composition techniques for the big band with emphasis on counterpoint, 5-part voicing, extended forms, Latin jazz styles, and advanced orchestration and instrumentation. Compositions and arrangements for the big band will be performed and critiqued. **Prerequisite:** MUS 415/515

MUS 417 Counterpoint (3)

Study of and experience in writing in various imitative and non-imitative contrapuntal styles, with emphasis on 16th century counterpoint. **Prerequisite:** MUS 313

MUS 418/518 Contemporary Composition Techniques II (3)

Advanced contemporary strategies, systems, methods, and techniques of composing music for various styles, genres and mediums. Compositions will be performed and critiqued. **Prerequisite:** MUS 313 and MUS 318

MUS 419 Music and Technology (4)

An introduction to computers and music technology, emphasizing algorithmic programming, sequencing, digital sound design, and multimedia authoring tools. Includes weekly studio times. **Prerequisites:** MTH 111, CS 160 and MUS 213

MUS 420/520 Electronic Music I (3)

Teaches basic means of creating and manipulating electronic music, including basic synthesizer operations, sequencing, MIDI, and basic audio equipment techniques. **Prerequisite:** MUS 206

MUS 421/521 Electronic Music II (3)

Advanced means of manipulating a digital/audio workstation, including hard-disk recording, basic recording techniques, CD mastering, utilizing digital hardware and software equipment, and composition of original works. **Prerequisite:** MUS 420/520

MUS 422/522 Electronic Music III (3)

Introduces students to theory and practices of digital synthesis and digital signal processing for applications in computer music, digital audio production, and multimedia. Using GUI software and object oriented programming languages, students learn basic programming techniques as they apply to new computer based technologies of music and audio production. Students participate in classroom activities and complete assigned work during lab time in the WOU Digital Audio Production Studio and MIDI lab. **Prerequisite:** MUS 421

MUS 423/523 Scoring for Film and Television (3)

Composing music for film and television with emphasis on the industry, synchronization and timings, spotting, dramatic conceptualization, orchestration, recording techniques, styles and genres. Underscored projects will be performed, recorded and critiqued. Includes weekly studio times for scoring productions, composition and sound track transcriptions. **Prerequisite:** MUS 422/522

MUS 424/524 Vocal Literature (3)

Study of traditional "classical" vocal literature from Renaissance lute song through the 20th century viewed in terms of: melody, harmony, rhythm, accompaniment form and poetry, with consideration of style and performance practice.

MUS 425/525 Keyboard Literature (3)

An overview of keyboard literature from Baroque, Classical, Romantic and 20th Century periods. Activities include listening, study of style, performance practices and score identification.

MUS 428/528 Choral Literature (3)

Study of choral music's place, style, and performance practice in each of the major Western European historical style periods. Includes examination of the choral genre in various world musics. Activities include listening, as well as studying representative scores.

MUS 429/529 Literature for Instrumental Ensembles (3)

Research, inventory, and selection of effective repertoire for the successful instrumental ensemble performer. Course concentrates on published music from the late 18th century to the present for modern orchestral and chamber ensembles.

MUS 430/530 Advanced Improvisation (3)

Transcription, analysis and performance of Instrumental and/or vocal Improvisation In contemporary, historical and ethnographic musical styles. **Prerequisite:** Ability to improvise convincingly in a complex tonal harmonic context

MUS 455 Lyric Diction (3)

Essentials of diction for singers in English, Italian, German and French using I.P.A. symbols.

MUS 460/560 Special Topics in Music History (3)

A cultural study on a historical, artistic, literary, or philosophical movement using the role of music in that movement as a catalyst or point of departure with which to explore it. The central topic will change with each offering in order to address the diverse interests and needs of the student body.

MUS 465/565 Special Topics In Music Theory (3)

Consideration of contemporary, historical, and ethnographic musical practices. Each term will focus on one or more topics such as species counterpoint, orchestration, serial music, minimalism, non-Western structures or cross-cultural influences.

MUS 606 Special Individual Studies (1-3)

This course is designed for graduate advanced individual study under the guidance of a designated faculty member.

MUS 607 Seminar (1-15)

Terms and hours to be arranged.

MUS 608 Workshop (1-15)

Terms and hours to be arranged.

MUS 640 College Pedagogy in Music (1-6)

Curricular development, learning assessment, philosophical perspectives and practical issues studied through observation of and collaboration with WOU faculty in the delivery of undergraduate coursework. Course may be repeated for credit when taken in conjunction with different undergraduate courses. **Prerequisite:** consent of instructor

MUS 675 Introduction to Graduate Research (3)

Introduces students to formal and informal scholarly communication and research in music. Finding resources, reading and interpreting research, and understanding and applying the principles of objective investigation will be the focus.

MUS 680 Special Topics in Contemporary Musicology (3)

A musicology seminar designed to provide graduate students with an intense one-term examination of a musical style, period, or philosophy from the last 125 years. The topic will change with each offering in order to address the diverse interests and needs of the student body.

MUS 685 Contemporary Readings in Music (3)

An investigation of contemporary writings in areas such as music criticism, comparative musicology, musical semiology and cognitive science.

MUS 690 Recording and Media Production (1)

Designed to orient musicians towards technical and business concerns involved in professional recording. Course objectives include understanding the roles of recording engineers and producers so as to be able to communicate effectively, understanding basic technical processes involved in the recording process so as to be able to translate aesthetic intent to correct technical language, and understanding what one should expect in the recording process in order to exert greater aesthetic control. Degree candidates must take three consecutive terms of MUS 690. A maximum of three credits can be applied to the degree.

Music Education**MUE 318 Music for the Classroom Teacher (3)**

Music activities, materials and curriculum for the early childhood and elementary classroom teacher. No previous musical training is required; however, skills such as those developed in musicianship (MUS 111 or 211), class piano or class voice will enable students to gain greater insight into the processes discussed and practiced in this class. **Prerequisite:** 2.6 GPA and declared education major

MUE 320 Introduction to Orff-Schulwerk (3)

An introduction to teaching music to children using ideas and instruments developed by composer Carl Orff. This comprehensive approach is useful for classroom teachers as well as music specialists, and focuses on experiential learning. Previous music experience is helpful but not required.

MUE 399 Special Studies (1-3)**MUE 425/525 Orff Schulwerk Level I (6)**

Intensive two-week course offered summers only, exploring a comprehensive approach to teaching music and movement to children. The first of three levels leading to certification by the American Orff-Schulwerk Association (AOSA). Recommended for elementary education students with an emphasis area in music and for M.S. in Education students with a content area in creative arts or interdisciplinary studies. **Prerequisites:** MUS 111, 211, or the ability to read music notation.

MUE 451/551 Woodwind Pedagogy (3)

Learning how to teach woodwind instruments at the beginning and intermediate level. Topics will include proper embouchure, basic fingerings, published teaching materials and rehearsal techniques. **Prerequisite:** successful completion of three terms of MUP at 200-level on any instrument, or equivalent skill

MUE 640 Choral Methods (3)

Addresses rehearsal planning and pacing, age-and-ability-specific repertoire, historically accurate performance practice, performance practice in a variety of ethnic and regional styles, sight-reading, vocal production, concert planning, and budget preparation.

Music Ensembles

A maximum of 12 hours of music ensemble may be counted toward graduation.

MUEN 100/300 Pep Band (1)

Plays at home football games and select home basketball games. Offered fall and winter terms only. No audition required. Freshmen and sophomores register for MUEN 100; juniors and seniors register for MUEN 300.

MUEN 101/301/501 Concert Choir (1)

WOU's largest choir, numbering approximately 100 singers. Studies and performs a wide variety of choral literature for large ensemble, from all historic periods and styles, including major choral-orchestral works. One concert performance with different repertoire each term. Open to singers with previous choral experience. Freshmen and sophomores register for MUEN 101; juniors and seniors register for MUEN 301; graduate students register for MUEN 501.

MUEN 102/302/502 Chamber Singers (1)

Highly select group of 28-32 singers who perform an extensive repertoire of choral chamber works ranging from madrigals to newly composed pieces. Performs in choral concert each term, appears frequently on campus, and travels extensively. Open by audition only to singers with high level of experience. Freshmen and sophomores register for MUEN 102; juniors and seniors register for MUEN 302; graduate students register for MUEN 502.

MUEN 111/311/511 Western Oregon Symphony (1)

Fully instrumented symphony orchestra including strings, woodwinds, brass and percussion. Performance literature is drawn from the standard symphonic repertoire and the best contemporary works, including newly composed and commissioned works. The group rehearses three hours weekly and presents a concert at the end of each term. Freshmen and sophomores register for MUEN 111; juniors and seniors register for MUEN 311; graduate students register for MUEN 511.

MUEN 112/312/512 Wind Ensemble (1)

Most advanced symphonic woodwind, brass and percussion group. Repertoire includes the best contemporary and traditional literature for symphonic band, wind ensemble and wind symphony, including newly composed and commissioned works. The group rehearses three hours weekly and presents a concert at the end of each term. Freshmen and sophomores register for MUEN 112; juniors and seniors register for MUEN 312; graduate students register for MUEN 512.

MUEN 113/313/513 Early Music Consort (1)

Made up of vocalists and instrumentalists interested in performing Western European Art Music composed from the Middle Ages through the Enlightenment. Freshmen and sophomores register for MUEN 113; juniors and seniors register for MUEN 313; graduate students register for MUEN 513.

MUEN 120/320/520 Chamber Ensemble (1)

A small ensemble of like or mixed instruments dedicated to a particular repertoire. Freshmen and sophomores register for MUEN 120; juniors and seniors register for MUEN 320; graduate students register for MUEN 520.

MUEN 121/321/521 Brass Chamber Ensemble (1)

Performs standard repertoire for various brass chamber groups, including brass quintet and octet. Participation in the ensemble is by audition and permission of instructor. Freshmen and sophomores register for MUEN 121; juniors and seniors register for MUEN 321; graduate students register for MUEN 521.

MUEN 122/322/522 String Chamber Ensemble (1)

A small ensemble of string instruments, such as string quartet, violin trio or string orchestra. Freshmen and sophomores register for MUEN 122; juniors and seniors register for MUEN 322; graduate students register for MUEN 522.

MUEN 123/323/523 Woodwind Chamber Ensemble (1)

Focuses on music for a standard small woodwind ensemble, such as woodwind quintet, saxophone quartet, clarinet choir or flute choir. Freshmen and sophomores register for MUEN 123; juniors and seniors register for MUEN 323; graduate students register for MUEN 523.

MUEN 124/324/524 Piano Chamber Ensemble (1)

A small ensemble with piano that may include any combination of instruments and/or vocalists. Freshmen and sophomores register for MUEN 120; juniors and seniors register for MUEN 320; graduate students register for MUEN 520.

MUEN 141/341/541 Percussion Ensemble (1)

Studies and performs contemporary works written for orchestral percussion instruments. It also addresses vernacular traditions such

as Afro-Cuban drumming, Caribbean steel drums and hand drums. Freshmen and sophomores register for MUEN 141; juniors and seniors register for MUEN 341; graduate students register for MUEN 541.

MUEN 142/342/542 New Music Ensemble (1)

Performs new works by living composers with special emphasis on works by WOU composition students. The ensemble is comprised of acoustic and electronic instruments and incorporates vocal and inter-media elements. Freshmen and sophomores register for MUEN 142; juniors and seniors register for MUEN 342; graduate students register for MUEN 542.

MUEN 143/343/543 Guitar Ensemble (1)

Performs a variety of musical styles ranging from 21st century improvisational music to Black Sabbath. This ensemble is for advanced players only. Freshmen and sophomores register for MUEN 143; juniors and seniors register for MUEN 343; graduate students register for MUEN 543.

MUEN 151/351/551 Opera Scenes: Vocal (1-3)

Vocal students may participate in productions of scenes from great operas. Recent offerings include Mozart's Magic Flute, Bernstein's Trouble in Tahiti, Menotti's Amahl and the Night Visitors, and Purcell's Dido and Aeneas. Freshmen and sophomores register for MUEN 151; juniors and seniors register for MUEN 351; graduate students register for MUEN 551.

MUEN 152/352/552 Opera Scenes: Instrumental (1-3)

Instrumental students may participate in productions of scenes from great operas. Recent offerings include Mozart's Magic Flute, Bernstein's Trouble in Tahiti, Menotti's Amahl and the Night Visitors, and Purcell's Dido and Aeneas. Freshmen and sophomores register for MUEN 152; juniors and seniors register for MUEN 352; graduate students register for MUEN 552.

MUEN 153/353/553 Musical Theatre: Vocal (1-3)

Selection by audition to cast of musical theater production. Evening rehearsals during Winter term, performances at conclusion of term. Freshmen and sophomores register for MUEN 153; juniors and seniors register for MUEN 353; graduate students register for MUEN 553.

MUEN 154/354/554 Musical Theatre: Instrumental (1-3)

Selection by professor recommendation to pit orchestra for winter term musical. Freshmen and sophomore register for MUEN 154; juniors and seniors register for MUEN 354; graduate students register for MUEN 554.

MUEN 161/361/561 Soulstice Vocal Jazz (1)

Soulstice, WOU's vocal jazz ensemble, features 14 singers and a rhythm section with piano, bass and drums. On alternate years, the group records a CD of selections by nationally recognized arrangers and WOU students. Soulstice concertizes with at least

one acclaimed solo artist or group each year. In addition, Soulstice performs at schools, community functions and various jazz venues. Freshmen and sophomore register for MUEN 161; juniors and seniors register for MUEN 361; graduate students register for MUEN 561.

MUEN 162/362/562 Western Hemisphere Orchestra (1)

Dedicated to performing and recording improvised and written music from the vernacular styles of North and South America. Concerts range from dixieland to fusion, from jump blues to funk and from choro to samba. Freshmen and sophomores register for MUEN 162; juniors and seniors register for MUEN 362; graduate students register for MUEN 562.

MUEN 170/370/570 Combo (1)

A small ensemble that typically includes a rhythm section and one or more single-line instruments or singers. Freshmen and sophomore register for MUEN 170; juniors and seniors register for MUEN 370; graduate students register for MUEN 570.

MUEN 171/371/571 Jazz Repertoire Combo (1)

Course studies material from the rich repertoire of jazz literature from 1930 to the present, with an emphasis on memorization and live performance. Analysis of performance practice and historical context is included. Freshmen and sophomore register for MUEN 171; juniors and seniors register for MUEN 371; graduate students register for MUEN 571.

MUEN 172/372/572 Hemisphere Combo (1)

Focuses on the performance of original compositions, as well as arrangements that fit the theme of the Western Hemisphere Orchestra concert each term. Freshmen and sophomore register for MUEN 172; juniors and seniors register for MUEN 372; graduate students register for MUEN 572.

MUEN 173/373/573 Singer/Songwriter Combo (1)

Designed for students who sing, write songs, and/or wish to develop their ability to make music in the context of a small group that includes a singer. Repertoire may include original works, jazz standards, country music selections and/or songs from other popular music genres. Freshmen and sophomore register for MUEN 173; juniors and seniors register for MUEN 373; graduate students register for MUEN 573.

MUEN 174/374/574 Brazilian Combo (1)

Dedicated to the performance of music by Brazilian composers and song forms, including choro, bossa nova, samba, forro, and MPB. Composers represented might include Pixinguinha, Tom Jobim, Jacob do Bandolim and Gilberto Gil. Freshmen and sophomore register for MUEN 174; juniors and seniors register for MUEN 374; graduate students register for MUEN 570.

MUEN 190/390/590 Ensemble (1)

Ad-hoc ensemble formulated for a particular term and/or a particular project that cannot be obtained through established ensembles. Freshmen and sophomore register for MUEN 190, juniors and seniors register for MUEN 390; graduate students register for MUEN 590.

MUEN 191/391/591 Ensemble Recording Engineer (1)

Students with advanced engineering skills may gain ensemble credit by serving in the capacity of recording engineer for ensembles requiring their services. Appointment as recording engineer is by permission of the ensemble instructor and upon recommendation of student's music technology instructor. Freshmen and sophomore register for MUEN 191, juniors and seniors register for MUEN 391; graduate students register for MUEN 591.

MUEN 192/392/592 Staff Composer/Arranger (1)

Students with advanced composition skills may gain ensemble credit by serving in the capacity of staff composer/arranger for ensembles requiring their services. Staff composers/arrangers will coordinate term projects with ensemble director and composition instructor at the beginning of the term. Appointment as staff composer/arranger is by permission of the ensemble instructor and upon recommendation of student's composition instructor. Freshmen and sophomore register for MUEN 192, juniors and seniors register for MUEN 392; graduate students register for MUEN 592.

Music Performance

Students who register for private lessons will be required to attend seminar in addition to their regular lesson time. See instructor for further details.

MUP 171-199 Performance Studies (2-4 each term)

Individual instruction in voice, keyboard, wind, string and percussion instruments; composition; and conducting. First level of lower-division study. **Prerequisite:** consent of instructor

MUP 171	Piano
MUP 172	Harpichord
MUP 173	Organ
MUP 174	Voice
MUP 175	Violin
MUP 176	Viola
MUP 177	Cello
MUP 178	Bass
MUP 179	Jazz Piano
MUP 180	Guitar
MUP 181	Flute
MUP 182	Oboe
MUP 183	Clarinet
MUP 184	Saxophone
MUP 185	Bassoon
MUP 186	Trumpet
MUP 187	Horn
MUP 188	Trombone
MUP 189	Euphonium

MUP 190	Tuba
MUP 191	Percussion
MUP 192	Composition
MUP 193	Jazz Guitar
MUP 194	Jazz Bass
MUP 195	Conducting
MUP 199	Miscellaneous

MUP 271-299 Performance Studies (2-4 each term)

Second level of lower-division study. For details see MUP 171-199. **Prerequisites:** three terms of MUP 171-199, successful audition and consent of instructor

MUP 341-369 Performance Studies (2-4 each term)

Upper-division study for students who have not passed the jury audition required for MUP 371-399. **Prerequisite:** consent of instructor required

MUP 341	Piano
MUP 342	Harpichord
MUP 343	Organ
MUP 344	Voice
MUP 345	Violin
MUP 346	Viola
MUP 347	Cello
MUP 348	Bass
MUP 349	Jazz Piano
MUP 350	Guitar
MUP 351	Flute
MUP 352	Oboe
MUP 353	Clarinet
MUP 354	Saxophone
MUP 355	Bassoon
MUP 356	Trumpet
MUP 357	Horn
MUP 358	Trombone
MUP 359	Euphonium
MUP 360	Tuba
MUP 361	Percussion
MUP 362	Composition
MUP 363	Jazz Guitar
MUP 364	Jazz Bass
MUP 369	Miscellaneous

MUP 371-399 Performance Studies (2-4 each)

First level of upper-division study. For details, see MUP 171-199. **Prerequisites:** Three terms of MUP 271-299, successful audition, and consent of instructor

MUP 471-499 Performance Studies (2-4 each)

Second level of upper-division study. For details, see MUP 171-199. **Prerequisites:** three terms of MUP 371-399, successful audition and consent of instructor

MUP 641-669 Performance Studies (2-4 each)

Individual instruction in a student's secondary performance area at the graduate level. For specific discipline, see MUP 341-369. **Prerequisite:** acceptance to the Master of Music program and consent of instructor

MUP 671-699 Performance Studies (2-4 each)

Individual instruction in a student's primary performance area at the graduate level. For

specific discipline, see MUP 171-199. **Prerequisite:** acceptance to the Master of Music program, successful audition, and consent of instructor

MUP 692 Music Performance: Composition (1-2)

Weekly private lessons in composition. Composition of large forms, investigation of contemporary musical style and technique, instrumentation and orchestration. Weekly seminar. Performance of student's works. **Prerequisites:** post-baccalaureate standing, successful completion of level-change jury requirements from MUP 492

Philosophy**PHL 101 Introduction to Philosophy: Knowledge and Reality (3)**

An introduction to philosophical reflection on the fundamental nature of reality, on our knowledge of it and on the justification of that knowledge.

PHL 102 Introduction to Philosophy: Personal Morality and Social Justice (3)

An introduction to philosophical reflection on the nature of morality and justice and to basic principles of practical moral reasoning in private and public life, business, medicine, etc.

PHL 103 Introduction to Logic (3)

Introduction to both informal and formal logic. Informal topics include analysis and evaluation of techniques of reasoning, problem solving, and judgment and decision-making. Formal logic will examine techniques of deductive reasoning.

PHL 199 Philosophy Discussion (1)

Weekly philosophy discussion group meeting: Terms and hours to be arranged. Repeatable for up to 15 credits. P/NC.

PHL 207H, 208H, 209H Philosophy in the Western World (3 each)

A chronological survey of major philosophers, ideas, and world views in the Western world. PHL 207H: Ancient to Medieval. PHL 208H: Medieval to Enlightenment. PHL 209H: Enlightenment to present. **Prerequisite:** participation in WOU's Honors Program

PHL 251 Ethics (3)

This course will cover major classical and contemporary theories in normative ethics. It will include a careful study of virtue ethics, natural law, utilitarianism and deontology. It will also compare the justification of moral judgments with that of scientific judgments.

PHL 252 Medical Ethics (3)

Examines and critically evaluates a number of contemporary issues in medical ethics. Will provide a scholarly overview and discussion of both theoretical and applied issues. Possible issues to be addressed include: patients' rights, privacy of personal medical information, problems surrounding death and dying including the issues of physician assisted suicide, and medical research including issues of human cloning and stem cell research.

PHL 255 Environmental Ethics (3)

Comprises a study of the unique moral relationship and responsibilities that humans have to the non-human environment. It involves both a theoretical and practical component. Topics may include: global warming, endangered species, pollution, food production, and consumption, limited resources and energy.

PHL 261 Metaphysics: Theory of Being (3)

Survey of representative issues and theories regarding the fundamental principles and structure of reality, including such topics as mind-body relation, mind-brain relation, nature of life, nature of matter, reality as a whole, etc.

PHL 262 Epistemology: Theory of Knowledge (3)

Survey of representative issues and theories in the philosophical study of human knowledge and its foundations.

PHL 263 Philosophy of Mind (3)

Exploration of philosophical questions about the mind, mental states and its relation of mind and brain. Main topics are dualism and various forms of materialism, behaviorism, mind-body identity theories, and functionalism; the nature and content of mental states (e.g. belief, desire, meaning).

PHL 282 Philosophy of Art (3)

Introduction to theories of beauty and art and interpretations of the meaning and value of aesthetic experience.

PHL 283 Philosophy of Religion (3)

Introduction to theories of religion and basic philosophical issues relating to religion, such as the nature and existence of an ultimate reality, the problem of evil, the interpretation of religious language and symbols, and the nature of mystical experience.

Note: 3 to 6 hours of lower-division philosophy recommended as background for upper-division courses.

PHL 311 Ancient Philosophy (3)

History of philosophical thought of the ancient Greek and Roman periods. May be taken twice for credit if content is not repeated.

PHL 313 Medieval and Renaissance Philosophy (3)

History of European philosophy of the Medieval and Renaissance periods.

PHL 314 Modern European Philosophy (3)

History of European philosophy from the dawn of modern science through the 19th century. Emphasis given to different philosophers on alternate years offered. May be taken twice for credit if content is not repeated.

PHL 316 Contemporary Philosophy (3)

Principal philosophical figures and movements of 20th century philosophy in America and Europe. May include pragmatism, analytic philosophy, existentialism, phenomenol-

ogy, structuralism, Marxism. May be taken twice for credit if content is not repeated.

PHL 321 Existentialism (3)

Covers major thinkers of philosophical existentialism, which may include French existentialists, German Existentialists, or religious existentialists. The course may also cover the work of either of the two main progenitors of existentialism: Soren Kierkegaard and Friedrich Nietzsche. Because existentialism is literary and artistic as much as philosophical, the course may also include study of literary works.

PHL 322 19th Century Philosophy (3)

Covers major figures of 19th Century Philosophy. Contact instructor for precise syllabus. The course may be taken twice for credit if content is not repeated.

PHL 323 Continental Philosophy (3)

Covers major schools, figures, and topics of 20th Century European Philosophy. Contact instructor for precise syllabus. Course may be taken twice for credit if content is not repeated.

PHL 350 Social and Political Philosophy (3)

Philosophical exploration of basic topics and problems of social, political and economic life, together with theories that indicate how these topics and problems should be understood and handled. Special attention given to principles involved in criticism and justification of institutionalized distributions of power and resources.

PHL 360 Philosophy of Education (3)

A philosophical exploration of the educational process, both in general and in relation to its contemporary institutional setting, drawing upon a variety of philosophical perspectives both ancient and modern. Three hours of introductory philosophy recommended but not required as prerequisite.

PHL 370 Philosophy of Science (3)

Philosophical investigation of theoretical issues of science and scientific methodology, such as scientific explanation, the structure of theories, nature of scientific laws, revolutions in science, and the distinction between observation and theory.

PHL 380 Philosophy of Law (3)

Philosophical examination of major issues and concepts in law. Covers theories of jurisprudence such as natural law theory, legal positivism, and critical legal studies, and also covers areas of criminal and constitutional law such as self-defense, insanity defense, civil liberties, etc.

PHL 382 Philosophy of Music (3)

Application of general theories in aesthetics to the specific artistic genre of music, as well as examination of philosophical problems raised by music. Topics include: the nature and definition of music, the nature of aesthetic musical experience, the issue of the objectivity or subjectivity of aesthetic value of musical works and musical performances,

metaphysical issues about what a musical work is, and the issue of authenticity in musical performance.

PHL 398 Special Studies A (1-6)

This is an open-ended course covering areas in ethics, value theory, aesthetics, and related areas. It is offered from time to time as a regular 3 hour course with a special topic. It may also include study of the work of a specific philosopher or school. Terms and hours to be arranged. Course may be taken up to 12 hours without repeating a topic.

PHL 399 Special Studies B (1-6)

Course covering areas of metaphysics, epistemology, language, science, logic, and related areas. It is offered from time to time as a regular 3 hour course with a special topic. May include study of the work of a specific philosopher or school. Terms and hours to be arranged. Course may be taken up to 12 hours without repeating a topic.

PHL 405 Senior Tutorial in Philosophy (3)

Capstone of undergraduate course work in philosophy: research, senior essay, presentation, critique, and response to critique. For seniors with a major or minor in philosophy, or a major in humanities with a concentration in philosophy.

PHL 406 Special Individual Studies (1-15)

Terms and hours to be arranged. Individual or special studies in a specific area of interest, under the guidance of a designated faculty member.

PHL 407 Seminar (1-15)

Terms and hours to be arranged.

PHL 433/533 Philosophy for Children (3)

Introduction to the teaching of higher level thinking and reasoning skills at elementary, intermediate and secondary levels, making use of curricula such as those developed by the Institute for the Advancement of Philosophy for Children. Limit of 20 students. **Prerequisite:** consent of instructor; course may be retaken up to a maximum of 9 hours if content is not repeated

PHL 607 Seminar (3)

One of a variety of topics in philosophy as announced in the schedule of classes.

Physical Education

PE 111 Beginning Weight Training (2)

PE 112 Jogging/Walking (2)

PE 113 Intermediate Weight Training (2)

PE 114 Aerobic Dance (2)

PE 115 Aerobic Kickboxing (2)

Course involves participation in kickboxing and martial arts-related movements combined with other aerobic movements and performed in sequences and routines to increase cardiorespiratory (aerobic) endurance. Resistance exercises and stretches

will also be included to enhance muscular strength, muscular endurance, and flexibility. Additional benefits include improved overall body awareness, balance, coordination, mental focus, and stress reduction. Positive lifestyle and behavior changes related to fitness, health, and wellness will be emphasized throughout the course.

PE 116 Pilates (2)

Course involves participation in series of exercises based on the work of Joseph Pilates and designed to enhance muscular strength, muscular endurance, flexibility, body alignment, balance, and coordination. Principles and proper techniques of Pilates will be emphasized to enhance overall body awareness and efficient and effective movement. Additional benefits include improved mental focus and stress reduction. Positive lifestyle and behavior changes related to fitness, health, and wellness will be emphasized throughout the course.

PE 117 Body Conditioning (2)

Course involves participation in a non-aerobic, well-rounded, muscular conditioning exercise program consisting of high repetition, low resistance exercises to increase muscular strength and endurance and stretching exercises to increase flexibility for enhanced personal health. Emphasis will be placed on learning safe and proper exercise techniques and body alignment, improving muscular fitness, and developing positive attitudes for a physically active lifestyle. The knowledge, skills, and behaviors developed in this course will provide students with the basis for continuing a muscular conditioning program at home for life.

PE 118 Military Physical Conditioning (1)

Designed to prepare Army ROTC students to excel in the Army Physical Fitness Test (APFT). The APFT measures physical endurance in three timed events: two minutes of push ups, two minutes of sit ups, and the two-mile timed run. Other exercises are included to enhance muscular strength, muscular endurance, cardio respiratory endurance, and flexibility. Class is instructed by the Army ROTC Cadre and assisted by the Military Science III Cadets to prepare the MS III's for the Leadership Development and Assessment Course during the summer of their junior year. May be repeated for a total of 3 credit hours. *PE 118 for non-ROTC students. MS 118 for ROTC students.*

PE 121 Multicultural Dance (2)

Basic movements and rhythmic techniques for performing a variety of multicultural dances to enhance their health and well-being, learn about other cultures, and experience the joy of dancing in a positive, social atmosphere.

PE 122 Social Dance I (2)

Basic techniques and variations for performing a variety of social dances to enhance their health and well-being. Dance styles will include ballroom (smooth, rhythm, and Latin) and country-western partner and line dances.

PE 123 Social Dance II (2)

Course allows students to continue their learning and experience in social dance. **Prerequisite:** PE 122

PE 131 Individual Health and Fitness (2)

Health values of physical fitness, components and measurements of physical fitness, conditioning programs, designing an individual fitness program, weight control and exercise, nutrition and exercise, disease and exercise, adapted fitness activities, community resources. Lab activities will include an exposure to various conditioning programs and completion of an individualized fitness program. Students will be able to assess their own fitness levels and design an appropriate individualized program. One hour of lecture and two hours of lab per week.

PE 132 Badminton (2)

PE 133 Bowling (2)

PE 134 Golf (2)

PE 135 Intermediate Golf (2)

Provides intermediate golfers the opportunity to develop their abilities through instruction, assignments and practice. **Prerequisite:** PE 134 or instructor approval

PE 139 Tennis (2)

PE 143 Yoga (2)

Students will be gaining knowledge and practicing various yoga stretches and poses. Yoga consists of the practice of breathing, performing poses and relaxation. This practice of controlled movement and postures has many health benefits. It provides a workout for the mind and body.

PE 144 Energy Yoga (2)

A multi-level (begin/inter/adv) course focused in the energy arts of Eastern Yoga and Asian Qi Gong. Introduces student to basic philosophy, concepts, principles and physical forms associated with the practice of Ashtanga (Hatha) Yoga and Badaunjin Qi Gong.

PE 145 Tai Chi (2)

Beginning level course in the ancient Chinese art of Taiji Quan. Introduces participant to the basic physical movements and principles associated with the five major styles of Taiji Quan currently being practiced throughout the world today. The Yang style, twenty-four posture form (also called simplified form), will be promoted here.

PE 146 Intermediate Tai Chi (2)

Course content will build on previous course work, reinforcing the fundamental principles of Tai Chi practice, along with the basic physical movements and concepts associated with the five major styles of Tai Chi currently being practiced throughout the world today.

PE 147 Karate (2)

Beginning level course in the Korean martial art of Tang Soo Do karate. Introduces

student to the basic philosophy, concepts, physical forms, and principles associated with, and common to, all major Asian styles of karate.

PE 150 Basketball (2)

PE 154 Soccer (2)

PE 155 Softball (2)

PE 156 Volleyball (2)

PE 157 Intermediate Volleyball (2)

PE 160 Aquatics I (2)

PE 161 Aquatics II (2)

PE 162 Fitness Swim (2)

Students will learn and practice competitive swim strokes and participate in water aerobic workouts. Student will also learn personal water safety skills in order to develop confidence, coordination and relaxation in the water.

PE 173 Alpine Skiing and Snowboarding (2)

Course provides the student with instruction in the proper techniques of alpine skiing and/or snowboarding with skill development and progression compatible with the ability level of the participant. Various equipment trends and safety concerns will be addressed. The course content rests primarily with extended day trips.

PE 175 Nordic Skiing and Snowshoeing (2)

Course provides the student with instruction in the proper techniques of Nordic skiing and/or snowshoeing with skill development and progression compatible with the ability level of the participant. Various equipment trends and safety concerns associated with the sports will be addressed. The course content rests primarily with extended day trips.

PE 180 Introduction to Challenge Course (2)

Course is experiential in nature using group discussions, team building activities and problem solving initiatives to provide educational opportunities and promote personal and professional growth. A challenge course is a series of activities designed to promote teamwork, problem solving and communication skills, and enhance self-confidence.

PE 182 Backpacking (2)

Provides student exposure to the fundamental concepts and guidelines of hiking and backpacking. Course will discuss minimizing the impact on the environment, safety and orienteering. Also examines equipment and new trends. Emphasis rests primarily with extended day hikes and overnight excursions.

PE 183 Advanced Backpacking (2)

Trains individuals to plan and lead backpacking expeditions. Trail selection and profiling, orienteering, safety, and trip planning will be discussed and demonstrated in the field. Main focus is on a four to seven day backpacking experience in a wilderness

environment. Course presupposes basic knowledge of backpacking issues (leave no trace principles, safety, and equipment).

PE 184 Cycling (2)

Course introduces students to cycling (road) as a method to achieving health and fitness levels relative to personal goals. Students will be introduced to health related physical fitness concepts, develop personal health and fitness goals, and learn the principles behind basic fitness programming, all through the medium of cycling. Students will also be introduced to basic bicycle terminology and maintenance, riding technique and safety.

PE 185 Fishing (2)

Exposes student to fundamental concepts, guidelines and varieties of sport fishing. Course will discuss proper care and conservation of the outdoors, examine equipment, rules and regulations associated with the sport and offer practical skill experience in casting and baiting techniques.

PE 186 The Art and Science of Fly Fishing (2)

General overview of fly fishing. Equipment evaluation, casting skills, what fish eat, fish habitat, methods of pursuit, entomology, knot theory, safety and fishing etiquette are study topics for the course.

PE 199 Special Studies (1-15)

Terms and hours to be arranged.

PE 230 Foundations of Exercise Science (4)

Introduction to the field of exercise science and its various professional applications. An overview of the sub-disciplines of exercise science will be provided as well as career tracks and opportunities and related professional organizations. From this study, students are motivated to develop their own philosophies and select a program/career track.

PE 238 Teaching Educational Gymnastics (2)

Designed for physical education and elementary education majors and those in related fields who may teach physical activities to students. Emphasis rests on the teaching of beginning gymnastics and tumbling skills and activities rather than performance. Students will have the opportunity to learn how to perform, teach and spot beginning and intermediate gymnastics and tumbling skills and activities.

PE 239 Teaching Movement Education (3)

Course involves students in learning how to teach movement concepts, fundamental motor skills, and physical activity to children. Emphasis will be placed on learning developmentally appropriate physical activities for children (K-6), motor skill analysis and assessment, methods for task variation, movement progression development, and teaching strategies. **Corequisite:** PE 330

PE 240 Teaching Dance in Physical Education (3)

Course provides students with the pedagogical content knowledge for teaching creative and recreational forms of dance within the

K-12 physical education curriculum. Emphasis will be placed on analysis and practice of developmentally appropriate dance elements, skills, techniques, and movement progressions; choreographic tools and structures; rhythmic skills; lesson organization and instructional strategies; and student assessment/evaluation techniques. **Prerequisite:** PE 239

PE 241 Teaching Games I (3)

Activity and theory designed to experience, examine and develop a non-traditional curriculum for K-12 physical education following the Teaching Games for Understanding model. Various physical activities included that can be part of the TGfU model in physical education.

PE 242 Teaching Games II (3)

Activity and theory designed to experience, examine and develop a non-traditional curriculum for K-12 physical education following the Sport Education model. Various physical activities included that can be part of the Sport Education model in physical education.

PE 243 Teaching Outdoor and Adventure Education (3)

Activity and theory designed to experience, examine and develop a non-traditional curriculum for K-12 physical education. Various outdoor and adventure activities included that can be part of an alternative curriculum in physical education.

PE 244 Teaching Aerobic Fitness (3)

Course provides students with the pedagogical content knowledge for teaching aerobic fitness and related conditioning activities within the K-12 physical education curriculum and various venues in the fitness industry. Emphasis will be placed on analysis of safe, developmentally appropriate, and effective fitness exercises and activities, exercise/movement techniques, choreographic methods, organizational structures, instructional strategies, and methods for assessment/evaluation of physical activity and fitness. Curricular models for fitness education will be integrated throughout the course.

PE 245 Teaching Strength Training and Conditioning (3)

Designed to expose students to a variety of training methodologies, philosophies and applications. Emphasis is to prepare students with an adequate knowledge base in the area of resistance exercise and conditioning so they may write prescriptive training regimens for specific performance areas.

PE 246 Teaching Movement Concepts and Skills to Children (1)

Activity and theory designed to examine, experience and develop progressions in the fundamental or basic skills associated with human performance. Body mechanics, locomotor, non-locomotor, manipulative and perceptual motor skills included.

PE 250-269 Intercollegiate Athletics (2)

PE 291 Life Guard Training (2)

PE 292 Water Safety Instructor (2)

Note: Admission to some upper-division classes may be limited to students who have been formally admitted to the division. Admission to the division is determined by a formal process and is selective.

PE 301 Basic Exercise Science (4)

Designed to acquaint the student with basic principles of exercise physiology, kinesiology/biomechanics, and motor development. Emphasis is on application of these principles to younger populations. The course assumes limited background in anatomy, physiology, and physics.

PE 310 Motor Learning (4)

Study of principles of motor learning and their influence on the learning, retention and performance of motor skills.

PE 320 Fitness Programming for General Populations (4)

Organization and implementation of fitness activities and programs for general populations in fitness clubs, community centers, clinics, and private corporations. Special emphasis given to job opportunities and professional certifications (ACSM, NSCA).

PE 330 Teaching Methods in Physical Education I (4)

Course provides pre-service physical education specialists with an introduction to the theory and practice of teaching physical education to children. Students will be actively involved in a comprehensive, service learning, teaching practicum with local home schooled children throughout the course. **Corequisite:** PE 239.

PE 335 Field Experience in Physical Education (1)

A physical education field-based experience within a K-12 school setting, under the guidance of a cooperating teacher and university supervisor. **Prerequisite:** PE 330, 3 classes from the PE 239-245 series and instructor approval.

PE 337, 338, 339 Officiating Sports (1 each)

Rules, techniques and game practice in men's and women's sports.

PE 343 Organization and Administration of Physical Education (3)

Policies and procedures, facilities, staff, budget, scheduling and equipment.

PE 359 Care and Prevention of Athletic Injuries (4)

Examination in the techniques used in the prevention of athletic injuries, including taping, bandaging and strapping along with how to recognize and evaluate basic signs and symptoms associated with common injuries. Establishing a plan of care which includes rehabilitative exercise will also be studied. Three lectures and one two-hour lab each week.

PE 361 Coaching Youth Sports (3)

Examination of the practices and philosophies involved in coaching and administering youth sports with emphasis on developing practical materials and philosophical goals and strategies.

PE 365 Football Coaching (2)

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching, and management of games.

PE 366 Basketball Coaching (2)

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching and management of games. **Prerequisite:** activity course in basketball

PE 367 Baseball Coaching (2)

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching, and management of games.

PE 368 Track and Field Coaching (2)

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of meets. **Prerequisite:** activity course in track and field

PE 369 Wrestling Coaching (2)

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of matches. **Prerequisite:** activity course in wrestling

PE 370 Volleyball Coaching (2)

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of contests and tournaments. **Prerequisite:** activity course in volleyball.

PE 371 Kinesiology (4)

Students will study the structure and function of the human musculoskeletal system, and will apply movement analysis techniques to a wide range of fundamental and activity specific movement patterns. **Prerequisite:** BI 234 with a grade of C- or better; MTH 105 with a grade of C- or better or MTH 111 with a grade of C- or better. Offered fall and winter terms

PE 373 Recreational Sport Management (3)

Introduces students into sport program development and management in the service oriented professions of community recreation agencies; private or commercial recreation programs; youth agencies; and/or educational settings.

PE 375 Athletics: Coaching and Administration (3)

An examination of the dynamics of personal interaction in athletics; guidance in practice and game organization and conduct; and knowledge of the scope and function of athletic governing bodies as well as current trends and problems in athletics.

PE 376 Introduction to Sport Management (3)

Explores aspects of the changing world of sport management and reviews the latest business trends and career opportunities that may exist for the student both domestically and internationally.

PE 377 Sport Management: Issues and Strategies for Collegiate Athletics (3)

Identifies many issues facing intercollegiate athletics. Evaluation of current trends in the governing and operations of college athletics departments. Comprehensive overview of the NCAA's constitution, operating bylaws and administrative bylaws.

PE 378 Sport Management: Issues and Strategies for Professional Athletics (3)

Provides students with an understanding of different professional sport leagues and franchises and issues facing professional sports. Emphasis will be placed on understanding the central role of television income in pro sports, the confrontational nature of the players' union, and the challenges faced by small market teams. Students will be expected to attend a professional sport contest and evaluate the business strategies involved with game-day operations.

PE 399 Special Studies

Terms and hours to be arranged.

PE 406 Special Individual Studies (1-4)

Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

PE 407 Seminar (1-4)

Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

PE 408 Workshop (1-4)

Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

PE 409 Practicum (1-12)

Terms and hours to be arranged.

PE 410/510 Sport Ethics (4)

A study of theories of ethical behavior, moral philosophy and education, and their application to issues in sport and athletics.

PE 415 Lifespan Motor Development (4)

Provides students of physical education and exercise science with a knowledge base in the study of changes in motor behavior across the lifespan, the processes that underlie these changes and the factors that affect them.

PE 420/520 Motor Learning for Coaches (4)

Study of conditions and factors which influence the learning and performance of motor skills with particular attention to those skills having relevance for the coach as orchestrator of learning and retention.

PE 423/523 Sport in Film (4)

Focuses on ways a person can "read" a movie and apply sport film topics and themes to one's cultural, societal, individual, and professional issues.

PE 430 Teaching Methods in Physical Education II (4)

Current best practices in teaching strategies and teacher effectiveness for secondary physical education with the intent to maximize student learning and physical activity. Development and analysis of teaching skills with a focus on NASPE K-12 content and beginning teacher standards. Corequisite: PE 431. **Prerequisite:** PE 335 and five classes from PE 239-245 series

PE 431 Assessment Strategies In Physical Education (4)

Examination of assessment and evaluation tools in physical education by which to gauge student learning in all learning domains. Will enable students to align and embed assessment with instruction in the design and delivery of physical education programs. Corequisite: PE 430; **Prerequisites:** PE 335 and five classes from the PE 239-245 series

PE 433 Physical Education in the Elementary School (4)

Experiential course provides elementary classroom teachers with an overview of theory and practice for teaching physical education to children in the elementary school (K-6). Methods for integrating physical activity with other disciplines, in the classroom, and as part of a healthy school and community environment will be explored.

PE 434 Elementary Physical Education Teaching Practicum (3)

Course involves students teaching small groups of local home schooled children (pre-K through 6) a series of elementary physical education content and activities. Instructor lectures; demonstrations; active participation and discussion of sample activities and how to teach them; and videos of exemplary teachers will be used. Students will design lesson plans and assist teaching physical education lessons; observe and evaluate their own and peers' lesson content and effectiveness. Emphasis will be placed on application of previously learned teaching and organizational methods. Content areas will include: fitness activities; movement concepts; fundamental motor skills; manipulative activities; dance and rhythm activities; educational gymnastics; and educational games. **Prerequisite:** PE 433

PE 440 Legal Issues in PE and Sport (3)

Familiarizes the students with legal aspects relating to physical education and sport. Included will be discussions regarding ways to provide a safe environment for students/individuals by providing proper instruction, using proper methodology and insuring proper and adequate supervision. Student's constitutional rights in the public school setting, as they relate to physical education and sport, with specific attention given to the First, Fourth and Fourteenth Amendments. Federal and state legislation relating to health, physical education, interscholastic and intercollegiate athletics, and school activity programs will be reviewed. Title IX,

Gender Equity and the Americans with Disabilities Act will be discussed. **Prerequisite:** junior, senior or post-baccalaureate standing

PE 444 Lifespan Adapted Physical Activity (4)

Study of problems as they relate to philosophy, procedures, and practices in Adapted Physical Education, and the organization and administration of Adapted Physical Education and Recreation programs for people in all age groups who have disabilities. Surveys movement problems associated with specific disabilities and assessment of motor performance of people who have disabilities.

PE 445/545 Curricular Issues in Physical Education (4)

Constructing a curriculum for K-12 physical education will be examined from two main perspectives; 1) curriculum as content and 2) curriculum as teacher. Various curricular and instructional models will be explored from a theoretical basis, using the NASPE K-12 content standards as a framework. **Prerequisite:** PE 430 and 431 and 6 classes from PE 239-245 series

PE 459 Recognition and Evaluation of Athletic Injuries (2)

Study in the basic principles involved with the prevention, recognition, evaluation, treatment and rehabilitation of athletic injuries. **Prerequisite:** PE 359

PE 460 Therapeutic Exercise: Foundations and Techniques (2)

Advanced study in the development and application of appropriate exercise principles and techniques used in the care and treatment of muscular skeletal injuries. **Prerequisite:** PE 359

PE 461 Evaluation and Treatment of Athletic Injuries (3)

Advanced study in the recognition of signs, symptoms, interpretation and application of functional stress tests used to evaluate common athletic injuries. Study will also include the application of appropriate exercise principles and techniques as part of the treatment plan of care. **Prerequisite:** PE 359

PE 463 Computer Applications in PE and Health (3)

Current software applications in physical education and health. Students will select programs relative to their interest areas to investigate and evaluate. Hardware modifications and the use of interactive devices will be demonstrated. **Prerequisite:** senior standing

PE 470 Sociological and Psychological Aspects of Physical Activity (4)

This course will focus on social and psychological factors associated with physical activity and sport experiences across the lifespan.

PE 473 Physiology of Exercise (4)

Human physiological response and adaptation to the effects of physical activity, conditioning, and training programs. Exercise implications for both health and human

performance. **Prerequisites:** BI 234, 235, 236, each with a grade of C- or better; MTH 105 with a grade of C- or better or MTH 111 with a grade of C- or better

PE 480/580 Adventure in Education (3)

Class is experiential in nature using group discussion, team-building activities, and problem solving initiatives to provide opportunities for personal and professional growth. Participants engage in games, initiatives, low element challenge course, high element challenge course, white water rafting and camping. White water rafting and challenge course are designed to promote communication skills and enhance self-confidence. Class is appropriate for all.

PE 483 Biomechanics (4)

Principles from classical mechanics will be presented with application toward understanding the physical constraints on human movement, and in evaluating and understanding various aspects of performance enhancement and injury risk assessment. Through a variety of analysis projects, students will use conceptual and technological analysis tools in evaluating the range of human movement capability. **Prerequisites:** PE 371; MTH 105 with a grade of C- or better or MTH 111 with a grade of C- or better

PE 484 Advanced Topics in Biomechanics (4)

In depth examination of research and practice in biomechanics. Discussion and research topics will vary by term. **Prerequisite:** PE 483 or consent of instructor

PE 485 Exercise Testing and Prescription (4)

Methods and protocols for screening, evaluating and prescribing exercise programs for healthy adults. Emphasis is on exercise testing procedures and interpretation of results to promote a healthy physically active lifestyle. **Prerequisites:** HE 325 and PE 473

PE 486 Advanced Topics in Motor Behavior (4)

In depth examination of research and practice in Motor Behavior/Motor Learning. Discussion and research topics will vary by term. Topics may include areas such as: dynamic systems, motor control in learning or rehabilitation, program planning, etc. **Prerequisites:** PE 310 or consent of instructor

PE 487 Advanced Topics in Physiology of Exercise (4)

In depth examination of the human physiological response to the acute and chronic effects of exercise. Research and discussion topics will vary by term. Topics may include areas such as: cardiovascular physiology and disease; skeletal muscle physiology and adaptation; bone physiology and adaptation; human metabolic systems in exercise; the endocrine system in exercise; etc. **Prerequisites:** BI 234, 235, 236

PE 488 Exercise Motivation and Adherence (4)

Social/psychological aspects of self-perceptions and cognitions in explaining motivated behavior in exercise and fitness settings. Focus is on theories and application of strategies for facilitating individual behavior change.

PE 499 Capstone (4)

Demonstration of professional competencies through the development of an electronic portfolio. **Prerequisite:** senior standing.

PE 606 Special Individual Studies (1-9)

Terms and hours to be arranged.

PE 607 Seminar (1-9)

Terms and hours to be arranged.

PE 608 Workshop (1-9)

Terms and hours to be arranged.

PE 609 Practicum (1-9)

Terms and hours to be arranged.

PE 650 Musculoskeletal Health (4)

Students will examine the impact certain health conditions have on the musculoskeletal system, and the role of movement and exercise in prevention and intervention programs. Topics may include osteoporosis, child and adult obesity, arthritis, workplace issues, congenital and injury based disability issues, and certain athletic and training practices.

PE 659 School Sports Medicine (2)

Study in the management, treatment and disposition of athletic injuries; includes emergency procedures, sports nutrition, therapeutic exercises and assessment of common athletic injuries that occur to participants of school sponsored athletics.

Physics

PH 201, 202, 203 General Physics (4 each)

The study of mechanics, heat, sound, optics, electricity, magnetism and topics in modern physics. Three lectures and one two-hour laboratory per week. **Prerequisite:** MTH 112 or above; a grade of C or better in PH 201 for admittance into PH 202; a grade of C or better in PH 202 for admittance into PH 203

PH 211, 212, 213 General Physics with Calculus (4 each)

Fundamental principles and applications of classical mechanics, heat, electricity and magnetism, wave motion and optics. For students in pre-engineering and the natural sciences. Three lectures and one three-hour laboratory period. **Prerequisite:** MTH 251 (can be taken concurrently)

PH 311, 312 Introduction to Modern Physics (4 each)

Physical theories and research of the 20th century, including theories of relativity and quantum-wave mechanics, electrons and X rays, atomic spectra and structure, solid-state physics, low temperature physics, nuclear physics and fundamental particle physics. Three lectures and one three-hour laboratory period. **Prerequisite:** PH 213

PH 470 Selected Topics in Physics (1-3)

Topics of special interest such as cosmology, relativity, medical and radiation physics, and biophysics.

PH 681, 682 Modern Physics (3 each)

A survey of the developments in physics since 1895. Topics include relativity and quantum mechanics, solid-state and low temperature physics, cosmic rays, and fundamental particles and forces. Three lectures. **Prerequisites:** one year each of college mathematics and physics; offered during summer session

Political Science**PS 193 Introduction to Model United Nations (3)**

An introduction to Model United Nations, international issues, policy making and the activities of the United Nations. Students will also develop public speaking, research and writing, negotiation, interpersonal and leadership skills while role playing United Nations delegates at MUN conferences locally and regionally.

PS 199 Special Studies (1-6)

Terms and hours to be arranged. Special studies designed to develop research, writing, career-related or participatory skills at a basic level in a variety of political science/public policy and administration areas, such as Model United Nations, Great Decisions in U.S. Foreign Policy, government or campaign experiences.

PS 201 American National Government (3)

An introduction to the study of political institutions, public policy and public opinion in the United States.

PS 203 State and Local Government (3)

A survey of government operations, political processes, contemporary issues, problems, and recent reforms relating to the state and local levels, with emphasis on Oregon.

PS 204 Introduction to Comparative Politics (3)

An introduction to the comparative method of analysis of different political systems, and to political concepts such as formal government institutions, political participation and socialization, ideologies, power, authority and democratization.

PS 205 International Relations (3)

An introduction to the analysis of relations among nations, international organizations, global problems and possibilities.

PS 325 Democracy: Theory and Practice (3)

This course integrates political philosophy and modern social science research to examine the nature and relationship between democratic ideals and practices.

PS 350 Introduction to Public Policy (3)

An investigation of the political processes and substantive content of American public policy, patterns of problem identification, policy creation, approval, implementation, and evaluation. Consideration of selected contemporary national, state and local policies.

PS 351 Introduction to Public Administration (3)

An investigation of the role of public

administration in the political process; administrative organization; basic problems of management; personnel and financial administration. An analysis of the continuing role of bureaucracy in the solution of public problems.

PS 375 Scope and Methods of Political Science (3)

An introduction to the history, nature and methods of political science as a discipline. Examines a variety of conceptual tools used to study politics, including qualitative and quantitative research methods.

PS 393 Advanced Model United Nations (1-3)

An advanced orientation to Model United Nations, international issues, policy making and the activities of the United Nations. Students will also improve public speaking, research and writing, negotiation, interpersonal and leadership skills while role playing United Nations delegates at MUN conferences locally, nationally and internationally. Course may be repeated up to 12 credits. **Prerequisite:** PS 193 or consent of instructor

PS 399 Special Studies (1-3)

Special studies designed to develop research, writing, career-related or participatory skills at an advanced level in a variety of political science/public policy and administration areas. **Prerequisite:** PS 199 or consent of instructor

PS 406 Special Individual Studies (1-6)

Terms and hours to be arranged. A specialized or individualized course of study within political science/public policy and administration developed in consultation with the instructor. **Prerequisite:** consent of instructor

PS 407 Seminar (1-3)

Terms and hours to be arranged. Special seminar topic offerings in the political science/public policy and administration discipline.

PS 409 Practicum: Administrative Internship (3-12)

Terms and hours to be arranged. This course provides opportunities for practical experience in the administrative processes of federal, state and local government agencies and public or nonprofit organizations. **Prerequisite:** consent of instructor and at least 3.00 GPA

PS 410 Political Science Internship (3-12)

Provides opportunities for practical experience with the Oregon State Legislature, city councils, legal offices, political campaign or interest group activities. **Prerequisite:** consent of instructor and at least 3.00 GPA

PS 414 Political Parties, Pressure Groups and Elections (3)

An analysis of the nature, organization and operation of political parties, pressure groups and elections with special attention to their functions in the American political process. A consideration of current problems and reforms in the area. **Prerequisite:** PS 201 or consent of instructor

PS 415 Politics and Psychology (3)

An analysis of the motivations for various forms of political behavior (apathy, voting, revolution) and the creation of political belief systems with emphasis on psychological theories and the socialization process. Consideration of the impact of various beliefs and behaviors on political systems. **Prerequisite:** PS 201 or consent of instructor

PS 416 Politics and Communication (3)

An examination of the relationship between politics and communication and how it affects American society. Emphasis is on the politics of communication, the ways in which institutions of mass media, particularly television, help create, advance and reinforce public opinion and political agendas. **Prerequisite:** PS 201 or consent of instructor

PS 419 American Presidential Elections (3)

Examination of the processes and outcomes of American presidential elections with emphasis on the period from 1952 to the present. Considers impact of political parties, groups, issues, candidates and process. **Prerequisite:** PS 201 or consent of instructor

PS 423 Issues in National Policy (3)

A detailed analysis of the functions and policies of American national government with emphasis on selected contemporary problems and issues. **Prerequisite:** PS 201 or consent of instructor

PS 424 Policy-making in the States (3)

An examination and analysis of selected key issues and characteristics of contemporary state government. **Prerequisite:** PS 201 or consent of instructor

PS 426 Federalism and Intergovernmental Relations (3)

An investigation of the constitutional, political, financial, and administrative relationships among national, state and local governments within the American Federal system. **Prerequisites:** PS 201, PS 202 or consent of instructor

PS 430 The Aging Society (3)

Analyzes the demographic, economic, social, and political dimensions of our aging population. The unique nature, needs and policy implications of the growing elderly population receive particular attention.

PS 432 Global Health Policy (3)

Examines a range of transnational health issues, including the global AIDS pandemic, malaria and malnutrition. Students will learn about the major international institutions and programs designed to improve global health, such as the World Health Organization, the World Food Program, UNICEF and the United Nations Millennium Development Goals.

PS 433 Health Care Politics and Policy (3)

Course examines the fundamentals of health care access in the United States. Specific topics include: the Medicare and Medicaid systems; the evolving nature of private health

care insurance systems; the concerns and influence of interest groups and political parties in this field; and the prospects of reform.

PS 435 Women and Politics (3)

A survey and analysis of the socioeconomic and political status of women, the structures and concerns of the feminist movement, public policy issues relevant to the status of women and roles women play in the political arena. **Prerequisites:** PS 201, PS 202 or consent of instructor

PS 436 Gender and Public Policy (3)

Examines public policy, the policy process and policy-making institutions through a "gender lens." It deals with how gender differences affect the identification of public policy problems, their perceived importance and their potential solutions, the differences between male and female policy-makers and the differential gender impact of policies.

PS 440 Causes of War (3)

A theoretical and empirical overview of the causes of war and conflict. Students will learn the main international relations theories, specific causes of war from the causes of war literature and analysis of case studies including World War II, the Iraqi wars and the Israeli conflicts. **Prerequisites:** PS 203

PS 441 Causes of Peace (3)

A theoretical and empirical overview of the causes of peace, as opposed to the causes of war, in the world. Students will study ways of achieving peace at the individual, community, national and international levels. The lives and writings of prominent pacifists will be examined.

PS 445 Introduction to Policy Analysis (3)

A study of the process and problem of policy analysis with a focus on the limitations and proper use of analytical techniques. **Prerequisite:** PS 201 or consent of instructor

PS 446 Land Resource Politics and Policy (3)

A broad examination of the development and present nature of land use policies, particularly the management of national lands.

PS 447 Environmental Politics and Policy (3)

An analysis of the history, politics and implementation of national environmental policy and the most important environmental laws and organizations.

PS 449 Environmental Values and Political Action (3)

Surveys the values and philosophies which influence the level and nature of political activism in environmental and natural resource issues. Analysis focuses on "classic" and contemporary writings ranging from ecocentrism to the wise use and market-oriented perspectives and their practical influence.

PS 451 Political Theory: Plato to Marx (3)

An examination of the history of political thought from Plato, Aristotle, Cicero and Aquinas to Machiavelli, Hobbes, Locke, Rousseau, Wallstonecraft, Mill and Marx.

PS 452 Political Theory: Marx to Habermas (3)

An examination of Modern political thought from Marx, Nietzsche, Weber and Freud to Arendt, Fanon, Rawls and Habermas.

PS 454 Public Personnel Administration (3)

A study of governmental personnel systems. Topics include the underlying values of public personnel administration, classification, pay, and benefits, evaluation, recruitment, training, affirmative action, and collective bargaining. **Prerequisites:** PS 350, PS 351 or consent of instructor

PS 459 Government and Politics of Latin America (3)

Explores the history, politics and political economy of Latin America in general and select Latin American countries in particular. Case studies of the government and politics of prominent Central and South American countries will be examined.

PS 460 Government and Politics of Asia (3)

A comparative study of political cultures, ideologies, governments and contemporary issues in selected Asian nations. **Prerequisites:** PS 203, PS 204 or consent of instructor

PS 461 Politics and Government of Post-Communist States (3)

A comparative study of political cultures, ideologies, governments and contemporary issues in selected post-communist nations. **Prerequisites:** PS 203, PS 204 or consent of instructor

PS 462 Politics and Government of Europe (3)

A comparative study of political cultures, ideologies, governments and contemporary issues in selected European nations. A consideration of the problems and possibilities of regional integration. **Prerequisites:** PS 204 or consent of instructor

PS 463 Government and Politics of Developing Nations (3)

A comparative study of political cultures, ideologies, governments and contemporary issues in selected developing nations. **Prerequisite:** PS 203, PS 204 or consent of instructor

PS 464 Government and Politics of Africa (3)

Examines South African politics within a wider sub-Saharan and African context. South Africa's most pressing problems and challenges, such as the AIDS pandemic, economic inequality, race relations, land redistribution, health care, environmental degradation and immigration are explored.

PS 465 Government and Politics of the Middle East (3)

A survey of the major social and political issues in the Middle East, such as the role of Islam, pan-Arabism, nationalism, democratization, gender and society, relations with the West, the Israeli-Palestinian conflict, and the Iraq wars.

PS 466 Governmental Budgeting (3)

A study of the political, fiscal, policy and

management aspects of budget formation and implementation in American state and national governments. **Prerequisites:** PS 350, PS 351 or consent of instructor

PS 469 Congress and the Presidency (3)

An investigation of the structures, powers, operations, politics and problems of the American Congress and the Presidency with emphasis on the functioning of Separation of Powers. **Prerequisite:** PS 201 or consent of instructor

PS 471 Immigration Politics and Policy (3)

An introduction to the politics, policies, concepts, theories and issues surrounding immigration to the United States. Topics include the history of immigration to America, settlement patterns, push and pull forces, assimilation, national identity and national security in the post 9/11 age of globalization.

PS 473 Globalization Issues (3)

A study of the political, social, economic and cultural forces that are transforming the modern world. Considers the ways in which people and countries are increasingly interconnected by technology, immigration, culture, the environment, international trade and economics.

PS 477 International Environmental Politics (3)

An introduction to the issues, processes and actors of international environmental politics. Issues to be covered will be the creation and evolution of international environmental actions including domestic and international processes and in-depth examinations of cases.

PS 478 Political Fiction and Film (3)

A study of political belief systems, behaviors, relationships and concepts (justice, moral choice, liberty) in various cultures and time periods through the medium of the political novel and film.

PS 479 American Constitutional Law (3)

An introduction to the study of American constitutional law that involves a detailed case-study approach in which the students prepare briefs on case law. Focuses on the application of the concepts of federalism and separation of powers; the evolving relationship between the states and the national government; between the three institutions of the Presidency, Congress and the Courts; and between government and the individual. **Prerequisite:** PS 201

PS 480 Administrative Law (3)

An advanced review of the legal context of public administration. The legal process within the bureaucracy and the duties and responsibilities of the individual administrator receive particular attention. **Prerequisites:** PS 350, PS 351 or consent of instructor

PS 481 International Law (3)

An introduction to the principles, sources, and basic concepts of international law. Issues to be covered will be the creation and evolution of international law, its nature and

sources, and its relation with states, individuals and international organizations. **Prerequisite:** PS 203 or consent of instructor

PS 484 American Jurisprudence (3)

This course is intended to improve understanding of how the law works and of legal reasoning through reading and discussion of cases and essays. It covers both concrete legal principles and more abstract reflection on the sources and functions of the law. **Prerequisites:** PS 201 or consent of instructor and at least junior standing

PS 485 Legal Reasoning and Writing (3)

This course is designed for those considering a career in the law. It consists of training in the use of legal research sources, briefing cases, writing legal briefs and arguing cases in topical areas in both civil and criminal law. **Prerequisites:** PS 201 or consent of instructor and at least junior standing

PS 490 Community Politics (3)

An analysis of political processes, institutions, problems, and issues at the local level with emphasis on metropolitan areas, city management and federal/state/urban relations. **Prerequisite:** PS 202 or consent of instructor

PS 492 Political Ideologies (3)

Capitalism, liberalism, conservatism, communism, socialism and fascism considered as world views and politico-economic systems in various cultures, with emphasis on comparative values and methods. **Prerequisite:** PS 203 or consent of instructor

PS 493 International Organizations (3)

An advanced study of global problems (war, human rights, economic development) and organizations designed to alleviate them. Consideration and assessment of various cultural views of such problems and of the successes/failures of the United Nations, European Union and collective security arrangements. **Prerequisite:** PS 203 or consent of instructor

PS 495 Public Sector Labor Relations (3)

Introduction to labor relations in the public sector. Topics include the historical background and legal environment of public sector unions, the fundamentals of collective bargaining, including processes, politics, and methods of resolving impasses, the implementation of collective bargaining agreements, including grievance procedures and the impact of unions on public personnel policies.

PS 497 U.S. Foreign Policy (3)

A consideration of the origin, character and consequences of American foreign policy with an emphasis on policy-making and issues since 1945. **Prerequisites:** PS 201, PS 203 or consent of instructor

PS 530 The Aging Society (3)

Analyzes the demographic, economic, social, and political dimensions of our aging population. The unique nature, needs and policy implications of the growing elderly population receive particular attention.

PS 536 Gender and Public Policy (3)

This course examines public policy, the policy process and policy-making institutions through a "gender lens." It deals with how gender differences affect the identification of public policy problems, their perceived importance and their potential solutions, the differences between male and female policy-makers and the differential gender impact of policies.

PS 554 Public Personnel Administration (3)

A study of governmental personnel systems. Topics include the underlying values of public personnel administration, classification, pay and benefits, evaluation, recruitment, training, affirmative action and collective bargaining.

PS 566 Governmental Budgeting (3)

A study of the political, fiscal, policy and management aspects of budget formation and implementation in American state and national governments.

PS 579 Constitutional Law (3)

An introduction to the study of American constitutional law that involves a detailed case-study approach in which the students prepare briefs on case law. Focuses on the application of the concepts of federalism and separation of powers; the evolving relationship between the states and the national government; between the three institutions of the presidency, congress, and the courts; and between government and the individual. **Prerequisite:** PS 201 or consent of instructor

PS 580 Administrative Law (3)

An advanced review of the legal context of public administration. The legal process within the bureaucracy and the duties and responsibilities of the individual administrator receive particular attention.

PS 601 Research (1-6)

Terms and hours to be arranged.

PS 603 Thesis or Field Study (1-6)

Terms and hours to be arranged.

PS 605 Reading and Conference (1-6)

Terms and hours to be arranged.

PS 607 Seminar (3)

PS 608 Workshop (1-6)

PS 609 Practicum: Internship (1-9)

PS 615 Social Policy Case Studies (3)

This course provides opportunities for experience in social problem analysis and solution. Students will consider case studies in teams, devise problem solutions and implementation plans and compare their results with those of others. Students pursuing the M.S. in Social Policy are especially encouraged to take this course.

PS 640 Policy Implementation (3)

Graduate level examination of the factors that influence the social impacts of policies.

The impacts of legislative design, administrative structure and social context of policy are central concerns.

PS 675 Policy Issues and the Law (3)

A reading and research seminar focused on legal issues associated with social policy. These issues concern free speech, religion, press and privacy, the rights of the criminally accused and issues relating to race and gender based discrimination. Students will write and present a research paper related to social policy legal issues.

Psychology

PSY 199 Special Studies (1-3)

Terms and hours to be arranged.

PSY 201 General Psychology (4)

A study of the science of human behavior and experience. Areas covered may include: biological bases of behavior, learning, memory, motivation, perception, cognition and development.

PSY 202 General Psychology (4)

A study of the science of human behavior and experience. Areas covered may include: consciousness, personality, health psychology, abnormal behavior, psychotherapy and social psychology.

PSY 218 Psychological Foundations of Education (3)

A survey of psychological topics relevant to educational settings. These topics may include child and adolescent development, learning, memory, cognitive processes, motivation, assessment and behavioral management. This class is not intended for psychology majors.

PSY 301 Introduction to Research Methods (4)

An exploration of psychological research including topics of design, methodology, statistical analysis and report writing. Student will design and conduct research and prepare a formal paper on this original research. **Prerequisites:** PSY 201 and PSY 202 or equivalent

PSY 311 Developmental Psychology (4)

The psychological study of human development from conception to death. Stages and issues of development throughout the lifespan are identified and examined. Developmental theories, research and methods are studied and applied to the various stages and issues. **Prerequisite:** PSY 201 or PSY 218 or equivalent

PSY 328 Mental Health (4)

A survey of theories of adequate and optimal psychological functioning. A study of processes which may lead to the development of adaptive functioning and its maintenance and how these processes may be brought into play in the individual's environment or community. **Prerequisites:** PSY 201 and PSY 202 or equivalent

PSY 334 Social Psychology (4)

The psychological study of how people think about, influence and relate to one another. Theoretical and research bases will be utilized to explore the nature and content of this field and its applications to social issues and every day events. **Prerequisite:** PSY 201 or PSY 218 or equivalent

PSY 349 Introduction to Behavior Modification (4)

A survey of behavior modification topics including principles of learning and relevant methodology. An exploration of practical applications. **Prerequisite:** PSY 201 or PSY 218 or equivalent

PSY 360 Cognitive Psychology (4)

This class provides an overview of basic topics in cognitive psychology including learning, memory, attention, sensation, perception, language/phonology and problem solving. **Prerequisites:** PSY 201 and PSY 202 or equivalent

PSY 373 Sensation and Perception (4)

Principles and theories relating to sensory stimulation and perceptual processes will be explored. Psychophysical methods will be used to demonstrate human visual and auditory processes. **Prerequisites:** PSY 201 and PSY 202 or equivalent

PSY 390 Theories of Learning (4)

Survey of fundamental concepts of conditioning, rote learning, discrimination, theories of reinforcement, extinction and avoidance learning. Major theories of learning, and related experimental literature. **Prerequisite:** PSY 201 or PSY 218 or equivalent

PSY 398 Professional Issues in Psychology (4)

Exploration of the roles and functions of persons employed in occupations for which the study of psychology prepares students. Survey and practice of specific and non-specific skills of helping and interpersonal influence such as interviewing and small group dynamics. Ethics and other professional issues will be considered. **Prerequisite:** PSY 201 and PSY 202 or equivalent; or consent of instructor

PSY 399 Special Studies (1-4)

Terms and hours to be arranged.

PSY 406 Special Individual Studies (1-6)

Designed for individual or special studies in a defined area of interest under the guidance of a designated faculty member.

PSY 407 Seminar (1-12)

Terms and hours to be arranged.

PSY 408 Workshop (1-12)

Terms and hours to be arranged.

PSY 409 Practicum (1-9)

Field experience in applied psychology. **Prerequisite:** consent of instructor

PSY 410 Mentoring I (1-4)

Student will serve as a mentor for an "at

risk" middle school or high school student. Mentors help students develop skills for academic success, emotional and social growth, and provide a forum for developing problem solving approaches to concerns and issues. Students receive training on the mentoring process, goal setting and communication. **Prerequisite:** consent of instructor

PSY 411 Mentoring II (1-4)

Students continue to mentor, collect, analyze and present data on mentoring progress towards goals. **Prerequisite:** PSY 410

PSY 415/515 Psychology of Sports (4)

This course will survey the current state of the psychology of sports. Psychological theory and research findings will provide the basis for suggestions about applications to sport situations. A central focus will be on the critical and empirical evaluation of the common knowledge in this area. **Prerequisites:** PSY 201 and 202 or equivalent

PSY 423 Interviewing and Appraisal (4)

Exploration of the interview as a method of information gathering and social influence. Topics include the uses of interviews, the strengths and weakness of the interview as a methodology, training in specific interviewing skills, and the relation of the interview to other methods of appraisal of human behavior. Applications will be drawn from many areas of human interaction including the helping professions and business. **Prerequisite:** PSY 201 and PSY 202 or equivalent

PSY 426 History of Psychology (4)

Historical study of psychologists, basic psychological concepts and theories. **Prerequisites:** minimum of 15 hours upper-division psychology courses

PSY 435/535 Theories of Personality (4)

Major historical and contemporary theories of personality development and function and their relation to current issues in psychology. **Prerequisite:** 300-level course in psychology

PSY 437/537 Advanced Social Psychology (4)

An in-depth study of several social-psychological theories and their application to social issues and interactions. Topics may include small group interaction and functioning, social cognition, attitudes and persuasion, social influence and social relations. **Prerequisite:** PSY 334 or equivalent

PSY 443 Group Processes (4)

Provides students with opportunity to increase self-awareness of their existing teamwork skills, develop stronger teamwork skills, as well as learn and apply social psychological principles aimed at increasing group effectiveness. By working in groups, students will examine how both environmental forces as well as personality influence group functioning. **Prerequisites:** PSY 201 and 202 or equivalent. PSY 334 recommended

PSY 445 Introduction to Industrial/Organizational Psychology (4)

Students will examine how psychology is applied to workplace in settings such as industry, business, government, and social service. Topics include trends in organizational and job design, personnel selection and placement, training, performance appraisal, work motivation, job satisfaction and leadership. **Prerequisites:** PSY 201 and 202 or equivalent. PSY 334 recommended

PSY 446 The Psychology of Leadership (4)

Examines the psychological underpinnings of leadership in organizations from a variety of theoretical perspectives. Students will examine the myriad of theoretical approaches to understanding leadership including their strengths and weaknesses in aiding our understanding of effective (and ineffective) leadership. Students will also have the opportunity to assess and develop their own leadership skills and potential. **Prerequisites:** PSY 201 and 202 or equivalent. PSY 334 recommended

PSY 447 Introduction to Organizational Development (4)

Examines the art and science of Organizational Development (OD) which include interventions aimed at fostering high performing organizations. Students will gain an understanding of the field of Organizational Development, become familiar with various techniques for enhancing organizational and individual effectiveness, develop insights into organizational functioning, and develop skills for effective managing/consulting. **Prerequisites:** PSY 201 and 202 or equivalent. PSY 334 recommended

PSY 448 Topics in Organizational Psychology (4)

Topics may include at different times: strategic planning and implementation; productivity issues; career development with organizations; managerial participative management programs, negotiation, mediation and arbitration processes; and other topics of special interest. May be repeated with different topics. **Prerequisites:** PSY 201 and 202 or equivalent. PSY 334 recommended

PSY 450/550 Abnormal Psychology (4)

The nature, causes and treatment of various forms of unusual behavior and emotional disturbance. The full range of abnormality will be examined from extreme reactions to stressful events to psychotic breaks with reality as defined by the Diagnostic and Statistical Manual of the American Psychiatric Association. The course will integrate perspectives generated from psychological theory, research and physiological findings. **Prerequisite:** a 300-level course in psychology

PSY 451/551 Biopsychology (4)

A study of the ways that the physiology of the body is related to behavior. Sub-topics may include sleep and dreaming, learning and memory, pain, sexual behavior, disordered emotional states and psychopharmacologic agents. **Prerequisites:** PSY 201 and PSY 202 or equivalent

PSY 460 Cognitive Neuroscience Seminar (1-4)

This class covers advanced topics in cognitive science including cognitive development, cerebral localization of function, hemispheric interaction/differences, individual differences in cognition, object recognition, face recognition, spatial perception and neuropsychological disorders. **Prerequisite:** PSY 360 or PSY 451

PSY 463/563 Maladjusted Child (4)

Examination of the nature, causes and treatment of emotional and social maladjustments in children and adolescents. A broad range of disturbances will be examined from minor problems in living to psychotic breaks with reality and self-destructiveness. The home, school and cultural environments will be examined as well as possible genetic and biological determinations of the mental health of children and youth. **Prerequisites:** PSY 201 or PSY 218, and PSY 311 or equivalent

PSY 465/565 Motivation (4)

Deals primarily with human motivation. Topics such as stress, conflict, learned motives, arousal, and unconscious determinants will be considered. **Prerequisite:** Three or more hours of 300-level psychology

PSY 467 Quantitative Methods (4)

Methods which psychologists use to describe, summarize and make inferences about measurements made on people, things or events. **Prerequisites:** PSY 201, PSY 202, PSY 301, and MTH 105 or MTH 111 or equivalent

PSY 468 Research Methods in Psychology (4)

An introduction to the experimental, correlational and survey methods employed in psychological research. **Prerequisite:** PSY 467 with a grade of C- or better

PSY 480/580 Infancy and Childhood (4)

Theory and research related to prenatal, infancy, and early childhood phases. Includes study of the motor, emotional, cognitive, social and linguistic domains with emphasis on applications for professionals offering services to young children and their families. **Prerequisites:** PSY 201 or PSY 218, and PSY 311 or equivalent

PSY 481/581 Middle and Late Childhood (3)

Theory and research related to children who are between school age and adolescence. Emphasis on socialization, cognitive development and deviations from typical development. **Prerequisites:** PSY 201 or PSY 218, and PSY 311 or equivalent

PSY 482/582 Adolescence (4)

Study of the transitions and issues of adolescence. Includes an overview of theory and research with an emphasis on applications for parents, teachers and professionals offering services to adolescents and youth. **Prerequisites:** PSY 201 or PSY 218, and PSY 311, or equivalent

PSY 483/583 Adulthood and Aging (4)

Examination of current models of aging. Includes theory and research relevant to early, middle and late adulthood. Emphasis on applications of information concerning the issues of adulthood. **Prerequisites:** PSY 201, 202 and 311 or equivalent

PSY 484/584 Death, Dying and Grief (4)

Focuses on numerous topics related to the developmental processes of death, dying and grief throughout the life-span. **Prerequisites:** PSY 201, 202 and 311 or equivalent

PSY 487/587 Cross-Cultural Development (4)

Study of the relationship between culture and psychological functioning with an emphasis on developmental processes. **Prerequisites:** PSY 201, 202 and 311 or equivalent

PSY 488/588 Theories of Development (4)

Theories of human development across the life-span are examined, integrated and compared. Assumptions of major, contemporary theories of development are studied including a review of related research findings and consideration of practical applications. **Prerequisites:** PSY 201, 202 and 311 or equivalent

PSY 489/589 Special Topics in Developmental Psychology (1-9)

Each quarter this course is offered, a single special topic in development will be studied in-depth. Topics may include the development of sex roles, moral development or social skills training. May be repeated under different subtitles. **Prerequisites:** PSY 201, 202 and 311 or equivalent

PSY 492/592 Psychology of Women (4)

Application of psychological methods to the study of women's roles and behavior. Sub-topics may include development, sexuality, achievement, aptitudes and work. **Prerequisites:** PSY 201 and 202 or equivalent

PSY 606 Special Individual Studies (1-6)

Terms and hours to be arranged.

PSY 607 Seminar (1-15)

Terms and hours to be arranged.

PSY 608 Workshop (1-15)

Terms and hours to be arranged.

PSY 609 Practicum (1-15)

Terms and hours to be arranged.

PSY 620 Learning & Memory for Instruction (3)

A survey of contemporary theories of learning and memory. An emphasis will be placed on research involving cognitive, social, motivational, and biological aspects of learning and memory. Applications will focus on instructional settings.

PSY 621 Developmental Psychology: Concepts and Applications (3)

An overview of developmental psychology with an emphasis on theories and classroom applications. Assumptions of major contemporary theories of development are studied,

including a review of related research findings and consideration of practical applications.

PSY 622 Adolescent Development for Educators (3)

A course focusing on transitions and issues of normative development from early to late adolescence. Includes an overview of theory and research with an emphasis on applications for middle school and high school teachers.

Rehabilitation Counseling**RC 209 Practicum I (1-3)**

First supervised field experience designed for undergraduate students exploring the rehabilitation counseling profession. **Prerequisite:** consent of program coordinator

RC 309 Intermediate Practicum II (1-3)

Second supervised field experience designed for undergraduate students exploring the rehabilitation counseling profession. **Prerequisite:** consent of program coordinator

RC 407/507 Seminar (1-9)

Terms and hours to be arranged.

RC 409 Advanced Practicum III (1-3)

Third or advanced supervised field experience designed for undergraduate students exploring the rehabilitation counseling profession. **Prerequisite:** consent of program coordinator

RC 422/522 Medical and Functional Aspects of Disability in Rehabilitation (3)

Overview of medical and functional aspects of disability in rehabilitation; most common illnesses and disabilities encountered for case management in rehabilitation-related settings; environmental/attitudinal barriers of various disabling conditions, focusing on young adult through mature adult populations; basic medical terminology, etiology, symptoms, diagnosis and treatment of various diseases and health issues resulting in disability, and medical information needed to facilitate service delivery for persons with disabilities. Students will be introduced to the functional aspects of disability and possible resources for an individual who may need rehabilitation engineering and/or technology services.

RC 432/532 Psychosocial and Environmental Aspects of Disability (3)

Analysis of the psychological and social impact of disability from an individual, family, community and environmental perspective. Developmental issues (e.g. childhood to adulthood lifespan) related to disability will be explored. Influence of the family and helping professions will also be presented. Rehabilitation services and resources available to both professional and lay public are noted.

RC 475/575 Hearing Loss and Assistive Technology (1)

Provides students with an understanding of the impact of hearing loss on access to both

oral/aural communication and environmental cues/alerts. Students are exposed to technology that can improve communication access for individuals experiencing hearing loss across a variety of settings. Samples of assistive listening, telecommunication and alerting devices will be demonstrated.

RC 476/576 Professional Identity in Rehabilitation Counseling (1)

Provides an overall orientation to graduate studies in the rehabilitation counseling education (RCE) program at WOU. Students will have opportunity to learn about both state and national professional organizations as well as counselor licensure and certification programs.

RC 490/590 Professional Issues: Rehabilitation Counseling with Deaf Clients (3)

An examination of the social and vocational implications of hearing loss on individuals who are hard of hearing and Deaf. Also, an extensive review of the social services that respond to the unique needs of this population with an emphasis on the state vocational rehabilitation agency.

RC 606 Special Projects (1-9)

Terms and hours to be arranged.

RC 607 Seminar (1-9)

Terms and hours to be arranged.

RC 608 Workshop (1-6)

Terms and hours to be arranged.

RC 609 Practicum (3)

Opportunity to apply basic counseling skills in a relatively safe environment. Students will have opportunity to participate in weekly consultation with a practicum supervisor to promote personal growth and introduction to a variety of counseling approaches and rehabilitation issues. First year practicum classes will meet weekly and are taken concurrent with RC 611, RC 612 and RC 613.

Prerequisite: consent of program coordinator

RC 610 Internship (18 minimum)

Students perform two full-terms (9 credits per term) of on-site placement with a state or community rehabilitation counseling agency or social service agency charged with meeting the specific rehabilitation needs of clients. Total internship will consist of a minimum of 18 credit hours which includes 600 hours of counselor-in-training experience. **Prerequisites:** successful completion of RC 609, RC 611, RC 613, RC 620, RC 621, RC 630, RC 631, RC 633, RC 650, RC 660, and one of the following research courses: RC 625, ED 612, SPED 616, or TPD 640.

Student cannot begin RC 610 Internship with an Incomplete grade (I) in any RC class unless they have petitioned the faculty of the Rehabilitation Counselor Education program for a waiver.

RC 611 Introduction to the Helping Profession (3)

First in a series of three courses. Designed to provide an in-depth study of problem-management counseling approach when working with clients who are Deaf or who have disabilities. Formation of general interpersonal skills and basic helping relationships is stressed. Two major counseling theories will be introduced.

RC 612 Theory & Techniques of Counseling (3)

Overview of a variety of contrasting theoretical counseling models underlying both individual and group practice in counseling. Second of three courses that present theories and techniques used in effective rehabilitation counseling. Emphasis is placed on the appropriateness of selected theories when counseling persons with disabilities.

Prerequisite: concurrent enrollment in RC 609

RC 613 Lifestyle and Career Development (3)

Explores the foundational issues of work, principles of human and career development (early childhood to senior adult), and major career counseling theories as applied to different stages in life. Ethnic, racial, social and gender issues related to career development will be considered. **Prerequisite:** concurrent enrollment in RC 609

RC 620 Professional Orientation to Rehabilitation Services and Resources (3)

Overview of the rehabilitation profession. Explores issues ranging from philosophical and service models to personal dilemmas faced by rehabilitation counselors. Students will be exposed to issues that challenge various groups who identify themselves as people with disabilities. **Prerequisite:** consent of program coordinator

RC 621 Job Development, Placement and Retention (3)

Examines theory, role, techniques, and issues related to job development, placement and retention as they lead to competitive employment for persons with disabilities. **Prerequisite:** consent of program coordinator

RC 625 Rehabilitation Counseling Research (3)

Course will assist the rehabilitation counseling student in developing the required skills in the area of research that are needed for effective practice and contributions to the functioning of a rehabilitation agency. These skills include the ability to review and evaluate relevant literature for specific clinical issues, implementing research principles in the program evaluation process, methods for reporting findings, and understand how each practitioner can contribute to the general body.

RC 630 Group Work (3)

Objective is to increase student knowledge of background, counseling theory and processes in groups. Student will experience practical application of group theory and techniques by participating as a member for six group sessions. **Prerequisite:** consent of program coordinator

RC 631 Family, Disability and Life Span Development (3)

Provides an understanding of the nature and needs of individuals at all developmental levels, from birth to old age. Topics will include a general overview of the expanded family life cycle; introduction of family counseling theories and clinical application; use of genograms to track family history; and understanding of how diverse characteristics impact the family throughout the life span. **Prerequisite:** consent of program coordinator

RC 633 Social and Cultural Diversity Issues in Rehabilitation Counseling (3)

Intended to increase student's understanding of issues and dynamics when providing rehabilitation counseling across social, cultural and community lines. Emphasis on the student's examining his/her own cultural identity, attitudes and biases. Attention will be given to developing understanding of gender, class, race, ethnicity, disability, family structure, roles and values, and various lifestyles. **Prerequisite:** consent of program coordinator

RC 634 Diagnosis and Treatment of Mental Illness in Rehabilitation (3)

Designed to help broaden students' knowledge and conceptual understanding of diagnosis and treatment of mental illness in a rehabilitation setting. Students will learn how to read a psychological evaluation and make general diagnostic decisions. **Prerequisite:** RC 611

RC 650 Ethics and Issues in Rehabilitation Counseling (3)

Provides an awareness of professional and ethical principals applied to rehabilitation casework, organization policy, and disability law. Will discuss legalities and provide an awareness of responsibilities and duties in regard to rehabilitation related counseling activities. **Prerequisite:** consent of program coordinator

RC 660 Case Management in Rehabilitation Counseling (3)

Examines strategies for providing effective case management services for persons with disabilities. Contemporary issues faced by the rehabilitation counselor will be discussed. Crisis management tools and conflict resolution strategies will be examined. **Prerequisite:** consent of program coordinator

RC 662 Measurement and Assessment Procedures in Deafness and in Rehabilitation (3)

Selection, administration and interpretation of various psychological, achievement and interest instruments used with persons who are Deaf, hearing impaired, and persons who have disabilities. Special emphasis will be placed on test interpretation in the client-counselor or teacher-student relationship. Demonstration and practice will be included. **Prerequisite:** consent of program coordinator

Religion

R 201 Introduction to the World's Religions: Eastern (3)

An introduction to the major religions of the Far East: Confucianism, Taoism, Hinduism and the Buddhism of India, Tibet and Japan (Zen).

R 204 Introduction to the World's Religions: Western (3)

An introduction to the major religions of the West: Judaism, Christianity and Islam.

R 315 Interpreting Religious Phenomena (3)

Approaches to interpretation of the meaning of diverse religious phenomena, both theoretical and practical. Of use to persons who seek to handle religion in the public classroom as well as those who wish to understand religion for its own sake. **Prerequisites:** R 201, R 204 or equivalent, required as background

R 399 Special Studies (1-15)

Terms and hours to be arranged.

R 460/560 Comparative Religion (3)

A study and comparison of the great religions of the world. R 201 and R 204 or equivalent recommended as background, preferably both.

Social Science

SSC 199 Special Studies (1-15)

Terms and hours to be arranged.

SSC 201 Introduction to Gender Studies (3)

A survey and critical analysis of the essential issues of feminism. Historical and contemporary texts form the basis for discussion of topics affecting men's and women's lives. Clarification of key concepts such as gender as a social construct, patriarchy and the interaction of race, class and gender.

SSC 401 Research (3-6)

Terms and hours to be arranged.

SSC 403 Field Study (1-9)

Terms and hours to be arranged. Maximum of nine hours. Not intended as practicum for teaching majors.

SSC 406 Special Individual Studies (1-15)

Terms and hours to be arranged.

SSC 407/507 Seminar (1-3)

Terms and hours to be arranged.

SSC 408 Workshop (1-15)

Terms and hours to be arranged.

SSC 409 Practicum (3-12)

Terms and hours to be arranged.

SSC 490, 491 Senior Social Science Seminar (3 each)

A senior interdisciplinary culminating course designed to help students to integrate social science around such contemporary concerns as urban studies, minority group studies, environmental studies and the like.

SSC 601 Research (3-9)

Terms and hours to be arranged.

SSC 603 Thesis or Field Study (3-9)

Terms and hours to be arranged.

SSC 606 Special Individual Studies (1-15)

Terms and hours to be arranged.

SSC 607 Seminar (1-15)

Terms and hours to be arranged.

SSC 609 Practicum/Service Learning (6-9)

Terms and hours to be arranged. This course provides opportunities for practical experience or service learning in conjunction with a federal, state or local government agency or a public or nonprofit corporation. It is specifically intended to assist students enrolled in the graduate program in Social Policy to develop a thesis or field study, while also contributing valuable work to the community.

SSC 611 Contemporary Developments in the Social Sciences (3)

A study of contemporary literature in the various social science areas for elementary teachers.

SSC 612 Contemporary Developments in the Social Sciences (3)

A study of contemporary literature in the various social science areas for junior and senior high school teachers. (Acceptable for secondary certification.)

SSC 613 Social Problems in American Democracy (3)

A selected list of problems in the United States such as conservation, health, crime, etc. Designed to give factual and interpretative background for secondary teachers.

SSC 615 Political Problems in American Democracy (3)

A study of current domestic political problems.

Sociology

SOC 223 Introduction to Sociology: Theory (3)

A broad introduction to the discipline of sociology, synthesizing the contributions of classical authors and applying their insights to core concerns of the discipline. Focus is on the theoretical and historical dimensions of sociology in a multicultural context.

SOC 224 Introduction to Sociology: Research (3)

An introduction to the empirical practice of sociology, emphasizing research methods, applied perspectives and critical analysis.

SOC 225 Social Problems (3)

Critical analysis of contemporary U.S. society and selected social problems such as poverty, racism, sexism, environmental degradation and globalization. Causes and consequences of problems are examined.

SOC 290 World Population and Social Structure (3)

Introduction to the general field of population studies, provided within a sociological framework and analysis of historical, contemporary and anticipated population conditions and trends as these are related to social situations and the organization of society.

SOC 300 Proseminar (3)

Advanced (required for majors) introduction to sociology as an academic and professional pursuit. Includes preparation for senior thesis. **Prerequisites:** sociology major, junior standing

SOC 309 American Society (3)

A critical overview of the development of U.S. society. Major changes in American society and selected contemporary problems are examined in their relation to major institutions.



SOC 310 Service Learning and Community Praxis (3-4)

Course will develop and examine the use of student volunteer projects in community service activities. Includes class discussions of various concepts of service learning and coordination of a student volunteer project. **Prerequisites:** SOC 223, 224 and 225 or nine hours sociology credit

SOC 312 History and Anthropology of the Little Big Horn (3)

Course explores the causes and consequences of Battle of the Little Big Horn. Course also includes short ethnographies of the Lakota and Cheyenne as well as selected biographies of Custer, Crazy Horse and Sitting Bull.

SOC 315 Social Stratification & Inequality (3)

Introduction to the social bases of stratification and inequality in capitalist societies. Focus on critical examination of the causes and consequences of poverty and the unequal distribution of resources. Concepts of class and status will be given special attention.

SOC 320 Industrial Sociology (3)

Introduction to the history and structure of industrial capitalist societies. Focus on: development of the labor process and industrial bureaucracy; corporate form; social and political history of labor; and relevance for contemporary economic development.

SOC 321 Labor Studies (3)

Introduction to selected topics in labor studies: labor history, unions, labor politics, globalization and working class cultures. Class will include the participation of union leaders from the area. Films and field trips included.

SOC 325 Participant Observation and Qualitative Research Methods (3)

Survey of qualitative research methods with focus on participant observation. Students will be required to conduct field research as a means of developing the following research tools: surveys, interviews and observation. Skill in basic archival work will also be developed.

SOC 327 Social Research Methods (3)

The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative studies from the standpoint of methodology; the utilization of basic skills.

SOC 328 Introduction to Social Data Analysis (3)

Introduction to quantitative statistical analysis techniques employed in the social sciences; emphasis on probability theory and the general linear model. **Prerequisite:** SOC 327 or equivalent

SOC 330 Urban Sociology (3)

An introduction to urban development. Includes a historical and contemporary analysis of the rise of towns and cities with consideration given to the role of cities in

the development of capitalism. Attention given to special topics such as urban redevelopment, urban government, fiscal crisis, housing and gentrification.

SOC 334 Self and Society (3)

A distinctly sociological approach to the analysis of the individual in the context of larger social structures.

SOC 338 Sociology of the Family (4)

An analysis of family in both public and private spheres. This course will emphasize how mechanisms of gender/race/class shape the family as an institution.

SOC 340 Community Organizing (3)

A review and analysis of the history and practice of grass roots community organizing, especially labor unions, tenant groups and neighborhood associations. Particular attention is given to community organizations working toward social change. Tactics and strategies of mobilization, confrontation and resistance are discussed within a practical, contemporary context.

SOC 341 Community Action (3)

Practical application of community organizing strategies and skills. Requires extensive time outside of classroom working on community project organized for positive social change. **Prerequisite:** SOC 340

SOC 350 Food and Hunger (4)

Analysis of the production and distribution of food on a world scale. Examination of food shortages and famines in the underdeveloped world. Political-economy of agriculture is included. Alternative production and distribution systems are examined.

SOC 354 Sociology of Deviant Behavior (4)

Examines the historical, cultural, political and economic forces that contribute to the social construction of deviance. Particular attention is given to strategies of social control deployed by those with power.

SOC 360 Sociology of Gender (3)

Explores the analytic concept of gender from a sociological perspective. Theories and empirical conditions that address gender differences and gender inequalities will be examined within the institutional structures of the economy, the state and the family. An exploration of topics concerning the formation of gender identity, the symbolic representation of gender and the relationship between gender/crime/violence is included.

SOC 390 Critique of Education and Critical Pedagogy (3)

Sociological analysis and critique of education in the United States. Special attention given to consideration of education as part of a larger, capitalist society. Critical pedagogy and counter-hegemony are key concepts developed as a means of restructuring education and society.

SOC 400 Globalization and Development (3)

Introduction to the problematics of development and underdevelopment in the global political-economy. Social, economic and political dimensions of the core and periphery are examined. History of colonialism, imperialism and neo-colonialism is reviewed. Theories and concepts of globalization examined.

SOC 406 Special Individual Studies (1-12)**SOC 407 Seminar: Special Topics in Sociology (3)****SOC 409 Practicum: Latino/a Ed Mentor (1-6)**

This class has two goals:

1. Reduce the high school dropout rate for Latino/a students at McKay High School;
2. increase the college participation rate for Latino/a graduates from McKay High School. This class will implement these goals by providing personal resources and communication to the Latino/a student, the mentee. The WOU student will act as mentor in providing these goals.

SOC 410 Historical Sociology: Origins of Capitalism (3)

Historical and theoretical analysis of the emergence of capitalism in the West. Consideration of the transition from feudalism to capitalism is included. Historical analysis of the Industrial Revolution is also included.

SOC 420 Political Sociology: Theories of the State (3)

Critical introduction to theories of power and the state. Versions of elitism, pluralism, Weberianism, Marxism and Neo-Marxism are presented. Attention is also given to the development of the modern welfare state.

SOC 427 Revolutionary Social Movements (3)

Description and analysis of revolutionary movements around the world. Special attention given to the French, Russian and Chinese Revolutions. Forms, causes and consequences of revolutions are considered as part of an effort to develop a theory of revolution. Course includes the development and critical examination of the concepts of class and class struggle.

SOC 430 Political-Economy as Social Theory (3)

Survey of classical political-economy as a form of social (sociological) theory. Writings of Marx, Adam Smith, Ricardo, Weber and others are introduced and critically evaluated. The relationships between the social structures of the economy and the polity are analyzed.

SOC 434 African American Studies: Social Issues, Social Movements (3)

Introduction to the theoretical perspectives and social science research used to analyze the experience of African Americans in the U.S. Special emphasis will be placed on the emergence and consolidation of the Civil Rights Movement. Also examines the specific organizations that provided leader-

ship during this period, such as the NAACP, the Southern Christian Leadership Conference, the Nation of Islam and the Black Panthers. Social movement perspectives will be applied to evaluate the outcome of these models.

SOC 435 Chicano/a/Latino/a Studies: Social Issues, Social Movements (3)

Examines the structural factors that shape socioeconomic conditions for people of Mexican descent living in the U.S. Addresses the grass-roots perspectives in which social movements were constructed. Analysis will include texts that address historical background of U.S./Mexican relations, labor conditions, academic achievement and identity construction.

SOC 436 Native American/Asian American Studies: Social Issues, Social Movements (3)

Overview of structural conditions that define social reality of Native American and Asian American populations in current U.S. society; confrontations at Wounded Knee; and the formation of the American Indian Movement (AIM). A comparative examination of the socioeconomic factors that impact the lives of people of Japanese, Chinese and Vietnamese descent. Special attention is given to the internment experience of Japanese Americans in Oregon.

SOC 437 Sociology of Race/Ethnic Relations (3)

Introduction to the history of problems that racial and ethnic groups have confronted in the U.S., including immigration. Analysis will include an overview of the social movements that have emerged to confront forms of oppression and discrimination. The intersection of race and class is considered.

SOC 440 Women and Development (3)

Historical and contemporary analysis of women in the development and underdevelopment of the world political economy. Topics include a consideration of women's household labor and wage labor. The impact of militarization and violence against women will also be addressed.

SOC 450 Latin American Society (3)

Analysis of current social issues in Latin America. Topics include economic restructuring, state transformation, gender and family relations.

SOC 460 Feminist Theory (3)

Provides an introduction to major themes of feminist thought. A wide range of representative works of theorists from the first and second wave feminist movements will be included.

SOC 471 Classical Sociological Theory (3)

An examination of the concepts and theories of some of the most renowned social thinkers of the 19th and early 20th centuries. The focus is on the work of Karl Marx, Max Weber and Emile Durkheim. Key concepts analyzed include alienation, domination and anomie. **Prerequisites:** SOC 223 and 224

SOC 472 Contemporary Sociological Theory (3)

Study of significant sociological theories and concepts from the early 20th century to the present. **Prerequisite:** SOC 223, 224 and 471

SOC 492 Senior Seminar I (3)

A research-oriented seminar.

SOC 493 Senior Seminar II (3)

A research-oriented seminar.

SOC 494 Senior Seminar III (3)

A research-oriented seminar.

SOC 507 Seminar in Social Policy (3)

A topical seminar on current issues in social policy. Special attention will be given to readings and discussion that focuses on social problems and policy evaluation.

SOC 537 Sociology of Race/Ethnic Relations (3)

Introduction to the history and problems that racial and ethnic groups have confronted in the United States. Overview of the social movements that have emerged to confront forms of oppression and discrimination. The impact of racial discrimination on women is given special attention.

SOC 554 Sociology of Deviant Behavior (3)

Review of major sociological theories of deviance. Focus on historical patterns of deviance and the relationship between deviance and systems of power and social control. Also includes a critical analysis of dominant psychological and medical models of mental illness.

SOC 610 Critical Theory and Public Policy (3)

Introduction and review of critical theory. Analysis and critique of public policy from the perspective of critical theory. Particular emphasis on the political nature of public discourse, planning and administration as methods of domination. Consideration of public policy formation as a potential source of emancipation.

SOC 625 Social Problems & Policy (3)

An advanced introduction to contemporary social problems and related public policies. The causes and consequences of problems are considered. Selected policies and programs are surveyed in relation to problems such as poverty, racism, sexism, environmental degradation, substance abuse and various forms of crime.

SOC 627 Social Movements and Social Policy (3)

A survey of social movements in the United States. An examination of federal and state policies/programs that resulted from selected social movements is also a consideration. Special attention will be given to the labor movement, civil rights and the feminist movement. Theories of social movements are reviewed and evaluated.

SOC 628 Social Policy Research Methods (3)

Introduction to major social science meth-

ods of data collection. Considers both qualitative and quantitative strategies in the context of social policy research.

SOC 629 Policy Evaluation (3)

Review of research strategies employed to evaluate the effectiveness of social policy interventions. Both study design and techniques of statistical analysis are covered.

SOC 640 Urban Development (3)

A survey of urban development. Focus on "political economy" of the city; the role of government in the development of the "built environment; urban problems and related government programs; urban planning. The goal of the course is to provide students with a broad understanding of urban development theoretically and historically.

SOC 650 Political Economy (3)

Theoretical, historical and empirical review of the "state" in capitalist societies, with focus on the development of the national government in the U.S. Relations between the economy and polity are explored with special attention given to the development of social programs. Analysis of the New Deal and the rise of the "welfare state."

Spanish (B.A. only)

SPAN 101, 102, 103 First Year Spanish (4 each)

Beginning study of Spanish. Students acquire experience in speaking, reading and writing Spanish, including practice in conversational Spanish in small groups and individual work with cassettes. **Prerequisites:** SPAN 101: none; SPAN 102: SPAN 101 or consent of instructor; SPAN 103: SPAN 102 or consent of instructor

SPAN 199 Special Studies (1-15)

Terms and hours to be arranged.

SPAN 201, 202, 203 Second Year Spanish (4 each)

For students who wish to improve their ability to speak, read, understand and write Spanish. Emphasis is on mastering the skills and grammar introduced in first year, increasing vocabulary and acquiring fluency through practice. **Prerequisites:** SPAN 201: SPAN 103 or consent of instructor; SPAN 202: SPAN 201 or consent of instructor; SPAN 203: SPAN 202 or consent of instructor

SPAN 299 Special Studies in Language (1-15)

Terms and hours to be arranged.

SPAN 301, 302, 303 Intermediate Spanish Composition and Conversation (4 each)

Intensive practice in speaking and writing the language. Oral reports and writing of original compositions. Reading includes selections of newspaper articles, short stories and the like. Conducted in Spanish. **Prerequisites:** SPAN 301: SPAN 203 or consent of instructor; SPAN 302: SPAN 301 or consent of instructor; SPAN 303: SPAN 302 or consent of instructor

SPAN 317, 318, 319 Spanish for Bilingual/Heritage Speakers (4 each)

For speakers of Spanish as a first language who can read and write. Improve native speakers' Spanish skills in spelling, grammar, reading, composition, translation and knowledge of the Hispanic world.

SPAN 320 Business Spanish (3)

Description and analysis of business terminology in Spanish. Study of business organization, operation and management in Spanish speaking cultures and introduction to the language of accounting, marketing and economic matters in Spanish. Conducted in Spanish. **Prerequisite:** SPAN 203 or permission of instructor

SPAN 328 Introduction to Chicano/a Literature (3)

Introduction to texts representative of the Chicano/a literary heritage. Sampling of genres, as well as historical and geographical settings and perspectives, characteristic of work written by Chicanos during the 20th century. **Prerequisite:** When this course is conducted in Spanish, recommended SPAN 203 or consent of instructor. When this course is conducted in English with a HUM prefix, there are no requirements, but it will not count for the Spanish major.

SPAN 338 Hispanic Culture and Civilization: Spain (3)

A cultural survey of Spain, including geography, history, politics, economics, religion and contemporary civilization. Conducted in Spanish. **Prerequisite:** two years of college Spanish or equivalent. Recommended: SPAN 301, 302, 303

SPAN 339 Hispanic Culture and Civilization: Latin America (3)

A cultural survey of Latin America, including geography, history, politics, economics, religion and contemporary civilization. Conducted in Spanish. **Prerequisite:** two years of college Spanish or equivalent. Recommended: SPAN 301, 302, 303

SPAN 340 Civilization and Culture of Mexico (3)

A cultural survey of Mexico from the pre-Hispanic times to present; including literature, geography, history, politics, economics, sociolinguistics, and religion. Conducted in Spanish. **Prerequisite:** two years college Spanish or equivalent. Recommended: SPAN 301, 302, 303

SPAN 342 Introduction to Chicano/a Life and Culture (3)

A cultural survey of the Chicano/a presence in the Southwest, including art, geography, history, folklore, politics, and current trends in the contemporary period. Students will acquire an understanding of experiences and concerns pertinent to Chicanos from the 1960s to the contemporary period. **Prerequisite:** recommended SPAN 203 or consent of instructor

**SPAN 350 Spanish Pronunciation and Phonetics (3)**

Study of the sound system of Spanish, with individual attention to each student's difficulties. **Prerequisite:** two years college Spanish or equivalent

SPAN 361 Hispanic Poetry (3)

Introduction to careful textual analysis of poetry with attention given to the poetic voice, metric forms and other poetic techniques. Poetry selected may vary but will likely include texts from both Spain and Latin America. Conducted in Spanish. **Prerequisite:** SPAN 203 or equivalent; highly recommended: SPAN 301, 302, 303 and ENG 218

SPAN 362 Hispanic Drama (3)

Introduction to careful textual analysis of drama with attention given to the dramatic recourses available to the playwright and their effect on the collective consciousness of the audience. Plays selected may vary and will likely include texts from both Spain and Latin America. Conducted in Spanish. **Prerequisite:** SPAN 203 or equivalent; highly recommended: SPAN 301, 302, 303 and ENG 218

SPAN 363 Hispanic Novel (3)

Introduction to textual analysis of the novel with attention given to the narrator, point of view, and other recourses. Novels selected may vary but will likely include texts from both Spain and Latin America. Conducted in Spanish. **Prerequisite:** SPAN 203 or equivalent; highly recommended: SPAN 301, 302, 303 and ENG 218

SPAN 370, 371 Introduction to Latin American Literature (3 each)

Overview of major currents, voices and concerns of Latin American literature from the Colonial period to the present with the reading of representative literary selections. Conducted in Spanish. **Prerequisite:** SPAN 203 or equivalent; highly recommended: SPAN 301, 302, 303 and ENG 218

SPAN 380 Applied Linguistics: Spanish (3)

Application of linguistic science in the foreign language classroom. Emphasis on comparing and contrasting sound systems and the grammars of English and Spanish. Recommended: SPAN 350

SPAN 399 Special Studies (1-3)

SPAN 401, 402, 403 Advanced Spanish Composition and Conversation (3 each)
Systematic review of functional grammar and extensive practice in composition and conversation. Special attention given to idioms. Conducted in Spanish. **Prerequisite:** SPAN 303 or equivalent

SPAN 405 Reading and Conference (1-6)
Topics and hours to be arranged.

SPAN 407 Seminar (1-6)
Topics and hours to be arranged.

SPAN 411 Spanish Literature I: Medieval (3)
An in-depth study of major works of the Spanish Middle Ages within the historical and cultural context. Conducted in Spanish. **Prerequisite:** SPAN 303; highly recommended: SPAN 361, 362, and 363

SPAN 412 Spanish Literature II: Golden Age (3)

An in-depth study of major works of the great writers of 16th and 17th century Spain. Conducted in Spanish. **Prerequisite:** SPAN 303; highly recommended: SPAN 361, 362, and 363

SPAN 413 Spanish Literature III: 18th and 19th Century (3)

An in-depth study of major literary currents of 18th and 19th century Spain, including Romanticism and Realism. Conducted in Spanish. **Prerequisite:** SPAN 303; highly recommended: SPAN 361, 362, and 363

SPAN 414 Spanish Literature IV: Generation of 1898 (3)

An in-depth study of major literary works of authors of the Generation of '98, focusing on how these authors responded to the philosophical, political and social climate of 1898. Conducted in Spanish. **Prerequisite:** SPAN 303; highly recommended: SPAN 361, 362, and 363

SPAN 415 Spanish Literature V: 20th Century (3)

An in-depth study of major literary works of 20th century Spain, including those of the Generation of 1927. Conducted in Spanish. **Prerequisite:** SPAN 303; highly recommended: SPAN 361, 362, and 363

SPAN 416 Language Teaching Practicum (2 each term)

Provides students with a supervised classroom experience, either as assistants in a language classroom on campus or in an educational setting in the community. Students will read journal articles and discuss pedagogy regularly with the instructor and other practicum students. Maximum of six hours. **Prerequisite:** consent of instructor

SPAN 441, 442, 443 20th Century Latin American Literature (3 each)

Contemporary Spanish-American literature: prose, poetry and drama. Conducted in Spanish. **Prerequisite:** SPAN 303; highly recommended: SPAN 370 and 371

SPAN 445 Hispanic Women Writers (3)

An in-depth study of literary works of various genres written by Spanish and Latin American women. Specific focus on the artistic response of each writer toward cultural and social challenges facing Hispanic women. May be taken twice if subject content is not repeated. Conducted in Spanish.

SPAN 480 History of the Spanish Language (3)

A survey of the linguistic development of the Spanish language from Latin to Old Spanish to Modern Spanish. Conducted in Spanish. **Prerequisite:** SPAN 303 and 350

SPAN 490 Studies in Spanish Literature (3)

An in-depth study of a significant Spanish literary figure or topic, as identified in each year's class schedule. Students may repeat the course and accumulate a maximum of 6 credit hours if the subject content is not repeated. Conducted in Spanish. **Prerequisite:** SPAN 303; highly recommended: SPAN 361, 362, and 363

SPAN 491 Studies in Latin American Literature (3)

An in-depth study of a significant Latin American literary figure or topic, as identified in each year's class schedule. Students may repeat the course and accumulate a maximum of 6 credit hours if the subject content is not repeated. Conducted in Spanish. **Prerequisite:** SPAN 303; highly recommended: SPAN 361, 362, and 363

SPAN 499 Special Studies in Language, Culture and Literature (1-15)

Terms and hours to be arranged.

Special Education**SPED 104 ASL Enhancement for Experienced Signers (3)**

Intensive ASL course for working interpreters focusing on receptive and expressive development in the use of ASL, including sentence types, advanced vocabulary, grammatical structures, non-manual grammatical markers, conversational behaviors and cultural appropriateness. **Prerequisite:** by application only

SPED 105 ASL Enhancement for Fluent Signers (3)

Intensive ASL course for working interpreters focusing on development of advanced ASL communication skills, including complex sentence types, inflection and registers. Emphasis on grammatical sophistication and production fluency. Includes cultural values and beliefs that impact communication and appropriate bilingual/bicultural interaction. **Prerequisite:** by application only

SPED 200 Careers in Human Services (3)

Survey of career opportunities in special education and rehabilitation. Content will include examination of educational programs and rehabilitation services which support individuals having disabilities. A special focus will be the various roles of persons employed in special education and rehabilitation.

SPED 206 Introduction to the Process of Interpreting (3)

Introduces students to the profession and process of interpreting. Includes historical and contemporary perspectives of interpreting and bilingual/ bicultural interpreting and strategies to accurately receive, analyze, understand, compose and produce interpreted messages. **Prerequisite:** by application only

SPED 207 Introduction to the Professional Aspects of Interpreting (3)

Introduces students to ethics and professional practices of interpreting, group theory, legal aspects, problem solving, conflict resolution, and educational theory, child placement procedure, and a collaborative approach to service delivery in educational settings. **Prerequisite:** by application only

SPED 221 Interpreting Practice I (3)

Introduces students to the production aspects of interpretation. Students analyze texts linguistically and functionally, focusing on register, style, affect and meaning. Introduces pre-interpreting exercises, group translations of ASL and English texts and consecutively-interpreted dialogues and monologues. Students are introduced to team interpreting. **Prerequisite:** by application only

SPED 222 Interpreting Practice II (3)

Concentrates on production aspects of spontaneous interpreting/transliteration-

ing. Students incorporate linguistic and functional analyses into consecutive and simultaneous interpretations/transliterations. Students work with recorded material and with guest speakers. Emphasis is on accuracy and fluency. Students are introduced to relay and oral interpreting. **Prerequisite:** by application only

SPED 250 Introduction to Comparative Linguistics (3)

Students will use a comparative/contrastive approach to the study of English and ASL, and will focus on grammatically-acceptable ASL productions. Students will be introduced to the linguistic and culturally-based communication issues that influence the interpreting process. **Prerequisite:** by application only

SPED 257 Introduction to Discourse Analysis (3)

Specialized discourse and vocabulary of specific content areas that appear in educational settings, including mathematics, science and computers. Includes sociolinguistic factors that influence communication, strategies for analyzing discourse and the discourse varieties of ethnic minorities. **Prerequisite:** by application only

SPED 261 Preparation for Mentorship (2)

Skills and knowledge to become mentors and resources for less experienced or entry-level interpreters. Focuses on theoretical models of mentorship and interpretation; materials available for skill and knowledge upgrading, and the tasks of interpretation. Students will explore implications of language acquisition/learning on teaching, tutoring and modeling for working interpreters and interpreting students. **Prerequisite:** by application only

SPED 262 Preparation for Mentorship II (2)

Second course, in a series of three, prepares experienced interpreters with skills and knowledge to become mentors and resources for less experienced or entry-level interpreters. Focuses on philosophy and methodology of various assessment and evaluation strategies that can be applied to interpretation. Students examine the purpose and value of interpretation assessment, evaluate sample assessment tools, and develop diagnostic instruments that can be used with working interpreters and interpreting students. **Prerequisite:** by application only

SPED 263 Preparation for Mentorship III (2)

Prepares experienced interpreters with skills and knowledge to become mentors and resources for less experienced or entry-level interpreters. Third course in a series of three, traces history of ASL and English use in educational settings. Students will investigate design and implementation of Signed English systems, theoretical and philosophical roots, and use with deaf children, and materials for skill upgrading. **Prerequisite:** by application only

SPED 270 Educational Interpreting: Classroom Theory and Techniques I (3)
Prepares instructional aides to serve hearing impaired students in both mainstreamed and residential settings. First of a two-term sequence covering adaptation of environmental conditions and classroom activities for students experiencing communication and language related challenges due to a hearing loss. **Prerequisite:** admission to Educational Interpreting program or consent of instructor

SPED 271 Educational Interpreting Skills I (3)
Skill development course designed to introduce specialized techniques of application to interpreting within the educational setting. Emphasis will be on transliteration, specialized terminology, language assessment/communication skills appropriate for use with deaf and hearing impaired mainstreamed students and professional considerations. **Prerequisite:** admission to Educational Interpreting program or consent of instructor

SPED 275 Educational Interpreting: Classroom Theory and Techniques II (3)
Presents information to prepare instructional aides to serve hearing impaired students in both mainstreamed and residential settings. It is the second of a two-term sequence covering adaptation of content-related classroom activities and materials and basic tutoring and classroom management techniques. **Prerequisite:** SPED 270

SPED 281 Teaching American Sign Language (2)
Introduction to linguistic features of ASL as a base for second language instruction. Students study ASL on the levels of phonology, morphology, syntax, semantics, and discourse. Includes a comparison of visual-gestural and vocal-auditory languages and the implications for teaching ASL to hearing students. **Prerequisite:** by application only

SPED 282 Teaching American Sign Language II (2)
Second in a series of three, focuses on theories of second language acquisition, the relationship of language to culture, strategies for second language instruction and current approaches to ASL teaching. Students will analyze current curriculum and develop teaching strategies based upon a study of second and foreign language teaching methodologies. **Prerequisite:** by application only

SPED 283 Teaching American Sign Language III (2)
Third in a series of three, focuses on the functions of assessment and evaluation principles in language learning. Students will investigate use and factors involved in designing assessment instruments, current approaches to language assessment, available instruments for the assessment of ASL skills, and diagnostic strategies to guide students toward more effective language learning. **Prerequisite:** by application only

SPED 401/501 Practicum Autism Methods (1)
Students will demonstrate the ability to apply teaching strategies of discrete trial, pivotal response training and visual strategies in 1:1 instructional setting. Students receive training in the prescribed teaching methods, and demonstrate basic competency in the application of methods. **Prerequisite:** SPED 487/587

SPED 402/502 Practicum HF Autism Asperger (1)
Implementation of strategies learned for students with high functioning autism and/or Asperger Disorder. Students will implement social skills instruction and curriculum. **Prerequisite:** SPED 488/588

SPED 403/503 Practicum Autism: MS/HS Instruction (1)
Students will demonstrate a) the ability to apply visual behavior support strategies and approaches, b) to assess and support secondary and transition age students in vocational settings, c) to use the FACTER Secondary Level curriculum with secondary and transition age students. **Prerequisite:** SPED 489/589

SPED 406 Special Individual Studies (1-15)
Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest under the guidance of a designated faculty member. **Prerequisite:** consent of instructor

SPED 407/507 Seminar: Special Education (1-3)
Terms and hours to be arranged.

SPED 408 Workshop (1-15)
Terms and hours to be arranged.

SPED 409 Practicum (1-12)
Training. **Prerequisite:** consent of instructor

SPED 412 Laboratory Experience (1-6)
Practicum to acquaint pre-service and in-service teachers with programs for children and youth in various societal and educational agencies; summer practicums in preschool and elementary education; practicums in addition to student teaching in subject matter areas to meet certification requirements. Limited to 6 hours.



SPED 417/517 Inclusive Practices in Education (3)

For students who are completing a minor in special education and/or those who may plan to enter a special education program at the graduate level. Includes the history of general and special education in North America, deinstitutionalization, mainstreaming and inclusion of individuals with disabilities in society and public school systems, legislative initiatives since the 1960s that mandate the provision of a free, appropriate, public education (FAPE) to students with special needs, Oregon's 21st Century School Act, Oregon common curriculum goals, standards and benchmarks, and professional organizations and agencies to serve students from diverse backgrounds.

SPED 418/518 Survey of Special Education (3)

Survey of models, theories and philosophies that form the basis for special education practice. An overview of the aspects of disabilities including legal, social and educational issues in the provision of education and related services from early intervention through transition to adulthood.

SPED 447/547 Partnerships in Special Education (3)

Examines family systems and the unique challenges and concerns faced by parents of children having disabilities. Family rights and effective advocacy are presented. Strategies for communicating and collaborating with parents, family members and other professionals are presented. Emphasizes collaboration and team building. **Prerequisite:** SPED 418/518 or consent of instructor

SPED 486/586 Autism: Issues and Strategies (3)

Current knowledge and practices in the education of children and youth with Autism Spectrum Disorders (ASD) will be presented. Systems of identifying and prioritizing educational goals, curriculum design, instructional strategies, and communication techniques will be reviewed. Social integration and family partnerships will be addressed.

SPED 487/587 Autism: Teaching Methods and Practical Strategies (3)

Research based teaching methods for students with Autism Spectrum Disorders (ASD) will be presented. Teaching methods to be covered include Discrete Trial, Pivotal Response Training, Structured Teaching, and Picture Exchange Communication System (PECS). Practical application of these methods in the context of behavior management, cognitive development, and daily living skills will also be discussed. **Prerequisite:** SPED 486/586 or concurrent enrollment or consent of instructor

SPED 488/588 Autism: Supporting Students with High Functioning Autism and Asperger Disorder (3)

Identifying and supporting the needs of students with High Functioning Autism/Asperger Disorder in early childhood through high school. Participants will learn about assess-

ment of individual strengths and challenges, as well as instructional strategies and supports used for teaching students with High Functioning Autism/Asperger Disorder.; gain skills in addressing challenging behaviors through the use of functional behavioral assessment and the development of positive behavioral approaches; learn about the social impact, review curriculum and research regarding evidence based practices for teaching social cognition and strategies for teaching social skills. **Prerequisite:** SPED 486/586 or concurrent enrollment or consent of instructor

SPED 489/589 Autism: Secondary Transition and Community-Based Instruction (3)

Prepares educators, educational assistants, and others with information, curriculum, and teaching strategies for students in middle school, high school, and post-high programs who experience Autism Spectrum Disorders (ASD). Specifically, participants will be able to identify, describe, and implement instructional sequences aimed at helping students to achieve success in community-based settings and throughout a variety of daily routines. **Prerequisite:** SPED 486/586 or concurrent enrollment or consent of instructor

SPED 490/590 Autism: Assessment, Eligibility and Consultation (3)

Preparing the participant to better understand the educational evaluation and eligibility process for identifying children and students with Autism Spectrum Disorders (ASD); review a variety of assessments and evaluation tools used for identification of autism spectrum disorders used in the evaluation process; learn about differential diagnosis and team considerations; learn the components of effective consultation including communication, working with and teaching adult learners, time management and organizational systems. **Prerequisite:** SPED 486/586 or concurrent enrollment or consent of instructor

SPED 603 Thesis or Field Study (3-9)

Prerequisite: consent of instructor

SPED 607 Seminar (1-3)**SPED 608 Workshop (1-15)**

Terms and hours to be arranged.

SPED 609 Practicum: Field Experience (1-15)

Prerequisite: consent of instructor/adviser/ chair

SPED 610 Internship (2-12)

Supervised work experience with professional level responsibilities in public school, community college, or higher education. On-site supervision by appropriately trained and certified professionals. Supplementary conferences, reading and reports. **Prerequisites:** consent of instructor/adviser/chair

SPED 616 Evaluating Special Education Research (3)

Designed to prepare special educators for graduate course work, portfolio, thesis/proj-

ect, comprehensive exams, Praxis exams, and for practicing evidence-based practice as a teacher. Prepares students to be informed consumers of research rather than actually conducting research themselves and prepares teachers to apply research principles to their practice as teachers.

SPED 620 Content Reading and Instructional Planning (3)

Designed for students who are preparing to teach students with learning problems. Provides an overview of the Oregon common curriculum goals (CCGs), content standards (CSs), and benchmarks. Content will include instructional planning theory and application, and best practices theory and strategies for teaching written expression, spelling and content reading. **Prerequisite:** SPED 418/518 or concurrent enrollment or consent of instructor

SPED 622 Reading Remediation (3)

Remedial techniques and strategies in the language arts, particularly reading (decoding skills, word recognition, fluency, comprehension) and written expression (planning, organizing, outlining, sentence and paragraph writing, spelling, and proofing skills), monitoring student progress and making decisions about instruction and curriculum in the language arts for students with learning problems. **Prerequisite:** SPED 418/518 (or concurrent enrollment or consent of instructor)

SPED 623 Behavior Support (3)

Examines literature and practice in planning and implementing school-wide systems of positive support for K-12 students. Emphasis on effective behavior management strategies for assisting students with special educational needs. State-of-the-art research-based practices for behavior support, such as functional behavior assessment (FBA), behavior intervention plans (BIP), behavioral IEPs/IFSPs, cognitive behavior modification, classroom management, social skills training. **Prerequisite:** SPED 418/518 (or concurrent enrollment or consent of instructor)

SPED 625 Assessment for Instruction (3)

Basic assessment theory, assessment planning, criterion-referenced testing, curriculum-based assessment, formative and summative assessment, data collection and display, and use of assessment data for instructional decision making. Course addresses special problems in assessment, including assessment of English language learners and adaptations or modifications of assessment for students with disabilities. **Prerequisite:** SPED 622 or concurrent enrollment or consent of instructor

SPED 628 Mathematics Remediation (3)

Techniques and strategies to remediate deficits in mathematics and content areas, study skills, accommodating students with special educational needs in the general education classroom. **Prerequisites:** SPED 625 or concurrent enrollment, passing grade on program mathematics proficiency test or consent of instructor

SPED 632 Medical Aspects of Low Incidence Disabilities (3)

Physical and medical aspects of major disabilities and implications for management in educational settings. **Prerequisite:** SPED 418/518 or consent of instructor

SPED 633 Low Incidence Disabilities Methods (3)

Prepares students to use a variety of assessment and instructional strategies with students who have moderate to severe disabilities. It includes the design and implementation of individualized curricula for students having severe disabilities, identification of instructional priorities, task analysis, instructional strategies, and data systems. **Prerequisites:** SPED 418/518, SPED 632, (or concurrent enrollment or consent of instructor)

SPED 636 Managing Communication Systems (3)

Design and implementation of communication systems for individuals with severe disabilities: oral and non-oral techniques including pre-linguistic communication, alternative/augmentative communication systems focusing on design and implementation, and technical skills necessary for assessment, program design, intervention strategies and data systems. **Prerequisites:** SPED 633 or SPED 671 (or concurrent enrollment or consent of instructor)

SPED 639 Final Supervised Field Experience (3-9)

Full-time placement for one term in either an early intervention, elementary, middle or high school setting. Under the direction of a mentor teacher and a WOU supervisor, the student assumes responsibility for the learning activities of children with disabilities. Student will gain experience and skill in a range of teacher tasks. **Prerequisites:** Consent of instructor/adviser/chair.

SPED 642 Standardized Assessment (3)

Provides instruction in the selection, administration and scoring of appropriate standardized assessment tools for children with learning problems. The course addresses the use of standardized assessment for determining special education eligibility and for developing IEPs. **Prerequisite:** SPED 625 or consent of instructor

SPED 646 Law and Special Education (3)

Examines the complex Web of federal and state laws governing special education. Students learn to apply relevant legal principles to hypothetical situations typical of those that occur in schools. **Prerequisite:** completion of at least 30 credit hours in M.S. program or consent of instructor

SPED 671 Introduction to Early Intervention/Early Childhood Special Education (3)

Introduction to services for infants, toddlers and preschool children with disabilities or at risk, and their families. Historical, philosophical and legal basis of services in early childhood with particular emphasis on family systems theory, Individualized Family

Service Plans, family-focused intervention and multicultural environments. Methods of assessment and delivery of services are discussed along with major issues in the field of Early Intervention/Early Childhood Special Education (IE/ECSE). **Prerequisite:** SPED 418/518 or concurrent enrollment or consent of instructor

SPED 672 Transition and Self-Determination (3)

Focuses on the transition of students with disabilities from high school to adult life. Critical components of transition planning including career development and employment, functional vocational assessment, post-secondary education, and adult living. Emphases on best practices related to transition planning and self-determination. **Prerequisites:** SPED 418/518 or RC 620 or consent of instructor

SPED 677 Assessment, Curriculum and Intervention Strategies in Early Intervention/Early Childhood Special Education (3)

Strategies for infant and child assessment to determine eligibility for early intervention and early childhood special education and to plan, implement and monitor services. Development of Individual Family Service Plans, Individual Education Plans and Transition plans. Discussion and practice strategies for designing instruction both in the home and in center based settings for successful transition to kindergarten and for program evaluation. **Prerequisites:** SPED 418/518 and SPED 671 or consent of instructor

SPED 682 Contemporary Issues in Special Education (2)

Introduces students to policy analysis in special education. Students explore, analyze and synthesize available knowledge and research on a wide range of perplexing or controversial issues relating to disability. **Prerequisites:** completion of all SPED courses and ED 632, ED 611 or PSY 620/621 or consent of instructor

SPED 684 Emotional and Behavioral Disabilities (3)

Theory and application of techniques for managing the classroom environment and behavior problems of students with disabilities, particularly as this applies to students with more severe emotional and behavioral disabilities (E/BD). Current theoretical frameworks and best practice regarding the education of students with E/BD will be presented in the following areas: assessment/evaluation, program planning and implementation, treatment, crisis intervention, and reintegration. **Prerequisite:** SPED 623 or consent of instructor

SPED 690 Intelligence Testing and Reporting (3)

Training for administering and scoring individual intelligence scales and initial aspects of test interpretation and reporting. Social, cultural socioeconomic, and affective factors that can influence test results will be discussed along with the decision-making process regarding appropriateness of test-

ing and test use. **Prerequisite:** SPED 642 or consent of instructor

Teacher Preparation: Deaf Education**Announcement:**

Moratorium extended on new admissions to the Teacher Preparation: Deaf Education Program (TPD) after recently conducting a comprehensive review of the TPD program. WOU has extended its current moratorium on new admissions to the TPD program until such time as the fiscal resources necessary for the program's continued viability are available. The university will ensure that currently enrolled students are provided the support needed to complete their degrees in a timely fashion. In effect, this decision will only impact future students and not have any implications for students who are currently enrolled in the program. Inquiries regarding the university's decision should be directed to Dean of the College of Education, Hilda Rosselli.

TPD 407/507 Seminar (1-3)**TPD 456/556 First and Second Language Acquisition: Deaf and Hard of Hearing (3)**

Students will be taught the differences in first and second language acquisition of the Deaf or Hard of Hearing student and the relationship to learning in the first language while the second language is acquired. Theory and research will be studied and application to the bilingual classroom setting will be emphasized.

TPD 481/581 Contrastive Linguistic Analysis: ASL/English (3)

Introduction to basic similarities and differences in the linguistic structures and uses of American Sign Language (ASL) and English. Student will examine basic phonological, morphological, syntactic, and semantic features of ASL.

TPD 484/584 Introduction to Deaf and Hard-of-Hearing Studies (3)

Introduction to the cultural, medical, educational and vocational issues of deafness. TPD 584 emphasizes current research on service delivery models.

TPD 492 Language and Communication Systems: Deaf and Hard of Hearing (3)

Provides knowledge about entry signing in the various signed systems for the classroom with emphasis on developing the ability to move along the sign language continuum and understand the "total communication" philosophy for educational purposes.

TPD 603 Thesis or Professional Project (3-9)

Terms and hours to be arranged. **Prerequisite:** consent of instructor

TPD 607 Seminar (1-3)**TPD 609 Practicum: Field Experience Deaf and Hard of Hearing Studies (1-3)**

TPD 639 Student Teaching: Deaf and Hard of Hearing (3-15)

Terms and hours to be arranged.

TPD 640 Educational Research and Scholarly Writing (3)

Methods, techniques and tools for both qualitative and quantitative research, particularly relating to topics of interest to teachers and counselors of deaf and hard of hearing individuals. Students will write a research proposal according to APA specifications, and develop criteria and methods for reading and evaluating research. Emphasis will be placed on graduate level scholarly writing.

TPD 641 Diagnostic and Prescriptive Teaching for Deaf and Hard of Hearing Students (3)

Language, reading and vocational assessment, instructional techniques, and materials in basic skills in a classroom setting of the Deaf and Hard of Hearing will be addressed. Emphasis will be placed on individualized instruction and monitoring procedures to determine student progress, and on interdependence of first and second language.

TPD 642 Curriculum Development and Instructional Methods for Deaf and Hard of Hearing Students (3)

Overview of assessment, programming, curriculum and materials for use with students who are deaf or hard of hearing. Considered are reading, mathematics, science, social studies and health. The adaptation and development of curriculum and materials is stressed.

TPD 657 American Sign Language and English Teaching Methods: Deaf and Hard of Hearing (3)

Focuses on teaching of content area in dual language mode. Students will develop lesson plans, and adapt and implement the teaching methodologies and materials used in ASL/English learning to the needs of the individual Deaf/Hard of Hearing child. Students will develop a knowledge of various theoretical models of writing, handwriting, signing, spelling, and finger spelling development and instruction.

TPD 658 Bilingual/Multicultural Theory and Application: Deaf and Hard of Hearing (3)

Compares and adapts the major theories of Bilingual/Multicultural Education to Deaf Education, which also involves Dual Language (ASL/English) methodology and a variety of cultural perspectives, both Deaf and hearing. Topics covered include bilingual theories, dual language instructional methodologies, second language teaching strategies, cultural inclusion and assessment, all in the specific context of application to Deaf Education. **Prerequisites:** TPD 456/556 and TPD 657

TPD 662 Assessment Procedures: Deaf and Hard of Hearing K-12 (3)

Course examines the selection, administration and interpretation of various psycholog-

ical instruments used with children/students who are Deaf or hard of hearing. Issues and controversies related to the complexities of evaluating Deaf and Hard of Hearing children, particularly those with additional disabilities, will be discussed and applications made for the classroom, resource or itinerant teacher working with this population.

TPD 676 Past and Present Issues in Deaf Education (3)

In-depth examination of past and current issues surrounding education of Deaf and Hard of Hearing students. Course content will vary.

TPD 678 Speech Development in Deaf and Hard of Hearing Students (3)

Specialized systems and differentiating characteristics of vowel and consonant sounds; techniques for developing these sounds; goals and materials for speech development and speech correction for use with students who are hearing impaired. Student will tutor two or more Deaf or Hard of Hearing students in speech. Each hearing impaired student is to receive an hour of therapy per week on the segmentals and suprasegmentals of English speech.

TPD 679 Methods of Teaching Math and Science: Deaf and Hard of Hearing (3)

Students will develop and design materials for teaching math and science using the Teacher Work Sample Methodology components. Students will have the knowledge of theories and techniques for teaching concepts and strategies of the elementary and middle school curricula including math and science methods, materials and experiments.

TPD 680 Language and Literacy: Deaf and Hard of Hearing (3)

Students will examine language arts as well as instructional strategies for first language and second language development. A language continuum will be identified and its relationship to approaches in first and second language development. Students will learn how to adapt commercially available materials and develop supplementary reading/language activities.

TPD 693 Audiological Measurements and Technology (3)

Methods and techniques involved in identification, audiometry, administration of basic pure tone and speech audiological tests and interpretation of results. A study of physics of sound, types and causes of hearing loss and audiological tests and their interpretation.

TPD 694 Working with Hard of Hearing Pupils and Cochlear Implant Users (2)

Provides candidates with practical knowledge and skills needed to maximally facilitate effective listening and spoken communication skills for hard of hearing students and cochlear implant users who will be enrolled in their future classrooms. Collaboration with parents and other professionals

will also be emphasized. **Prerequisites:** TPD 678 and TPD 693

Theatre Arts**TA 110 Introduction to the Theatre Arts (3)**

An introductory study of the theatre arts including general theatre history, play analysis, production evaluation and a basic understanding of the way in which the technical theatre areas are related to production. Field trips to view productions will be encouraged.

TA 112 Introduction to Film (3)

Introductory study of the history and process by which films are made, including general history, production planning, process, and a basic understanding of the components that are synthesized to produce films.

TA 165 Production Dynamics (3)

Introduces all the collaborative elements involved in modern theatre production: acting, design, stage management, building, crew, running, house management, directing. Concerned with acquainting majors with the opportunities, expectations and requirements within the theatre program. Required for all freshman theatre majors.

TA 166 Text Analysis (3)

Concentration in the process of reading, understanding, analyzing and interpreting play texts for production: direction, performance, design. Teaches students how to approach and interpret dramatic literature as a unique genre. Focus on illuminating inner meaning and theme through meaningful and accurate analysis. Required for all freshman theatre majors.

TA 167 Play Reading (3)

Students apply critical and analytical methods learned in TA 165 and TA 166 to analyze a vast body of classic and modern dramatic literature from prerepresentative historical periods. Required for all freshman theatre majors.

TA 199 Special Studies

Terms and hours to be arranged.

TA 205 Stage Speech I (3)

Understanding basic speech production. Exploration of the essential components of voice and speech with a concentration on the organs of speech and physiological articulators. Detailed concentration on the types of sounds in spoken English, the International Phonetic Alphabet and mastering standard American stage speech.

TA 210 Oral Expression Through Theatre (3)

Experience in stage diction. Concentrated study of speaking skills for use on the stage.

TA 240 Creative Drama for Teachers (3)

Creative dramatics leadership principles that apply to the classroom. Techniques of employing the child's native aptitude.

TA 244 Technical Theatre: Scenecraft (3)
Lecture, reading and discussion in the basic principles and process of theatrical scenecraft, with suitable opportunity for practical applications.

TA 245 Technical Theatre: Lighting (3)
Lecture, reading and discussion in the basic principles and process of theatrical lighting, with suitable opportunity for practical application.

TA 246 Technical Theatre: Costuming (3)
Lecture, reading and discussion in the basic principles and process of theatrical costuming and design with suitable opportunity for practical application.

TA 247 Technical Theatre: Sound (3)
Lecture, reading and discussion in the basic principles and process of theatrical sound, with suitable opportunity for practical applications.

TA 250 Basic Movement and Vocal Development for the Theatre (3)
Basic movement and voice training for the actor. Theory and practical application through body and vocal exercise.

TA 251 Elements of Acting (3)
For non-majors and non-performance theatre majors. Exploration of the modern acting technique with a concentration of the basic elements of acting. This course will deal with theory as well as practical performance experiences.

TA 252 Technical Theatre: Makeup (3)
Basic principles and processes of theatrical makeup, including demonstrations and daily practice.

TA 253 Production Workshop (1-3)
Application of principles of acting and dramatic production. Credit available for students working on scheduled theatre productions. **Prerequisite:** consent of instructor

TA 255 Physical Studio I (3)
Understanding the human body in terms of basic skeletal and muscular anatomy and how it contributes as an expressive instrument in the art and craft of acting. Students will develop dexterity, strength and coordination through basic and advanced movement and stretching exercises, explore the idea of physical center and neutral alignment, and explore relaxation and breathing techniques that increase an actor's overall physical awareness.

TA 261 Physical Studio II (3)
In depth, practical study of advanced movement techniques for actors, including work of Augustus Boal, the Alexander Technique, Yoga and neutral mask work. Actors will explore character development from a physical level and apply all of the above in performance. **Prerequisite:** TA 255 or consent of instructor.



TA 265 Acting I (3)
For majors only. A rigorous study of modern acting technique that explores the basic tools of the actor and introduces the fundamentals of the Stanislavsky system: motivation, super objective, objective, obstacles, stakes, beats, sense memory and basic character development. Introduces textual scoring. Explores modern theories of playing "point-of-view" through improvisation, open scenes and applying all of these ideas to contemporary scene work.

TA 271 Acting II (3)
For majors only. An in-depth application of theories learned in TA 265: scene scoring, beat breakdowns, point-of-view scoring, and character development are explored through rigorous scene and monologue work. **Prerequisite:** TA 265.

TA 290 Voice I (3)
Introduction to the principles of Fitzmaurice Voicework with an emphasis on deconstructing the breathing process. Breath and voice are used in an exploration of emotional expression and "tremoring" is explored.

TA 305 Stage Speech II: Dialects (3)
Students apply theories learned in TA 205 to mastering European and American stage dialects. The International Phonetic Alphabet (IPA) is utilized as a practical tool for exploring differences in sounds of spoken English within America and throughout the world. Mastery of British Stage RP (Received Pronunciation) and several other commonly used stage dialects will be explored. **Prerequisite:** TA 205

TA 308 History of Fashion (3)
A course in the development of fashion in the clothing of men and women from earliest times to the present with an emphasis on the clothing of the western world and its relationship to the social environment of each era.

TA 310 Elements of Acting II (3)
A continuation of TA 251, with a more advanced concentration and exploration of modern acting technique. This course will deal with advanced theory and practical application.

TA 320 Dramaturgy (3)
An exploration of the role of the production dramaturgy, including research skills, the dramaturgy's relationship with other members of the creative team, and special emphasis on theatre-specific dramaturgical writing.

TA 330 Script Writing (3)
Concentrates on the basic skills of writing scripts for the theatre: plotting, character development, form and structure; but it will develop the form and skills necessary for writing for other media as well.

TA 334 Stage Management (3)
A practical course in methods and procedures for mounting theatre, music and dance productions. Emphasis will be placed on organization, communication and coordination with the production team. This course is strongly suggested for all students desiring to stage manage departmental productions.

TA 336 Stage Properties (3)
Principles and techniques of stage properties, design and production. Includes script analysis, construction techniques and organizational strategies. Offered Spring term every other year

TA 338 History of Architecture and Decor (3)
A study of architecture, furniture and decorative arts from early Greek to modern, focusing on those eras that most commonly influence theatrical production styles.

TA 343 Costume Design (3)
Basic principles and studio practice in costume design.

TA 344 Costume Crafts (3)

Concentrates on special materials and techniques used in the costume shop, including mold-making/casting, thermoplastics, dyes, paints and printing.

TA 345 Scenic Painting I (3)

Basic principles and studio practice in scene painting.

TA 346 Scenic Design (3)

Basic principles and studio practice in scene design. **Prerequisite:** TA 244 or consent of instructor

TA 347 Drafting for Theatre (3)

A studio course dealing with basic drafting techniques and practices used for theatrical design, including floor plans, light-plots, sectional drawings, front and rear elevations, perspective drawings and detail drawings. **Prerequisite:** TA 346

TA 348 Lighting Design (3)

Basic principles and studio practice in lighting design. **Prerequisite:** TA 245 or consent of instructor.

TA 349 Scenic Design Studio (3)

Advanced studio course dealing with design analysis, composition and drawing/rendering techniques. Medium emphasis varies. **Prerequisite:** TA 346 or consent of instructor.

TA 350 Advanced Creative Dramatics: Puppetry (3)

A study of special dramatic techniques and literature for a practical approach to producing puppet plays with children in grades 3-8.

TA 351 Voice II (3)

Continues the exploration of Fitzmaurice Voicework with an emphasis on restructuring the breathing process. Continued study of the tremoring technique and connecting the voicework to the text is the focus. **Prerequisites:** TA 290

TA 353 Advanced Production Workshop (1-3)

Provides students with upper-division credit for participating in acting and technical work for the theatre program. **Prerequisite:** consent of instructor

TA 354/454 Production Design (1-3)

Scenic, lighting, costume or sound design for main stage or studio theatre productions. **Prerequisite:** consent of instructor

TA 355/455 Production Management (1-3)

Stage management, shop supervision or other leadership roles in theatre production. **Prerequisite:** consent of instructor

TA 356 Theory of Acting (3)

Principles and techniques of acting; problems in analysis and interpretation of dramatic literature of various historical periods. An exploration of the various historical styles and theories of acting and how they were affected by the manners of the time. **Prerequisites:** TA 250 and 251 or consent of instructor

TA 360 Contemporary Audition (3)

Involves the practical study and application of developing modern audition technique; resume development, cold reading skills, prepared sides, prepared monologue, on-camera acting, agents. Students will develop a repertoire of modern audition material from representative modern styles and genres. **Prerequisite:** TA 271

TA 364 Play Direction (3)

Introduction to dramatic theories and techniques and their application to play direction. Sources of dramatic materials, choice of plays, casting and rehearsal.

TA 365 Theatrical Comedy (3)

A course in the concept of comedy as a theatrical form from classical Greece to contemporary theatre. Selected comedies will be read.

TA 366 Theatrical Tragedy (3)

A course in the concept of tragedy as a theatrical form from classical Greece to contemporary theatre. Selected tragedies will be read.

TA 368 Physical Studio III (3)

Intermediate movement dynamics are explored through intensive character mask work in a conservatory/lab setting. **Prerequisites:** TA 261 or consent of instructor

TA 370 Acting For The Camera (3)

Learning the principals of acting for the camera including how to slate, focus, hit your mark, and other tricks of the trade. By performing and viewing work on camera everyday, students will learn how to temper their acting from the broadness required for the theatre to the intimacy of the camera. Audition techniques, acting in commercials, acting in film and acting in television will be covered.

TA 371 Acting III (4)

Intermediate exploration of modern acting technique, focusing on selected theories and approaches to living completely and truthfully on stage, especially in regards to a character's emotional life. Primary exploration – The Sanford Meisner Technique of acting. **Prerequisites:** TA 265 and TA 271

TA 375 Asian Theatre (3)

A survey of the history and literature of Asiatic Theatre with particular attention to India, Southeast Asia, China, Korea and Japan.

TA 381 Greek, Roman & Medieval Theatre (3)

An integrated examination of the history, literature, theory, and criticism of the theatre from the Greeks through the Middle Ages. Special attention will be given to how the theatre is affected by, and responds to, culture and society.

TA 382 Renaissance Theatre (3)

An integrated examination of the history, literature, theory, and criticism of the theatre during the Renaissance. Special attention

will be given to how the theatre is affected by, and responds to, culture and society.

TA 383 European Theatre 1660-1875 (3)

An integrated examination of the history, literature, theory, and criticism of the theatre in Europe from 1660 to 1875. Special attention will be given to how the theatre is affected by, and responds to, culture and society.

TA 384 European Theatre 1875-Present (3)

An integrated examination of the history, literature, theory, and criticism of the theatre in Europe from 1875 to the present. Special attention will be given to how the theatre is affected by, and responds to, culture and society.

TA 385 American Theatre (3)

An integrated examination of the history, literature, theory, and criticism of the theatre in America from the Revolutionary War to the present. Special attention will be given to how the theatre is affected by, and responds to, culture and society.

TA 386 International Theatre (3)

An integrated examination of the history, literature, theory, and criticism of the theatre around the world. The focus will include theatre from Asian, Latin American, African and others. Special attention will be given to how the theatre is affected by, and responds to, culture and society.

TA 390 Performance Studies in Acting (3)

Individual study of a character in the context of performing a character in a play before an audience. **Prerequisites:** TA 250, TA 251, TA 356

TA 394 Acting IV (4)

A continuation of Sanford Meisner's work started in Acting III. Focus on achieving emotional freedom on stage, students will be led through a process aimed at tapping into and deepening the emotional instrument. Not only will students gain insight into the realm of the emotions, they will see very clearly the traps most actors fall into when it comes to "being emotional on stage". Through a series of exercises and scene work developed by Sanford Meisner, students will work toward emotional freedom. **Prerequisites:** TA 371 and by audition only

TA 395, 396, 397 Special Studies: Plays in Performance (2 each)

B.F.A. students only. The study of plays through performance; viewing, analyzing, critically assessing. Students attend six professional performances per year and complete associated written work assigned by faculty adviser.

TA 399 Special Studies (1-3)

Terms and hours to be arranged.

TA 405 Acting Shakespeare (3)

Concentration in the process of acting Shakespeare for the stage. Students develop a working knowledge of using scansion as a tool for unlocking meaning in the text. Verse

speaking, text analysis, antithesis, and a view to the ever-changing world of the Elizabethan acting style. **Prerequisite:** TA 271

TA 406 Independent Study (1-15)
Terms and hours to be arranged.

TA 406 Independent Study: Capstone Thesis (3)

Involves preparation and presentation of a theatrical production or appropriate theatre project. B.F.A. candidates only.

TA 407 Seminar (1-15)
Terms and hours to be arranged.

TA 408 Workshop (1-15)
Terms and hours to be arranged.

TA 409 Practicum (1-15)
Terms and hours to be arranged.

TA 412 Portfolio Review (1)
Portfolio and resume refinement, interview skills for technical theatre, and a survey of the job market. **Prerequisite:** consent of instructor

TA 414 Children's Theatre (3)
The study of aesthetic and technical problems in producing theatre for youth, including the history, philosophy and psychology and literature of children's theatre.

TA 420 Acting V (3)
Intermediate acting technique with emphasis on Sanford Meisner's approach to the text/script. Through a series of exercises, scene work, and text work, actors will explore identifying key phrases, key facts, the idea of taking on the part, taking action, doing, and exploring the spine of the text. **Prerequisites:** TA 394

TA 427 Contemporary Theatre (3)
Intensive study of skills required when acting various modern acting styles and traditions. Through practical application and scene work, students explore Becket, Pinter, Ibsen, Checkov, Stringberg, O'Neil and others. Explores the world view of the plays and performance traditions. **Prerequisite:** TA 371

TA 432 Acting Styles I: Modernism (3)
Intensive study of the skills required when acting various modern acting styles and traditions. Through practical application and scene work, students explore Becket, Pinter, Ibsen, Checkov, Stringberg, O'Neil, and others. Explores world views of the plays and performance traditions. **Prerequisite:** TA 271

TA 433 Acting Styles II: Restoration/Manners (3)
Intensive study of the skills required when acting various classical acting styles tradition. Through practical application and scene work, students explore Restoration Comedy, Commedia el Arte, Comedy of Manners and others. Explores world views of the plays and performance traditions. **Prerequisite:** TA 271

TA 434/534 Advanced Scenecraft (3)
Advanced work in the area of scenic techniques and processes. **Prerequisites:** TA 244 or consent of instructor

TA 436/536 Advanced Costume Techniques (3)
Advanced work in the area of costuming. **Prerequisite:** TA 246 or consent of instructor

TA 437 Acting Shakespeare II (3)
Advanced techniques of acting Shakespeare and approaching heightened language and verse. Students will develop skills through practical exercises, scene work and monologue work; will develop a minimum three Shakespearean monologue/audition pieces. **Prerequisite:** TA 405

TA 440 Theatre Management (3)
A study of the problems and procedures involved in running the business affairs of a theatre: The box office, house, publicity, ticket sales, supporting funds, budgeting.

TA 442/542 Using Creative Dramatics to Teach Across the Curriculum (3)
Study of and experience in the basic techniques of creative dramatics as these apply to the teaching of most disciplines in the curriculum from Early Childhood/Elementary to High School levels. (K-12). **Prerequisite:** upper-division or graduate standing

TA 443 Advanced Costume Design (3)
Advanced principles and studio practices in costume design.

TA 445 Scenic Painting II (3)
Advanced principles and studio practice in scenic painting. **Prerequisite:** TA 345 or consent of instructor

TA 446 Advanced Scene Design: CAD (3)
Advanced principles and studio practice in scenic design, using computers for drafting, 3-D modeling, and painting. **Prerequisite:** TA 346 or consent of instructor

TA 447 Digital Imagery (3)
Advanced studio class dealing with the creation, manipulation and use of digital images in theatre production. Topics include design and production of patterns, slides and video for projection, as well as printed materials for on-stage use.

TA 448 Advanced Lighting Design (3)
Advanced principles and studio practice in lighting design. **Prerequisite:** TA 348 or consent of instructor.

TA 453 Capstone Experience (1-3)
Capstone independent study to be determined for all majors by faculty adviser.

TA 457/557 Advanced Directing (3)
Study of the practical processes of directing by which plays are produced in the theatre. Students will study the problems of directing by practical application of various theories in rehearsal and production of scenes from a variety of types of plays and styles of performance. **Prerequisite:** TA 364 or consent of instructor

TA 606 Special Individual Studies (1-3)
Designed for graduate advanced individual study in some aspects of the theatre arts. **Prerequisite:** consent of instructor

TA 607 Seminar (1-15)
Terms and hours to be arranged. Designed for graduate students as a supplemental enrichment course of study in the theatrical literature and history, or production techniques, of a specific nation, culture or the work of a particular theatrical artist of contemporary or historical significance. **Prerequisite:** consent of instructor

TA 608 Workshop (1-3)
Terms and hours to be arranged.

TA 609 Practicum (1-15)
Terms and hours to be arranged.

Writing

WR 115 College Writing I (4)
A writing course introducing a variety of writing strategies and emphasizing critical reading and thinking. This course helps students prepare for LACC writing requirement, WR 135.

WR 135 College Writing II (4)
An intensive writing course focusing on critical analysis, argumentation and documentation. This course meets the LACC writing requirement if passed with a grade of C- or better.

Students must complete WR 135 (or its transfer equivalent) before enrolling in upper-division writing intensive courses.

WR 222 Research and Composition (4)
Combines instruction in research skills with the production of essays utilizing research, including traditional library research, internet research, documentation styles, and forms of researched writing. **Prerequisite:** WR 135 or equivalent

WR 230 Introduction to Rhetoric and Composition Studies (4)
A broad introduction to the field of rhetoric and composition, with emphasis on its historical, theoretical, and practical development. Writing majors and minors should take this course before enrolling in upper-division writing courses. **Prerequisites:** WR 135 or equivalent

WR 321 Business Writing (4)
Instruction and practice in writing business reports, memos, and letters. Particularly appropriate for students in business and related areas. **Prerequisite:** WR 135 or equivalent

WR 322 Technical Writing (4)
Instruction and practice in writing technical reports, proposals, and other technical writing forms. Particularly appropriate for students in health, science, and technical fields. **Prerequisite:** WR 135 or equivalent

WR 323 Intermediate Exposition (4)

Intermediate expository writing. **Prerequisite:** WR 135 or equivalent

WR 350 News Writing (4)

Course introduces students to the basics of news reporting; developing, researching, and writing news stories. The course will also cover interviewing skills, research techniques, and different news writing styles, as well as a discussion on libel law and journalistic ethics. **Prerequisite:** WR 135 or equivalent

WR 360 Fiction Workshop (4)

First course in fiction writing, emphasizing technique and critical appreciation of fiction writing. Workshop. **Prerequisite:** WR 135 or equivalent

WR 361 Poetry Workshop (4)

First course in poetry writing, emphasizing technique and critical appreciation of poetry writing. Workshop. **Prerequisite:** WR 135 or equivalent

WR 362 Topics in Creative Writing (4)

First course in techniques of creative writing in areas other than fiction or poetry. Specific focus will be identified each time course is offered. Workshop. **Prerequisite:** WR 135 or equivalent

WR 399 Special Studies (4)

WR 406 Special Individual Studies (1-15)
Terms and hours to be arranged. Individual or special studies in a limited area of interest under the guidance of a designated faculty member. **Prerequisite:** consent of instructor

WR 409 Internship (1-8)

Terms and hours to be arranged.

WR 412/512 Writing Center Internship (1-6)

Supervised practical experience as a Writing Center consultant, diagnosing student texts and suggesting techniques for students' writing skills improvement. **Prerequisite:** WR 135 (or equivalent), WR 440, additional 400-level writing course, recommendation of WR 440 instructor

WR 414 Advanced Composition (4)

Advanced instruction and practice in the principles of writing. May be taken twice. **Prerequisite:** 300-level writing course or consent of instructor

WR 430 Historical Issues in Composition (4)

A historical survey of rhetoric and composition theories, focusing on the development of instructional styles relevant to different periods. May be taken twice if content is not repeated. **Prerequisite:** WR 135 (or equivalent), or consent of instructor

WR 440/540 Teaching of Writing (4)

Course dealing with current theories and practices in teaching writing in English Language Arts and other subject areas in the public school. **Prerequisite:** WR 135 (or equivalent) and LING 315 or consent of instructor

WR 450 Writing for Publication (4)

A survey of methods of publication and of markets for various kinds of writing. Theory and practice in manuscript preparation, manuscript form, proofreading, and copyright application. Submission of actual manuscript for publication.

WR 460 Advanced Fiction Workshop (4)

Advanced study of fiction-writing techniques. May be repeated once for credit. Workshop. **Prerequisite:** WR 360 or consent of instructor

WR 461 Advanced Poetry Workshop (4)

Advanced study of poetry writing technique. May be repeated once for credit. Workshop. **Prerequisite:** WR 361 or consent of instructor

WR 496/596 Special Topics in Writing (4)

An exploration of selected writing topics, as identified in each year's schedule of classes. May be taken twice if content is not repeated. **Prerequisite:** one upper-division writing class or consent of instructor

WR 606 Special Individual Studies (1-6)

Individual or special writing instruction in a specific form of writing under the guidance of a designated faculty member.

WR 610 Forms of Expository Prose (3)

Intensive study and practice in analyzing and writing expository prose. Recommended for secondary teachers.

WR 642 Writing Across the Curriculum (3)

Introduces students to the theories and techniques in teaching writing, and teaching via writing, relevant to content knowledge courses.

Professional Development

807 Professional Development Seminar

Professional Development Seminar courses are lecture courses designed for practicing professionals in a particular discipline and cannot be applied to an graduate or undergraduate degree. Generally each credit requires 10 clock hours of in-class instruction, additional study or writing outside of lecture may be required.

808 Professional Development Workshop

Professional Development Workshop courses are lecture courses designed for practicing professionals in a particular discipline and cannot be applied to an graduate or undergraduate degree. Generally each credit requires 10 clock hours of in-class instruction, additional study or writing outside of lecture may be required.





faculty and administrators

President

John P. Minahan (2005), President; Professor. B.A. 1965, Canisius College; Ph.D. 1969, Georgetown University

President's staff

Gary L. Dukes (2004), Vice President for Student Affairs. B.S. 1985, Oregon State University; M. Ed. 1987, University of Vermont; Ph.D. 1994, University of Washington

Paul Moredock (2008), Vice President for University Advancement. B.S. 1975, California State - Chico; M.S. 1978, California State - Long Beach

Kent Neely (2008), Provost, Vice President for Academic Affairs. B.A. 1971, Oklahoma City University; M.A. 1973, Ph.D. 1976, Wayne State University

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Peter C. Courtney (1984), Assistant to the President; Assistant Professor. B.A. 1965, M.P.A. 1966, University of Rhode Island; J.D. 1969, Boston University

Jospeh W. Sendelbaugh (1985), Assistant to the President; Emeritus Professor of Special Education. B.S. 1968, M.S. 1971, Illinois State University; Ed.D. 1977, Northern Illinois University

Deans

Tina M. Fuchs (1989), Dean of Students; Instructor. B.A. 1985, Pacific University; M.Ed. 1989, Western Washington University

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Allen McKiel (2008), Dean, Library and Media Services. B.A. 1975, Purdue University; M.L.S. 1978, Indiana University; Ph.D. 2001, Indiana State University

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Faculty

A

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B

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Sarah Boomer (1997), Professor of Biology. B.A. 1989, B.S. 1989, University of Puget Sound; Ph.D. 1996, University of Washington

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Robert R. Broeg (1996), Professor of Computer Science. B.A. 1973, Dominican College; M.S. 1975, Marquette University; M.T.S. 1979, The Franciscan School of Theology; M.S. 1989, California State University; Ph.D. 1995, Oregon State University

William B. Brown (2002), Associate Professor of Criminal Justice. B.A. 1985, M.A. 1988, Ph.D. 1992, University of Nevada, Las Vegas

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C

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Marita Cardinal (1998), Professor of Health and Physical Education. B.A. 1982, M.A. 1984 Eastern Washington University; Ed.D. 1993, Temple University

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D

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- Maria Dantas-Whitney** (2004), Associate Professor of Teacher Education. B.A. 1984, Universidade Santa Ursula, Brazil; M.A. 1987, Northern Arizona University; Ph.D. 2003, Oregon State University
- Charles Daramola** (2009), Assistant Professor of Community Health. B.B.A. 1983, Andrews University; M.B.A. 1988, City University of New York; M.A. 2002, Columbia University; Ed.D.. 2008, Columbia University
- Susan C. Dauer** (1990), Professor of Teacher Education. B.Ed. 1965, University of Toledo; M.Ed. 1986, Ph.D. 1990, University of Nebraska-Lincoln
- Cheryl Davis** (1997), Professor of Special Education; Director of the Regional Resource Center on Deafness. B.A. 1981, University of Arkansas at Little Rock; M.Ed. 1986, University of Arkansas at Fayetteville; Ph.D. 1992, University of Oregon
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- David Doellinger** (2003), Associate Professor of History. B.A. 1992, Valparaiso University; M.A. 1997, Ph.D. 2002, University of Pittsburgh
- J. Maureen Dolan** (1993), Professor of Sociology. B.A. 1983, M.A. 1987, Ph.D. 1993, University of Wisconsin
- Edwin D. Dover** (1987), Professor of Public Administration. B.A. 1970, M.P.A. 1974, M.A. 1976, University of Wyoming; Ph.D. 1985, University of Colorado
- Bryan Dutton** (1998), Professor of Biology. B.S. 1982, Oregon College of Education; M.S. 1985, Northeast Louisiana University; Ph.D. 1995, University of Maryland
- F**
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- G**
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- Eduardo González-Viaña** (1993), Professor of Spanish. B.A., M.A., Ph.D. 1959-1967, Universidad Nacional De Trujillo; Journalism Degree 1982, Colegio De Periodistas Del Peru; M.A. 1989, Instituto De Estudios Sociales "Cambio Y Desarrollo."
- Scott Grim** (1998), Professor of Theatre. B.S. 1988, Western Oregon State College; M.F.A. 1990, University of Georgia
- H**
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- Joseph Harchanko** (2005), Assistant Professor of Music. B.M. 1993, Auburn University; M.M. 1997; M.M. 1997, Florida State University; D.M.A. 2002, University of Texas at Austin
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- David Hargreaves** (1998), Professor of Linguistics. B.A. 1977, Michigan State University; M.A. 1983, Ph.D. 1991, University of Oregon
- Rachel Harrington** (2008), Assistant Professor of Mathematics Education. B.A. Ed. 1997, Western Washington University; M.S. 2007, Ph.D. 2008, Oregon State University
- Robert Hautala** (2004), Associate Professor of Physical Education. B.S. 1969, Springfield College; M.A. 1974, University of Denver; Ed.D. 1984, University of Northern Colorado
- Sandra Hedgepeth** (2005), Assistant Professor of Theatre/Dance. B.A. 1986, Furman University; M.F.A. 1992, Florida State University
- Kevin Helppie** (1998), Professor of Music. B.A. 1979, Western Washington University; M.M. 1982, Indiana University; D.M.A. 1995, University of Washington
- Jessica Wolf Henderson** (2003), Professor of Health Education. B.A., Ball State University; M.S., California Polytechnic State University; Ph.D. 2001, Oregon State University
- Mark Henkels** (1988), Professor of Public Administration. B.A. 1980, Whitman College; M.A. 1984, University of Virginia; Ph.D. 1988, University of Utah
- Ryan Hickerson** (2005), Assistant Professor of Philosophy. B.A. 1995, Carleton College; Ph.D. 2003, University of California, San Diego
- Kim D. Hoffman** (1988), Professor of Art. B.S. 1973, Oregon State University, M.F.A. 1975, University of Washington
- Solveig P. Holmquist** (1996), Professor of Music. B.Mus. 1965, St. Olaf College; B.S. 1978, Oregon College of Education; M.M.E. 1986, Western Oregon State College; D.M.A. 1995, University of Oregon
- Gudrun Hoobler** (1994), Associate Professor of German. B.A. 1967, University of California; M.A. 1971, Ph.D. 1995, University of Oregon
- Ava Howard** (2009), Assistant Professor of Biology. B.S. 2002, Skidmore College; Ph.D. 2009, University of Georgia
- Bau Hwa Hsieh** (1999), Professor of History. B.A. 1976, The National Taiwan University, Taiwan; M.A. 1982 Fu-jeu Catholic University, Taiwan; Ph.D. 1992, University of Illinois at Urbana-Champaign
- Henry J. Hughes** (2002), Associate Professor of English. B.A. 1987, Dakota Wesleyan University; M.A. 1990, Ph.D. 2002, Purdue University
- Shaun Huston** (2002), Associate Professor of Geography. B.A. 1991, Lewis and Clark College; M.A. 1994, Ph.D. 1996, Syracuse University
- J**
- Elaina Laboda Jamieson** (1999), Associate Professor of Art. B.F.A. 1965, Boston University; M.F.A. 1991, University of Oregon
- David Janoviak** (1998), Professor of Theatre. B.A. 1989, Lakeland College; M.F.A. 1992, University of Wisconsin-Milwaukee
- Kimberly S. Jensen** (1993), Professor of History. B.A. 1979, M.A. 1981, Brigham Young University. Ph.D. 1992, University of Iowa
- Deborah L. Jones** (1996), Professor of Dance. B.A. 1975, University of California, Berkeley; M.F.A. 1986, Mills College

K

- M. Rahim Kazerouni** (1986), Associate Professor of Chemistry. B.S. 1972, Pahlavi University, Iran; M.S. 1979, Eastern Michigan University; Ph.D. 1987, Oregon State University
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- Gavin W. Keulks** (1999), Professor of English. B.A. 1989, University of Wisconsin-Madison; M.A. 1992, Ph.D. 1999, University of Kentucky
- Sriram Khe** (2002), Associate Professor of Geography. B.E. 1985, University of Madras; M.Pl. 1990, Ph.D. 1993, University of Southern California
- Klay Kruczek** (2004), Associate Professor of Mathematics. B.S. 1996, Georgia Institute of Technology; M.S. 1998, Virginia Polytechnic and State University; Ph.D. 2004, Rutgers University

L

- Marjory Lange** (1997), Professor of English. B.Mus. 1977; M.A. 1986; Ph.D. 1993, University of Arizona
- Kristin L. Latham** (2008), Assistant Professor of Biology. B.S. 1998, Pacific Lutheran University; Ph.D. 2005, Oregon State University
- John C. Leadley** (1991), Professor of Business and Economics. B.S. 1978, Carleton College; M.S. 1981, Ph.D. 1985, University of Wisconsin
- Michael P. LeMaster** (2001), Associate Professor of Biology. B.S. 1994, Pacific Lutheran University; Ph.D. 2002, Oregon State University
- Shirley Lincicum** (2000), Associate Professor, Collection Management Librarian. B.A. 1993, Oberlin College; M.S. 1995, University of Illinois at Urbana-Champaign; M.S. 2003, Western Oregon University
- Jie Liu** (1993), Professor of Computer Science. B.S. 1983, Nju, Beijing, China; M.A. 1989, Ph.D. 1993, Oregon State University
- Isadore Lobnibe** (2007), Assistant Professor of Anthropology. B.A. 1995, University of Cape Coast, Ghana; M.A. 2002, University of Illinois at Urbana-Champaign; Ph.D. 2007, University of Edinburgh
- Daniel Lopez-Cevallos** (2008), Assistant Professor of Health Promotion. B.S. 2001, M.P.H. 2004, Universidad San Francisco de Quito; Ph.D. 2008, Oregon State University
- Benedict J. Lowe** (2002), Associate Professor of History. B.A. 1992, University of Durham; Ph.D. 1997, University of Edinburgh

M

- Elisa M. Maroney** (2003), Associate Professor of Special Education. Chair Special Education Division. B.S. 1987, University of D.C.; M.A. 1991, Gallaudet University; Ph.D. 2004, University of New Mexico
- John C. W. Marsaglia** (1988), Professor of Computer Science. B.S. 1979, M.S. 1980, Ph.D. 1988, Washington State University
- Gianna Martella** (2001), Associate Professor of Spanish. B.A. 1986, Mount Holyoke College; M.A. 1989, University of Minnesota; Ph.D. 1998, University of Texas at Austin
- Molly A. Mayhead** (1988), Professor of Communication Studies. B.A. 1983, Western Oregon State College; M.A. 1985, Indiana University; Ph.D. 1988, Pennsylvania State University
- Rebecca McCannell** (1995), Professor of Art. B.F.A. 1990, Aquinas College; M.F.A. 1995, Northern Illinois University
- Michael S. McGlade** (1994), Professor of Geography. B.A. 1988, Eastern Washington State University; M.A. 1991, Ph.D. 1994, Arizona State University
- Cat McGrew** (2008), Assistant Professor of Communication Studies. B.A. 1989, University of Oregon; M.A. 2001, Antioch University; Ph.D. 2008, The Ohio State University
- Mary (Karie) Mize** (2005), Assistant Professor of Teacher Education. B.A. 1991, University of Colorado, Boulder; M. Ed. 1994, University of California; M. Ed. 1998, Lesley College; Ed. D. 2004, University of San Francisco
- Scot Morse** (2000), Associate Professor of Computer Science; Chair, Computer Science Division B.A. 1992, Whitman College; M.S. 1994, Ph.D. 1998, Washington State University
- David Murphy** (2006), Associate Professor of Criminal Justice. B.S. 1996, Truman State University; M.A., 1997, Washington State University; Ph.D. 2003, Washington State University
- Chloe Myers** (2005), Associate Professor of Teacher Education. B.A. 1985, University of Sussex, P.G.C.E. 1989 University of Sussex; M.A. 1995, University of Brighton; Ph.D. 2002, University of Brighton In Collaboration With Oregon Health Sciences University
- Jeffrey Myers** (1999), Professor of Geology. B.A. 1982, University of California, Santa Barbara; M.S. 1990, San Diego State University; Ph.D. 1998, University of California, Santa Barbara

N

- Ike Nail** (2005), Assistant Professor of Music. B.Mus. Ed. 1966, M.A. 1970, West Texas University; D.M.A. 1978 University of Texas at Austin
- Frank D. Nevius** (1990), Professor of Communication Studies. B.S. 1979, Bowling Green State University; M.S. 1984, University of Oregon; Ph.D. 1990, Ohio State University

O

- Sharon S. Oberst** (1987), Professor of Dance. B.S. 1984, Lamar University; M.S. 1987, University of Oregon
- David M. Olson** (1984), Professor of Computer Science. B.S. 1978, M.S. 1982, Western Oregon State College; M.S. 1984, Ph.D. 1986, University of Oregon

P

- Cornelia C. Paraskevas** (1989), Professor of English. B.A. 1980, University of Athens; M.A. 1982, Ph.D. 1987, University of Kansas
- E. Michelle Pardew** (1991), Professor of Special Education. B.A. 1969, Elmira College; M.A. 1972, University of North Dakota; Ph.D. 1996, Oregon State University
- Peggy Pedersen** (2004), Associate Professor of Health; Chair, Health & Physical Education Division. B.S. 1980, Valley City State University; M.S. 1982, Montana State University; Ph.D. 1995, Oregon State University
- Zhuoming "Joe" Peng** (2007), Assistant Professor of Business and Economics. B.S. 1988, University of Technology, South China; M.B.A. 1994, Oklahoma City University; Ph.D. 2002, Texas Tech University
- Mark Perlman** (1998), Professor of Philosophy. B.A. 1987, M.A. 1989, Ohio State University; Ph.D. 1994, University of Arizona
- Mary E. Pettenger** (2003), Associate Professor of Political Science. B.A. 1988, Whitman College; M.A. 1993, Ph.D. 2000, University of Denver
- Michael Phillips** (2004), Associate Professor of Theatre. B.S.E. 1983, Arkansas State University; M. Div. 1986, Golden Gate Baptist Theological Seminary; M.A. 1993, Western Washington University; Ph.D. 1996, University of Oregon
- Mari Pierce** (2009), Assistant Professor of Criminal Justice. B.A. 2000, Whitman College; M.S. 2003, New Mexico State University; Ph.D. 2009, Indiana University of Pennsylvania
- Emily Plec** (2002), Associate Professor of Communication Studies. B.A. 1995, M.A. 1997, University of New Mexico; Ph.D. 2002, University of Utah
- Pete E. Poston** (1990), Professor of Chemistry. B.S. 1984, Fort Lewis College; Ph.D. 1989, University of Utah

R

- Jodie Garrison Raborn** (2004), Associate Professor of Art. B.F.A. 1993, University of Oregon; M.F.A. 2001, Louisiana State University
- Thomas W. Rand** (1989), Professor of English. B.A. 1979, Seattle Pacific University; M.A. 1981, Ph.D. 1986, Washington State University

- John L. Rector** (1987), Professor of History. Chair, Social Science Division. B.A. 1965, Whitman College; M.A. 1970, Ph.D. 1976, Indiana University
- Mary Reynolds** (1999), Associate Professor of Teacher Education. B.S. 1979, Oregon College of Education; M.S. 1988, Western Oregon State College; Ph.D. 2004, Portland State University
- Gwenda H. Rice** (1990), Professor of Teacher Education. B.A. 1973, University of Northern Colorado; M.A. 1974, University of Northern Colorado; Ph.D. 1983, University of North Carolina
- Jeanne Rockwell-Kincanon** (1998), Associate Professor, User Education Librarian. B.A. 1991, M.A. 1993, Wayne State College; M.S. 1998, University of Illinois at Urbana-Champaign
- Lauren Roscoe** (2004), Associate Professor of Psychology. B.B.A. 1999, University of Notre Dame; M.A. 2001, Ph.D. 2004, Southern Illinois University
- S**
- Mary C. Scarlato** (2003), Associate Professor of Special Education. B.A. 1977, Cardinal Stritch College; M.S. 1984, University of Wisconsin; Ph.D. 1988, University of Oregon
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- Katherine M. Schmidt** (2003), Associate Professor of English; Director of the Writing Center. B.A. 1994, California State University; M.A. 1996, California State Polytechnic University; Ph.D. 2003, University of Nevada
- William G. Schoenfeld** (2002), Associate Professor of Physics. B.A. 1981, State University of New York at Potsdam; M.S. 1987, Ph.D. 1994, University of Massachusetts
- Carl Schroeder** (2008), Assistant Professor of American Sign Language Studies. B.A. 1982, Gallaudet University; M.Ed. 1988, American University
- Mark Seabright** (1994), Professor of Management. B.A. 1980, Bethany College; M.S. 1983, Ph.D. 1988, Carnegie Mellon University
- Thaddeus Shannon III** (2008), Assistant Professor of Theatre, Lighting Design/Events Coordinator. B.A. 1986, Reed College; M.S. 2001, Ph.D. 2007, Portland State University
- Uma Shrestha** (1993), Associate Professor of English. M.A. 1980, Tribhuvan University; M.A. 1986, Ph.D. 1990, Ball State University
- Narasingha P. Sil** (1987), Professor of History. B.A. 1958, M.A. 1961, University of Calcutta; M.A. 1973, M.Ed. 1974, Ph.D. 1978, University of Oregon
- Tracy L. Smiles** (2005) Assistant Professor of Teacher Education. B.A. 1989, University of Texas at Arlington; M.S. 1992, Texas Wesleyan University; Ph.D. 2005, University of Arizona
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- Julia Smith** (1993), Associate Professor of Special Education; Coordinator of Rehabilitation Counselor Education. B.A. 1976, University of California; M.S. 1979, Oregon College of Education; Ph.D. 2004, Oregon State University
- Robin L. Smith** (1988), Professor of Anthropology. B.A. 1973, M.A. 1976, Ph.D. 1982, University of Florida
- William D. Smith** (2004), Associate Professor of Anthropology. B.A. 1988, Middlebury College; M.A. 2000, Ph.D. 2004, Stanford University
- Linda J. Stonecipher** (1994), Professor of Health and Physical Education; Chair, Health and Physical Education Division; Graduate Program Coordinator. B.S. 1978, Indiana State University; M.A. 1984, University of Iowa; Ph.D. 1990, Purdue University
- Cheryl M. Strand** (1989), Professor of Spanish. B.S. 1966, South Dakota State University; M.A. 1969, Fresno State University; Ph.D. 1989, University of California, Los Angeles
- Chehalis Strapp** (1998), Professor of Psychology. B.S. 1989, Virginia Polytechnic Institute and State University; M.A. 1993, Ph.D. 1996, University of Nevada, Reno
- T**
- Diane Tarter** (1993), Professor of Graphic Design; Chair, Creative Arts Division. B.A. 1976, Willamette University; M.F.A. 1992, University of Oregon
- Stephen B. Taylor** (1999), Associate Professor of Geology; Chair, Natural Sciences and Mathematics Division. B.S. 1982, Slippery Rock University; M.S. 1985, Washington State University; Ph.D. 1999, West Virginia University
- Jeffrey Templeton** (1998), Associate Professor of Geology. B.S. 1989, Ohio State University; M.S. 1991, Texas Christian University; Ph.D. 1998, Oregon State University
- Darryl S. Thomas** (1997), Professor of Dance. B.A. 1989, University of Maryland; M.F.A. 1992, University of Hawaii
- Kathryn L. Thompson** (1985), Professor of Psychology. B.A. 1968, Linfield College; M.A. 1973, Ph.D. 1978, University of Montana
- Gay L. Timken** (2003), Associate Professor of Physical Education. B.S. 1987, M.S. 1989, Fort Hays State University; Ph.D. 2000, Oregon State University
- Tamina Toray** (1992), Professor of Psychology. B.S. 1980, Colorado State University; M.A. 1982, Northeast Missouri State University; Ph.D. 1992, Oregon State University
- Ramsey Tracy** (2009), Assistant Professor of Spanish. B.A. 2000, Eastern Michigan University; M.A. 2003, Colorado State University; Ph.D. 2009, Tulane University
- U**
- Randall (Dana) Ulveland** (1998), Professor of Teacher Education. B.A. 1983, University of Alberta; M.S. 1991, University of Oregon; Ph.D. 1996, Simon Fraser University
- V**
- Mark M. Van Steeter** (1999), Associate Professor of Geography. B.S. 1987, University of Utah; M.E.S. 1990, Yale; Ph.D. 1996, University of Colorado
- W**
- Jason C. Waite** (2007), Assistant Professor of English. B.S. 1997, University of Colorado, Boulder; M.A. 2002, Missouri State University; Ph.D. 2007, Rensselaer Polytechnic Institute
- Kevin Walczyk** (1995), Professor of Music. B.A.E. 1987, Pacific Lutheran University. M.M. 1991, D.M.A. 1994, University of North Texas
- Michael B. Ward** (1997), Professor of Mathematics. B.S. 1974, Utah State University; Ph.D. 1979, University of Utah
- Camila Gabaldon-Winningham** (2002), Associate Professor Collection Development Librarian. B.A. 1997, Willamette University; M.L.S. 2001, Emporia State University
- Robert Winningham** (2000), Associate Professor of Psychology; Chair, Psychology Division. B.A. 1994, M.S. 1996, Western Washington University; Ph.D. 2000, Baylor University
- Y**
- Curtis A. Yehnert** (1997), Professor of English. B.A. 1981, M.A. 1983, Ohio University; Ph.D. 1993, Ohio State University
- Z**
- Zenon X. Zygmunt** (1998), Associate Professor of Economics. B.A. 1981, University of California, Santa Barbara; M.A. 1989, Ph.D. 1994, George Mason University

Administrative directors

B

- Russ Blunck** (1997), Associate Athletic Director. B.A. 1982, Pacific University
- Don Boderman** (1993), Director, Student Enrichment Program. B.A. 1976, Columbia Christian College; M.Ed. 1993, Oregon State University
- Eric Borst** (2003), Director, Budget and Payroll. M.B.A. 2002, Northern Arizona University

C

- Jon R. Carey** (1976), Athletic Director; Associate Professor of Health and Physical Education. B.S. 1973, Portland State University; Ed.M. 1979, Oregon State University
- W. Jay Carey** (2004), Director, Campus Public Safety. B.S. 1970, Pikeville College

F

- Robert A. Findtner** (1998), Director, Admissions. B.S. 1995, Western Oregon State College; M.E. 1997, Oregon State University
- Donna Fossum** (1989), Director, Financial Aid. B.S. 1978, Concordia Teachers College; Ed.M. 1994, Oregon State University
- Nancy S. France** (1991), Registrar. B.S. 1975, Oregon College of Education; M.S. 2004, Western Oregon University

H

- CM Hall** (2008), Director, Western Region Interpreter Education Center. B.S. 2000, Western Oregon University; Ed.M. 2007, Oregon State University
- Michael Hampton** (2004), Director, Service Learning and Career Development. B.A. 1991, University of Oregon; M.A. 1999, George Fox University
- Anna D. Hernandez-Hunter** (1996), Director, Multicultural Student Services and Programs. B.A. 1996, Western Oregon State College

K

- William Kernan** (2000), Director, University Computing Services. B.A. 1980, Walla Walla College; B.S. 1987, Western Oregon State College
- John Killoran** (1998), Director, The Teaching Research Institute. M.Ed. 1980, Utah State University

L

- Malissa Larson** (2008), Director, Disability Services. B.S. 1997, M.S. 2005, Western Oregon University
- JoNan LeRoy** (2001), Director, Division of Extended Programs. B.S. 1973, California State Polytechnic University; M.A. in Education 1981, University of California, Santa Barbara
- Josh Lind** (2006), Assistant Registrar. B.A. 2000, University of Wisconsin-Eau Claire; M.A. 2004, George Mason University

N

- Thomas W. Neal** (2005), Director, Physical Plant and Facilities Operations. B.S. 1972, U.S. Air Force Academy; M.B.A. 2001, Willamette University
- Karen Nelles** (1980), Director, Food Service. B.S. 1978, Oregon State University
- Danielle Nelson** (2008), Director, Annual Fund. B.A. 1991, Macalaster College.
- Dianna L. Nickelson** (1985), Executive Assistant to the President

P

- Michele Price** (1986), Director, Study Abroad, Instructor. B.A. 1984, M.A. 1994, Western Oregon State College

R

- Luis Rosa** (2006), Director, Student Health and Counseling Services. B.A. 1983, Youngstown State University; M.Ed. University of Akron
- Shondra Russell** (1999), Director, Upward Bound. B.S. 1998, University of Utah; M.Ed. 2003, Oregon State University

S

- Richard M. Sedgwick** (1989), Director, Campus Recreation; Lecturer. B.A. 1970, Central Washington State College; M.A. 1974, University of Iowa
- Darin E. Silbernagel** (1989), Director, Business Services. B.S. 1983, Oregon State University
- Alice Sprague** (1997), Assistant Director, Human Resources. B.S. 2004, Portland State University
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T

- V. Sue Thompson** (1999), Director, Field Services. B.Ed. 1974, St. Osyth's College of Education, Essex University, England; M.Ed. 1989, Oregon State University
- Jon Tucker** (2002), Director, Werner University Center, Student Leadership & Activities. B.A. 1993, M.S. 1995, University of Oregon

V

- Judith J. Vanderburg** (1989), Director, Human Resources. B.S. 1991, Western Oregon State College; M.S. 1999, Western Oregon University
- Denise Visuaño** (1999), Director, Public Relations. B.A. 1999, Western Oregon University.

W

- Ryan West** (2002), Associate Director, Financial Aid. B.S. 2001, Western Oregon University; M. Ed. 2005, Oregon State University
- Chris Wheeler** (1989), Director, Alumni Relations. B.S. 2002, B.S. 2003, Western Oregon University; M.S. 2006, Seaton Hall University

Y

- Neng Yang** (2005), Director, International Students and Scholars Affairs. B.A. 1982, China Academy of Fine Arts; M.A. 1993, Morehead State University; M.F.A. 1997, Indiana State University
- Niki Young** (2005), Director, Center for Teaching and Learning. B.A. 1984, Macalester College; B.S. 1989, Southern Oregon University; M.S. 1990, University of Oregon; Ph.D. 1994, Louisiana State University

The Teaching Research Institute faculty

- A**
Ingrid Amerson (2004), CDC Teacher, Project Assistant
Lyn Ayer (2006), Assistant Fellow, Ph.D. 1992, Ohio State University
Robert Ayres (1975), Research Professor, Ph.D. 1985, University of Oregon
- B**
Victor Baldwin (1968), Research Professor, Ed.D., 1966, University of Oregon
Robin Barbier (2007), Program Assistant, B.S. 1999 New Mexico Highlands University
Laura Beck (1999), Assistant Fellow, M.A. 1998, University of Missouri
Frankie Blasch (1975), Program Assistant
Patricia Blasco (2008) **Associate Fellow**, Ph.D. 1988 University of Virginia
Julia Bulen (1990), Program Assistant, M.A. 1987, Western Oregon State College
- C**
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Laurel Cuthbertson (1997), Assistant Fellow, B.S. 1995, Western Oregon State College
- D**
Patricia Davies (1992), Assistant Fellow, B.A. 1990, Western Oregon State College
Jeffrey Denton (2005), Project Assistant.
- E**
Laurie Ehlhardt (2003), Assistant Research Professor, Ph.D. 2003, University of Oregon
- F**
Dianne Ferguson (2004), Research Professor, Ph.D. 1985, Syracuse University
Andrea Fewx (1999), Assistant Specialist, B.A. 1970, Ottawa University, Kansas
- G**
Nancy Ganson (1998), Program Assistant, B.F.A. 1981, Southwest Missouri State University
D. Jay Gense (2009), Associate Fellow, Ed. S. 1983 University of Northern Colorado
Ann Glang (1993), Senior Fellow, Ph.D. 1987, University of Oregon
Gary Glasenapp (1984), Assistant Fellow, M.S. 1975, University of Oregon
- H**
Donald Hood (1998), Assistant Fellow, B.A. 1980, California State University, Sacramento
- J**
Brian Johnson (1987), Associate Fellow, M.S. 1974, Pacific University
Pattie Johnson (1988), Assistant Fellow, B.S. 1976, University of Alaska
Laura Johnson (2008), **Project Assistant**, B.S. 2007 University of Oregon
- K**
Patricia Kelley (1981), Assistant Fellow, M.S. 1970, Oregon College of Education
Debbie Kenyon (1996), Program Assistant, B.S. 1988, Western Oregon State College
John Killoran (1998), Director, Associate Fellow, M.Ed. 1980, Utah State University
Randall Klumph (1992), Program Assistant, B.S. 1975, Southern Oregon State College
Kenneth Kosko (1974), Associate Fellow, M.S. 1974, Oregon College of Education
- L**
Gail Leslie (1992), Assistant Fellow, M.L.S. 1982, San Jose State University
- M**
Cindi Mafit (1998), Assistant Specialist, B.S. 1981, University of California, Davis
Margaret Malloy (1997), Assistant Fellow, M.L.S. 1992, University of Washington
Doris Maruame (1988), CDC Director, Project Assistant
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Bonnie Morihara (2004), Assistant Research Professor, Ph.D. 1999, Oregon State University
- Matt O'Connor** (2008), Project Assistant, B.S. 2009, Western Oregon University
Jennifer Olson (2008), Senior Fellow, Ph.D. 1981, University of Idaho
- P**
Kevin Prier (2007), Assistant Fellow, B.S. 1990, University of Oregon
- R**
Christina Reagle (2008), Assistant Fellow, Ed.D. 2007, Fielding Graduate University
John Reiman (1986), Associate Research Professor, Ph.D. 1984, Oregon State University
Marlene Richards (1994), Assistant Fellow, M.S. 1978, Oregon College of Education
- S**
Bernett Samples (1968), Project Assistant
Mark Schalock (1982), Associate Fellow, B.S. 1982, Oregon State University
Deborah Soul (2009), Assistant Fellow, M.S. 1982 University of Oregon
Michael Stewart (1968), Business Manager, Associate Specialist, B.S. 1967, University of Oregon
Kathleen Stremel Thomas (1996), Senior Fellow, M.A. 1971, Kansas State University
Patricia Sublette (2007), Assistant Fellow, Ph.D. 1995 University of Northern Colorado
- T**
Ella Taylor (2003), Associate Research Professor, Ph.D. 2001, University of South Florida
Victoria Piazza Templeman (1972), Associate Fellow, M.A. 1975, Oregon College of Education
Jean Thetford (2008), Project Assistant, B.S. 2008 Oregon State University
Cathy Thomas (1999), Assistant Specialist, B.S. 1979, University of Rochester
Bonnie Todis (1993), Senior Fellow, Ph.D. 1988, University of Oregon
- U**
Tom Udell (1987), Assistant Fellow, B.S. 1984, Western Oregon State College
- V**
Martha Villegas-Gutierrez (2003), Assistant Research Professor, Ph.D. 2003, University of Iowa
- W**
Lisa Wilson (2005), Program Assistant, B.S. 2002, Western Oregon University

Emeritus faculty and administrators

- A**
Charles A. Alva (1964-1985), Ed.D., Professor Emeritus, Humanities
- B**
Frank Balke (1972-2003), Ed.D., Professor Emeritus, Modern Languages
Louis E. Balmer (1977-1993), Ph.D., Professor Emeritus, Education
James A. Barnard (1963-1998), Ph.D., Professor Emeritus, Mathematics
James H. Beaird (1962-1993), Ed.D., Professor Emeritus, Psychology
Hermas J. Bergman (1966-1985), Ph.D., Professor Emeritus, History
Myra J. Brand (1966-2000), D.M.A., Professor Emeritus, Music
Joann C. Brandhorst (1975-1978, 1983-1998), M.P.E., Assistant Professor Emeritus, Health and Physical Education
L. Carl Brandhorst (1967-1994), Ph.D., Professor Emeritus, Geography
R. John Brinegar (1969-1999), M.S., Registrar Emeritus
Ray Brodersen (1962-1997), Ph.D., Professor Emeritus, Geology
Meredith Brodsky (1985-2007), Ph.D., Professor Emeritus, Education
William E. Burke (1968-1978), Ph.D., Professor Emeritus, Physical Education
- C**
Joseph R. Caligure (1966-1992), M.S., Assistant Professor Emeritus, Health and Physical Education
Dale Cannon (1977-2003), Ph.D., Professor Emeritus, Philosophy
Daniel G. Cannon (1967-1994), Ph.D., Professor Emeritus, Art
John J. Casey (1965-1987), M.F.A. Associate Professor Emeritus, Art
James Chadney (1999-2005), Ph.D. Dean Emeritus, College of Liberal Arts and Sciences
Ronald L. Chatham (1958-1961, 1962-1988), Ph.D. Professor Emeritus, Social Science
Michael Cihak (1986-2002), Ed.D., Professor Emeritus, Vice President for Student Affairs and Enrollment Management
Gordon W. Clarke (1968-1978), Ph.D., Professor Emeritus, Humanities
Ross R. Cotroneo (1966-1994), Ph.D., Professor Emeritus, History
Bill Cowart (1984-1995), Ph.D., Professor Emeritus, President
- D**
Merlin D. Darby (1968-1991), Ed.D., Professor Emeritus, Counseling and Guidance; Director of the Counseling Center
Richard Davis (1964-2003), Ph.D. Professor Emeritus, Theatre Arts
Erhard K. Dortmund (1958-1959, 1961-1990), M.A. Associate Professor Emeritus, History
Steven A. Douglass (1986-2003), Ph.D. Associate Professor Emeritus, Mathematics
Donald H. Duncan (1961-1963, 1965-1989), Ed.D., Professor Emeritus, Special Education
- E**
Dennis Eddings (1968-2001), Ph.D. Professor Emeritus, English
James B. Ellingson (1971-1980), Ed.D., Professor Emeritus, Education
Jay Evett (1968-1996), Ph.D. Professor Emeritus, Physics
Christine Ferris (1988-2007), Adjunct Instructor Emeritus, French
Jean M. Ferguson (1969-1971, 1972-1994), Ed.D., Professor Emeritus, Education
- F**
Thomas L. Ferte (1968-1997), M.A. Professor Emeritus, Humanities
Ronald D. Finster (1971-1999), Ph.D. Professor Emeritus, Economics
Richard Forcier (1972-1996), Ph.D., Professor Emeritus, Secondary Education
Anne Fox (1996-2004), Ph.D., Associate Professor Emeritus, Public Services Librarian
H. D. (Bud) Fredericks (1967-1995), Ed.D., Associate Director, Research Professor Emeritus, Teaching Research
John Freeburg (1973-2003), M.S., Associate Professor Emeritus, Special Education-Regional Resource Center on Deafness
Beverly J. Freer (1970-1993), Ph.D., Professor Emeritus, Humanities
- G**
James W. Gallagher (1969-1990), Ed.D., Professor Emeritus, Geography
Patricia Gallagher (1970-1992), Ed.D., Professor Emeritus, Education
Jesse H. Garrison (1959-1982), Ed.D., Professor Emeritus, Education
Gerald R. Girod (1969-1995), Ed.D., Professor Emeritus, Dean of Education
Beryl M. Green (1960-1966, 1969-1988), Ph.D., Professor Emeritus, Mathematics
- H**
Wilma S. Hein (1973-1994), Ed.D., Professor Emeritus, Physical Education and Health
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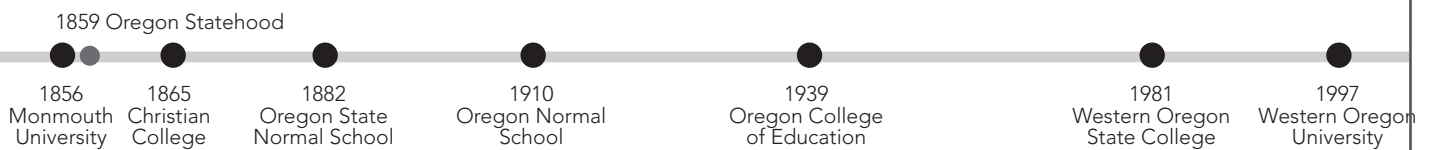
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Campbell Hall in distance, ca. 1900

Western Oregon University Timeline



In the early 1850s, hardy pioneers crossed the Oregon Trail to found a church and school in the Willamette Valley. In 1856, Monmouth University opened with a handful of students. This was the beginning of what is now Western Oregon University, which has grown from a private institution through an era as a prominent teacher preparation school to today's diverse liberal arts university. Through the years, WOU has undergone seven name changes and with each assumed new responsibilities.

In 1865, it merged with another private institution and became Christian College. In 1882, the Oregon Legislature approved the college's bid to become a state-

supported teacher training (or "normal") school. Oregon State Normal School, later Oregon Normal School, ushered in the school's long tradition of excellence in teacher education, which it enjoys to the present day.

The university underwent a spurt of growth in the 1920s and more than tripled its enrollment to nearly 1,000 students. The legislature again changed the name in 1939 to Oregon College of Education and the school, except for a period during World War II when college enrollments dropped nationwide, entered an extended period of growth. Teacher education programs brought the school national recognition for excellence, and

new programs were added in the fields of liberal arts and sciences.

By 1981, the institution had broadened its academic programs in the liberal arts fields so much that it was renamed Western Oregon State College. In 1997, the school's name was changed to Western Oregon University, recognizing the institution's broader role as a comprehensive public liberal arts institution.

At the beginning of the 21st century, WOU with an enrollment of about 5,000, continues to thrive as a dynamic institution that meets the needs of students in high quality programs in the liberal arts as well as teacher preparation.

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