

The background of the cover is a photograph of the Western Oregon State College campus. In the foreground, a large, dark evergreen tree stands on the left. To its right is a tall, rectangular brick monument with a small lantern on top. Further right is a large, multi-story brick building with several windows. In the foreground, a dark stone wall serves as a base for the college's name. Two spherical light fixtures are visible on the wall. The sky is filled with large, white clouds, and the overall color palette is a warm, monochromatic reddish-brown.

# 1995-1996 Catalog

WESTERN OREGON  
STATE COLLEGE

FOUNDED 1856





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## 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 State College and a student or applicant for admission.

Students should refer to the official Schedule of Classes, which is available before and during registration. This publication contains academic regulations and procedures, class schedules, and other information, some of which may not have been available when the catalog was published. Students also are urged to consult with faculty advisors 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, (503) 838-8271.

## Affirmative Action

Western Oregon State College, a member of the Oregon State System of Higher Education, prohibits discrimination based on race, marital status, religion, sex, age, disability, sexual orientation, or national origin. This policy implements various federal and state laws, executive orders, Title IX and its regulations, and applies to employment, admission, education and facilities. Direct inquiries to the Affirmative Action Office, Ad 207, Western Oregon State College, Monmouth, OR 97361.

## For more information:

The address for all college offices is:

Western Oregon State College  
Monmouth, OR 97361

The campus phone number is:  
(503) 838-8000 V/TDD

**Western Oregon State College is a member  
of the Oregon State System of Higher  
Education**



# ACADEMIC CALENDAR

## SUMMER TERM 1995

(Six-Week Session)

### June

- 19 Mon. .... Registration begins
- 20 Tue. .... Classes begin
- 26 Mon. .... Last day to register, add or drop classes, and pay fees without penalty
- 27 Tue. .... Late registration fee and change of program fee effective

### July

- 4 Tue. .... Independence Day holiday
- 7 Fri. .... Last day to drop courses without grade responsibility
- 28 Fri. .... Summer session ends.

Any changes in the summer calendar will be announced in the Summer Bulletin.

## FALL TERM 1995

### September

- 17-23 Sun.-  
Sat. .... New Student Week
- 20 Wed. .... Fee Payment & Add/Drop begin
- 21 Thurs. .... Classes begin
- 29 Fri. .... Last day to pay fees without penalty

### October

- 6 Fri. .... Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees
- 27 Fri. .... Last day to drop courses without grade responsibility

### November

- 6-17 Mon.-Fri. On-line registration for Winter term
- 10 Fri. .... Veterans' Day holiday (no classes)
- 23-26 Thurs.-  
Sun. .... Thanksgiving holiday

### December

- 4-8 Mon.-  
Fri. .... Final examination period
- 8 Fri. .... Fall term ends
- 9-Jan.7  
Sat.-  
Sun. .... Christmas vacation

## WINTER TERM 1996

### January

- 8 Mon. .... Fee Payment & Add/Drop begin
- 9 Tue. .... Classes begin
- 12 Fri. .... Last day to pay fees without penalty
- 19 Fri. .... Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees

### February

- 9 Fri. .... Last day to drop courses without grade responsibility
- 12-23 Mon.-  
Fri. .... On-line registration for Spring term

### March

- 18-22 Mon.-  
Fri. .... Final examination period
- 22 Fri. .... Winter term ends
- 23-31 Sat.-  
Sun. .... Spring Break

## SPRING TERM 1996

### April

- 1 Mon. .... Fee Payment & Add/Drop begin
- 2 Tue. .... Classes begin
- 5 Fri. .... Last day to pay fees without penalty
- 12 Fri. .... Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees

### May

- 3 Fri. .... Last day to drop courses without grade responsibility
- 13-24 Mon.-Fri. On-line registration for Fall term
- 27 Mon. .... Memorial Day holiday

### June

- 10-14 Mon.-Fri. Final examination period
- 14 Fri. .... Spring term ends
- 15 Sat. .... Commencement

Any changes in the calendar will be announced in the Schedule of Classes.

## SUMMER TERM 1996

(Six-Week Session)

### June

- 24 Mon. .... Registration begins
- 25 Tue. .... Classes begin

### July

- 1 Mon. .... Last day to register, add or drop classes, and pay fees without penalty
- 2 Tue. .... Late registration fee and change of program fee effective
- 4 Thu. .... Independence Day holiday
- 12 Fri. .... Last day to drop courses without grade responsibility

### August

- 2 Fri. .... Summer session ends.

Any changes in the summer calendar will be announced in the Summer Bulletin.



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A college education should be an exciting opportunity to expand horizons, meet new people, develop existing talents, and discover new ones. It must be demanding on you intellectually, and challenge you emotionally because to do less fails to meet the true test of personal development. You must become familiar with the broad range of human knowledge, the vocabulary and methodology of particular disciplines and glimpse the true boundaries and limitations of current human understanding.

Western Oregon State College is a small, vibrant, comprehensive liberal arts college nestled in the rolling hills of a lush valley. It is a

college that exemplifies academic excellence and the warmth of community. We are a community of students, faculty and staff, with teaching. Learning and service as the primary focus of our mission. The curriculum includes 30 bachelor's and three master's degree programs; a national reputation in teacher education; and a wealth of expertise in the arts and sciences. It is also a community where student success is accelerated because Western complements its academic programs with the support services students need to excel.

For 139 years, Western has dedicated itself to the needs of our

students. We are proud to point to a few of our outstanding features:

- a faculty, the large majority of whom have terminal degrees, whose first priority is teaching;
- a campus that has won national awards for its beauty; and,
- a student body, comprised primarily of Oregonians from throughout the state, that is growing in its diversity.

As a small college within a large state system, Western welcomes you to share in the caring college experience as a member of the Western family.

Bill Cowart  
President



Western Oregon State College provides more than 3,600 students with all the benefits of a small college opportunity. A liberal arts college, it offers 30 undergraduate and three graduate degree programs through its two schools—the School of Education and the School of Liberal Arts and Sciences. A member of the American Association of State Colleges and Universities, Western is accredited by the Northwest Association of Schools and Colleges. In addition, programs in each school hold accreditation from respective professional agencies.

Western's growing student population, representing every county in Oregon and many U.S. states and foreign nations, is comprised of traditional aged students, plus a large portion of adult students. Beyond campus education, the college extends itself as a public service institution, housing the Oregon Police Academy, Oregon Military Academy, Teaching Research, Regional Resource Center on Deafness, and Education Evaluation Center.

## COLLEGE MISSION

Western Oregon State College serves primarily to prepare Oregonians to meet the state's need for an educated citizenry. The College offers all students a personalized education through programs in the arts, sciences, humanities, and education. The College enriches the region through academic, public service and cultural offerings and through its service to state and local governments. Committed to excellence in teaching and the search for new knowledge, Western strives to educate students in the ideals of world culture, to develop respect and appreciation for others, and to meet the practical and professional needs of Oregon's evolving work place.

## Statement of Ethical Values

As an academic community, we value for each of our members the right to pursue learning, to seek truth, and to speak freely. We value honesty and candor in all situations and confidentiality in matters of private concern. We value a community that upholds human dignity, honors diversity, and promotes excellence and individual growth. We encourage respect for the rights of our fellow humans, for all life, and for the world we are given.

In light of these values we pledge to conduct ourselves with integrity, to show compassion and understanding toward all, to ensure responsible exercise of authority, and to seek peaceful resolution of our differences.

We acknowledge our debt to all who have worked to establish the rights and responsibilities of academic life and we pledge to preserve this heritage for those yet to come.

## Current Instructional, Research, and Service Programs

Western Oregon State College offers a wide range of undergraduate degrees in teacher education, special education, liberal arts and sciences, and business. The College also provides strong programs in key public service fields such as law enforcement, corrections, fire services and public administration. The College offers pre-professional programs in 22 different areas of study.

The School of Education, which offers Bachelor's and Master's degrees, has been recognized nationally for curriculum innovation and the warranty program for its graduates. Program offerings include four year degrees in Health, Physical Education, Special Education, Elementary Education, and Secondary Education, with teaching fields available in the traditional liberal arts and sciences.

The School of Liberal Arts and Sciences offers BA/BS degrees in a wide range of fields covering the creative arts, natural science and mathematics, business, computer science, the social sciences and the humanities. The School also offers a Master's degree in correctional administration.

Western participates in many cooperative instructional programs, offering cooperative teacher training programs with five other colleges within the state.

The Division of Teaching Research at Western is organized to conduct research, development, dissemination and evaluation activities related to the teaching-learning process. The Division provides Western and the Oregon State System of Higher Education with the capacity to expand knowledge related to the teaching-learning process in a way comparable to that employed in other disciplines.

The College operates a Regional Resource Center on Deafness and an Education Evaluation Center that provides testing and diagnostic services for the entire state to public school children with learning disabilities.

Numerous services are provided to schools, governmental agencies and private enterprise through research, continuing education, and outreach programs, particularly to state agencies located in Salem and to local government agencies statewide.

Western emphasizes individualized attention to its students. The College is particularly committed to adult learners and nontraditional students who return to college for advancement, career change, diversification, completion of degrees, enrichment, and/or personal growth.

## Future of the Institution

Western Oregon State College will continue to provide high quality instructional, research, and public service programs serving the state with emphasis on the mid-Willamette Valley.

The College will continue to develop and strengthen its liberal arts, sciences, and business programs.

Its teacher education programs will continue to be strengthened as will development of cooperative teacher training programs with schools, colleges, and universities throughout the state. The College also will develop new strengths in its curriculum in assessment programs for student learning, teacher evaluation, and training of teachers for non-school settings.

The institution will continue to serve the professional and continuing education needs of state and local government employees in and around the Salem-Keizer metropolitan area.

Western will continue to reach out to the adult learner and nontraditional student, emphasizing its comprehensive approach to educating the whole person.



# WELCOME TO WESTERN

## HISTORY

In the early 1850s, hearty 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 State College, which has grown from a private institution through an era as a prominent teacher preparation school to today's diverse liberal arts college.

Western has undergone six name changes and with each, 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 and later Oregon Normal School ushered in the school's long tradition of excellence in the field of teacher education, which it enjoys to the present day.

The college 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 so, that the Legislature renamed it Western Oregon State College. Western has continued to adapt to the changing needs of its students and community as evidenced by the recent introduction of new programs in business, computer science, international studies, and public policy and administration. Today, Western continues to experience record-breaking growth and is focusing more than ever on offering students a truly quality education.

## LOCATION

Western is located in Monmouth, a town founded by the same early 19th century pioneers who started the college. A community of 6,500, Monmouth is just 20 minutes from the state capital, Salem, and provides all the benefits of small-town living: easy pace, friendly people, small college atmosphere.

Monmouth and Western are nestled in the heartland of Oregon's fertile Willamette Valley. Grain, fruit and nut production, cattle and sheep ranches, and wood products are the major industries. The College is the town's major employer and serves as the cultural and athletic center for the area.

Big-city life is minutes away. Western is located next door to the busy state capital and mid-way between the state's two largest cities, Portland to the north and Eugene to the south. Monmouth is also mid-way between two of the state's most valued resources, the famed Oregon Coast to the west and the majestic Cascade Mountains to the east.

The climate is generally mild; winters are marked by cool temperatures and frequent rains, summers are sunny and warm. The climate is tempered by the nearby Pacific Ocean, so there are few temperature and humidity extremes, rarely snow or ice.

## CAMPUS

Western's campus of 135 acres and 34 buildings combines the charm of historic 19th century structures with modern facilities for science, performing arts and athletics. The entire campus is accented by award-winning landscaping that captures the beauty of the green Willamette Valley. Numerous varieties of native Oregon trees and plants cover the spacious lawns. A Giant Sequoia, planted in 1887, stands in front of Campbell Hall and is transformed each December into one of the nation's tallest, living Christmas trees.

Campbell Hall (1871), the oldest building on campus, is a landmark of the traditional campus, which included Todd Hall, Maaske Hall and The Cottage. In 1989, the City of Monmouth granted "local landmark status" to Campbell Hall, The Cottage, and the Administration building.

Modern buildings surround the central core and expand the campus boundaries. The performing arts center, Leonard W. Rice Auditorium, seats 619. Edgar H. Smith Recital Hall is nearby. The newest building on campus, Heritage Hall, is a 400-bed, four-story dormitory which opened fall, 1989, and is evidence of the expanding student body.

Western's athletic facilities are impressive. The recently renovated football field boasts state-of-the-art technology in its design, along with a covered stadium that seats more than 2,000. The surrounding track was recently revamped and can now host world-class meets. The indoor gymnasium, which seats 2,000, includes courts for tennis and handball. An indoor swimming pool is also available.

An Instructional Technology Center, featuring state-of-the-art audio/visual and computerized resources, provides the campus with comprehensive facilities for telecommunications, hands-on computer and classroom teaching laboratories and a television production center. An expanded student union, including new bookstore and modern social center, contains a coffee shop, an old-fashioned ice cream parlor and delicatessen, and offices of student government and publications.

A public service park/conference center and math/computer science building are part of the comprehensive campus plan for growth.





## COLLEGE ORGANIZATION

Western is the oldest liberal arts college in the Oregon State System of Higher Education (OSSHE), a system which includes two other regional colleges, three universities, a technical institute, and health sciences university. OSSHE is governed by the chancellor and an 11-member Board of Higher Education, appointed by the Governor and approved by the Legislature.

The college's chief administrative officer is the president. Presidents of the institution since its founding are: Levi L. Rowland, 1866-1869; Thomas Franklin Campbell, 1869-1882; David Truman Stanley, 1882-1889; Prince Lucien Campbell, 1889-1902; Edwin De Vore Ressler, 1902-1909; John Henry Ackerman, 1911-1921; Joseph Samuel Landers, 1921-1932; Julius Alonzo Churchill, 1932-1939; Charles Abner Howard, 1939-1947; Henry Martin Gunn, 1947-50; Roben John Maaske, 1950-1955; Roy Elwayne Lieuallen, 1955-1961; Ellis Stebbins, 1961-1962; Leonard William Rice, 1962-1977; Gerald Leinwand, 1977-1982; James Howard Beard (interim), 1982-83; Richard S. Meyers, 1983-present.

The academic year is divided into three quarters and a six-week summer session. Academic programs are in the School of Liberal Arts and Sciences, and the School of Education.

Arts and Sciences offers well-established programs in psychology, humanities, biological and physical sciences, mathematics, social sciences, and creative arts (art, music, dance, theatre), plus expanding programs in business, computer science, public policy and administration, international studies and pre-professional medical health sciences.

Education has a long and distinguished history at Western. Among the teaching faculty are nationally recognized instructors, particularly in special and elementary education. The program has been ranked among the best in the United States, and has won national awards for "innovative, new strategies."

## ACCREDITATION

Western Oregon State College is accredited by the Northwest Association of Schools and Colleges, National Council for Accreditation of Teachers of Education, American Association of Colleges for Teacher Education, National Association of Schools of Music, Council on Rehabilitation Education, Council on Education of the Deaf (CED), and Oregon State Teacher Standards and Practices Commission. Students may review accreditation documents in the Office of the Provost or the college library.

## DEGREES OFFERED

Western offers studies leading to the following degrees.

Associate in Arts (two-year program)  
 Bachelor of Arts in:  
     International Studies  
     Spanish  
     Theatre Arts  
 Bachelor of Science in:  
     American Sign Language/English Interpreting  
 Bachelor of Arts and Bachelor of Science in:  
     Art  
     The Arts (theatre, dance, music, and art)  
     Biology  
     Business  
     Chemistry  
     Computer Science  
     Corrections  
     Economics  
     Elementary Education and Interdisciplinary Studies  
     English  
     Fire Services Administration  
     Geography  
     History  
     Humanities  
     Interdisciplinary Studies  
     Law Enforcement  
     Mathematics  
     Music  
     Natural Science  
     Political Science  
     Public Policy and Administration  
     Psychology  
     Secondary Education and Interdisciplinary Studies  
     Social Science  
     Speech Communications  
     Sociology  
     Master of Science in Education  
     Master of Arts in Teaching  
     Master of Arts and Master of Science in Correctional Administration

## INTERNATIONAL EXCHANGE PROGRAMS

Koichi Ando, Director  
 International Education and Services

A strong belief that colleges must prepare students to live and work in a "global society" is the underlying philosophy of Western's International Exchange Programs. Currently, Western offers and/or is negotiating sister agreements with six institutions of higher learning in foreign countries. These agreements allow for the exchange of faculty and students for mutual benefit. In most student cases, credit toward degree programs is transferable between the institutions. The institutions are:

**Shih Chien College, Taipei, Taiwan—**  
 Approximately the same size as Western, Shih Chien offers programs in 11 departments, including business, social work, home economics, food science and nutrition, music and art. (Agreement, 1983)

**University of Kassel, Kassel, Germany—**  
 For more than 10 years, Western had an informal exchange with the University of Kassel which was formalized in 1988. A comprehensive university of 10,000 students, Kassel offers programs in education, vocational and industrial arts, liberal arts and sciences, law, civil, mechanical and electrical engineering, architecture and agriculture. (Agreement, 1988)

**Shaanxi Teachers University, Xian, China—**Shaanxi is one of the major teacher universities in all of China, enrolling 7,000 students. Western is the first U.S. institution to link with the northwestern region of China. Xian, an ancient city with a unique history, was one-time capital of China and home to China's first Emperor Qin and the Qin Dynasty's Terra-cotta Soldiers. (Agreement, 1989)

**Mahidol University, Bangkok, Thailand—**  
 Founded in 1889, Mahidol is a comprehensive liberal arts and professional university of 8,800 students. Professional programs in medicine, nursing, dentistry, pharmacy, and medical technology, as well as arts and sciences programs in language and culture, social science and humanities, environment and resource studies, and more are offered. (Agreement pending)

**Saitama University, Urawa, Japan—**  
 Founded in 1949, Saitama is one of Japan's national universities, offering undergraduate programs in liberal arts, education, economics, science and engineering, as well as graduate programs in cultural science, science, engineering and policy science. Located in Urawa, a satellite city of Tokyo, SU enrolls approximately 4,000 students. (Agreement, 1990)

**Tasmanian State Institute of Technology, Launceston, Tasmania—**A comprehensive, liberal arts institution, Tasmanian State offers further exchange in the Pacific Basin. Founded in 1968, the institution enrolls nearly 3,000 students in programs of business, computing, applied science, art, engineering, nursing, architecture, humanities, education and social work. (Agreement pending)

In addition to the International Exchange Programs at Western, we offer programs through the Oregon State System of Higher Education in the following countries:

CHINA - Beijing Intensive Language Program, a semester program (Sept-Dec)

ECUADOR - Pontificia Universidad Catolica del Ecuador, a semester program (Sept-Dec) and (Jan-May)

FRANCE - Poitiers University and Universities of Lyon, a year-long program  
 GERMANY - Baden-Wuttemberg, (Sept-July)

Tubingen Intensive Language Program, a semester program (April-July)

HUNGARY - Jozsef Attila University, a year long program (Sept-May)

JAPAN - Aoyama Gakuin University, a year long program (April-Feb)

Waseda University, a year long program (Aug-June)

KOREA - Yonsei University, students attend a 10-month program (Aug-June)

MEXICO - Universidad de las Americas, a semester program (Sept-Dec) and (Jan-May)

THAILAND - Chulalongkorn University, students choose either Spring or Summer



## SPECIAL INSTRUCTIONAL FACILITIES

### Library

Gary D. Jensen, Director

Western's Library offers collections and services which support the curriculum of the College and other educational and recreational needs of the college community. Services offered include reference assistance, searching of bibliographic databases (both online and compact disc), interlibrary loan, and a reserve book collection. More than 175,000 books and 1,680 magazines are readily accessible to students and faculty. Photocopiers, microform readers and copiers, and individual study desks are provided throughout the building. Group study and computer rooms also are available. As an official depository for United States and State of Oregon publications, the Library has over 70,000 government documents. Library resources also include more than 450,000 microfilms, including the extensive microfiche collection of the Educational Resources Information Center (ERIC). The combined book resources of the libraries in the Oregon State System of Higher Education (over 5 million volumes) are available to students and faculty through direct borrowing (on presentation of a valid identification card) and through cooperative interlibrary loan arrangements.

For physically limited students, the Library provides many facilities and services, including a ramp for access to the building, special student tables and machines for students who use wheelchairs, a telecommunications device for those who are hearing impaired, and equipment including a scanner, voice synthesizer, and braille, for visually impaired students. Library staff members provide special assistance to meet other needs, including retrieval of materials.

Special collections within the Library include the College Archives' collections of historical documents and photographs relating to College and local history, a collection of juvenile fiction and non-fiction books, and Northwest history materials.

Teaching faculty and students how to locate and use the collections and services of the Library is an important function of the User Education unit. Librarians present numerous course-related library instruction classes, tours and workshops each quarter.

The Library's electronic resources include WOLF, the online catalog with a gateway feature offering access to other library catalogs and electronic resources, and a CD-ROM (compact disc, read-only memory) reference network of periodical, newspaper, and book databases.

## Instructional Technology Center

Alan Heywood, Director  
Educational Media Center

The Instructional Technology Center provides a focus of support for campus-wide instructional and administrative needs. The support encompasses staff and special classrooms to help faculty evaluate new technologies and strategies. They also provide high-level media support activities for students and faculty, printing and computer services.

### Classroom Services

Classroom support is accommodated by a central collection of equipment, films, video tapes and a television studio connected to a campus-wide network, providing all classrooms and dormitories with commercial broadcasts and local instructional programs.

### Production/Printing Services

The ITC provides facilities and staff for the production of specialized materials. In the Production area, photographs, slides, transparencies, help in graphic design, lamination and dry mounting are typical services used by faculty and students. Resources available in the printing area include offset printing, volume copying, spirit duplicating, collators, binding, shredding and large staplers.

### Media Resource Lab

The Media Resource Lab provides audio, film, slide, television, video tape and other specialized resources. Instructors may place media materials on reserve for students to use in completing assignments. Some check-out equipment is available. AV on-line and satellite programs such as French Magazine are also available. Self-service, high quality cassette duplicating equipment is located in the resource lab for general use.

### Curriculum Lab

The Curriculum Lab serves students and faculty throughout the campus. It duplicates as closely as possible the resources, services and organization which may be found in most Oregon school media centers. A collection of more than 20,000 print and non-print materials is maintained covering subjects taught in Oregon elementary and secondary schools, including materials for the handicapped and severely handicapped.

The collection includes a curriculum library of more than 4,500 current elementary and secondary textbooks and about 1,200 courses of study used in Oregon and elsewhere. Facilities are provided so that students and faculty can produce their own materials. The Curriculum Lab also serves as a laboratory for educational media classes and other courses.

## Computer Resource Center

Ed Wright, Director

The Academic Computer Resource Center, located in the north wing of the Instructional Technology Center, is a well-equipped, open access, drop-in microcomputer laboratory where all students can get "hands-on" experience in operating and programming microcomputer technology. Students do not have to be enrolled in a computer based class to use the computing facilities. Staff and student assistants are available to assist students who have questions or problems. Students can get laser printing for class assignments at no cost.

## COMMUNITY SERVICES

### Regional Resource Center on Deafness (RRCD)

The Regional Resource Center on Deafness prepares individuals for various professions in the field of deafness and serves as an information and referral center on deafness for the four Northwestern states of Alaska, Idaho, Oregon, and Washington. Through its training, consultation and advocacy efforts, the center also contributes to the development of many effective programs and services for people with hearing impairments. The Western campus has become known throughout the Northwest for its comprehensive support services for deaf and other disabled students who have enrolled in both undergraduate and graduate programs at the college.

As part of the wide range of training services offered, the RRCD staff designs and conducts specialized in-service training workshops for professional groups. Workshops in deafness have been provided to rehabilitation counselors, employers, mental health therapists, educators, sign language interpreters, police, sign language teachers, classroom aides, special education administrators and parent groups.

For further details regarding information and referral, training programs or other projects related to deafness and its implications, please contact the Director, Regional Resource Center on Deafness, Monmouth, Ore., 97361, (503) 838-8444 (voice and TDD).



# WELCOME TO WESTERN

## Summer Basic Skills Clinic

Children with unusual reading and/or basic skills problems may be placed in a one-to-one situation with Western students in the handicapped learner (HL) program during this clinic which begins each June. Children in grades 1-12 are accepted from all areas of Oregon.

The service consists of 1-2 hours of tutoring daily by teachers who are working toward an endorsement as specialists in HL.

Children referred to the clinic usually are of average intellectual ability, and have problems in learning to read, comprehend, write, spell, or in mathematical problem-solving.

Complete reports are provided to schools and parents before school starts in the fall.

A fee is charged for test materials and teaching supplies.

Further information may be obtained by writing to the director of the Special Education Summer Basic Skills Clinic, Western Oregon State College, Monmouth, Ore., 97361.

## Educational Evaluation Center

The Education Evaluation Center conducts multi-disciplinary evaluations of children with possible learning problems. Clinical analyses are provided to children from schools where such services may be limited or unavailable or when an independent evaluation is desired. Appropriate specialists are available to conduct comprehensive assessments of current educational skill levels and areas of relative strengths and weaknesses. They may give tests that examine any or all of the following: vision screening, hearing, mental ability, academic skills, language, speech development, social/emotional status, perceptual/processing skills.

The center is partially funded by the Oregon State Board of Education via action of the state legislature and 94-142 (IDEA) monies and serves as the main diagnostic-prescriptive service for any child in Oregon. The other source of funding is based on a fee for service.

The role of the Center is to provide support to teachers and parents as they work together in making education decisions for children. While Center staff offer suggestions based on the available information, final decisions for eligibility for special education services rest with the parents and school personnel.

Children accepted for evaluation include those of school age demonstrating significant learning and/or behavior problems and younger children whose developmental, medical or social history indicates that a learning problem might exist. Referrals come from schools, parents, and physicians anywhere in Oregon. Reports are sent to professional personnel and to the parents.

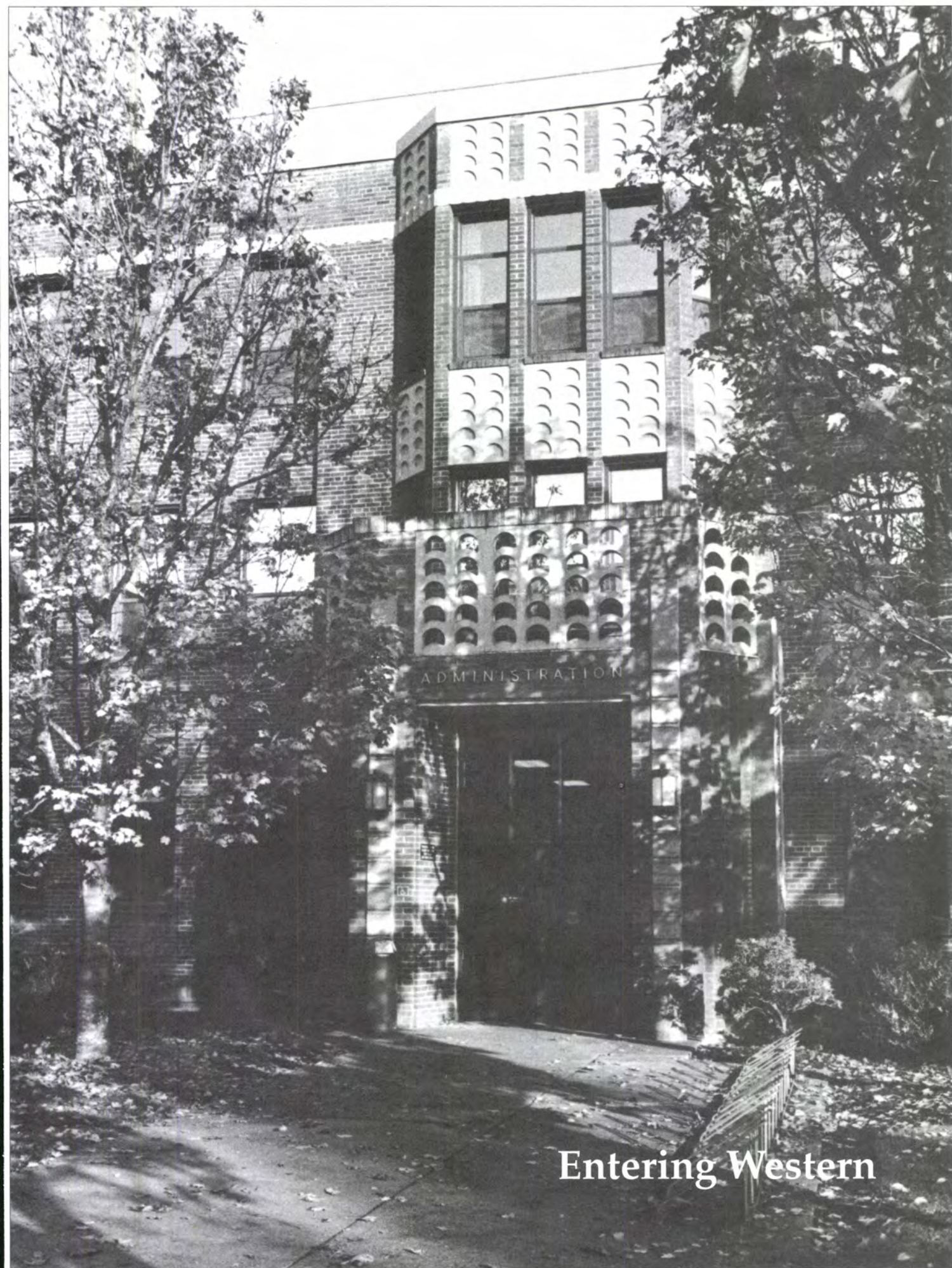
Further information is available from the director of the Education Evaluation Center, Teaching Research Division, Western Oregon State College, Monmouth, OR, 97361.

## Western Child Care Center

The Western Oregon State College Child Care Center is located in Todd Hall and operated by Teaching Research. It provides a safe, secure and developmentally appropriate environment for children from 3 to 6 years of age, and focuses on activities which promote social, emotional, physical and cognitive development. The Center has received accreditation from the National Academy of Early Childhood Programs and is nationally known for the model it uses to integrate children with disabilities. Further information is available by contacting Teaching Research, Western Oregon State College, Monmouth, Oregon, 97361.







Entering Western



## ENROLLMENT MANAGEMENT

Janine Allen  
Dean of Students & Enrollment Management

Craig Kolins  
Director of Admissions

Michael Cihak  
Director of Financial Aid

## ADMISSION PROCEDURES

To attend classes at Western, students must first apply for and receive formal admission. The requirements described below are the minimum requirements a student must meet in order to be considered for admission to Western Oregon State College. Depending on availability of space, more selective admission requirements may be implemented. If there are special circumstances or questions regarding admission, contact the Director of Admissions.

### Freshman Admission Requirements

To be admitted to freshman standing, students need to fulfill each of the requirements (or alternatives to each) as specified in 1 through 4 below. Students who have accumulated 12, but less than 24 hours of college credit will need to meet the freshman admission requirements **AND** have a 2.0 GPA in all college work attempted. Students with more than 24 hours need only meet the 2.0 college GPA transfer requirement.

1. **HIGH SCHOOL GRADUATION REQUIREMENT:** Must have been graduated from a standard or accredited high school.

Non-graduates must score a minimum of 40 on each of the five sub-tests of the Test of General Educational Development (GED), and an average score for the five tests of 55.

Graduates of unaccredited high schools must have a minimum score of 890 SAT or 21 ACT, and an average of 410 or above (1230 total) on three College Board Achievement tests (English, Math Level I or II, and a third of the student's choice).

2. **ADMISSIONS TEST REQUIREMENT:** Must submit scores of the Scholastic Aptitude Test (SAT) or American College Test (ACT). Except as alternatives to the GPA and as noted below, scores are not used for admissions decisions, but are used for guidance and placement purposes.

3. **SUBJECT REQUIREMENT:** Must satisfactorily complete 14 units (one year equal to one unit) of college preparatory work in the following subject areas:

- a. **ENGLISH** (4 units): Shall include the study of the English language, literature, speaking and listening, and writing, with emphasis on and frequent practice in writing expository prose during all four years.
- b. **MATHEMATICS** (3 units): Shall include first-year algebra and two additional years of college preparatory mathematics selected from geometry (deductive or descriptive), advanced topics in algebra, trigonometry, analytical geometry, finite mathematics, advanced applications, calculus, probability and statistics, or courses that integrate topics from two or more of these areas. (One unit is highly recommended in the senior year. Algebra and geometry taken prior to the ninth grade will be accepted.)

**NOTE:** Regardless of the pattern of (three) math courses or the number of years of math taken, the math coursework must culminate at the algebra II (or equivalent) or higher level to meet the requirement.

- c. **SCIENCE** (2 units): Shall include a year each in two fields of college preparatory science such as biology, chemistry, physics, or earth and physical science; one recommended as a laboratory science.
- d. **SOCIAL STUDIES** (3 units) Shall include one year of U.S. history, one year of global studies (world history, geography, etc.), and one year of social studies elective (government strongly recommended).
- e. **OTHER COLLEGE PREPARATORY** (2 units): May be foreign language (highly recommended); computer science; fine and performing arts; or other college preparatory electives including advanced-level vocational-technical courses. (Units need not be in same subject.)
- f. Effective Fall 1997, Western will require second language proficiency

for students seeking admission. In general, two Carnegie Units (two years of the same high school foreign language) may be used to meet the proficiency level.

**ALTERNATIVES TO THE SUBJECT REQUIREMENTS.** (Any one of the following):

- a. Score an average of 410 or above (1230 total) on three College Board Achievement Tests (English, Math Level I or II, and a third of the student's choice).
- b. Take make-up coursework (high school or college level) for specific subject requirements missed in high school and achieve a passing grade. (One three-hour college-level term course is equal to one unit of high school work).

**NOTE:** Satisfactory completion of college-level Math 95 (Intermediate Algebra) fulfills in total the subject requirement in mathematics.

**EXCEPTIONS TO THE SUBJECT REQUIREMENTS:** Students who were graduated from high school in 1984 and before, and who delayed entrance until fall term 1985 and thereafter, will not be required to meet the 14 units of prescribed subjects. They will, however, need to meet all other requirements (or alternatives) for admission.

4. **GRADE POINT AVERAGE REQUIREMENT:** To be admitted, students must have a 2.75 grade point average in all graded subjects taken toward graduation in four years of high school.

**ALTERNATIVES TO THE GPA REQUIREMENT.** (Any one of the following.)

- a. An 890 on SAT or 21 on ACT.
  - b. SAT or ACT scores and high school grades to predict a 2.00 college GPA.
5. **SPECIAL ADMISSIONS:** A limited number of students who do not meet the regular requirements or exceptions listed above may be admitted through special action of an Admissions Committee. To be considered on this basis, students must have exhausted all of the alternatives listed above. For information about specific procedures, contact the Director of Admissions.



## When to Apply

High school students who have earned a 2.75 cumulative grade point average in high school can apply for early admission after Oct. 15 preceding the fall they plan to enroll. Students must complete the "Undergraduate Application for Admission" form available from Western Oregon State College. Grade point average and subject requirements must be verified by your counselor, and include SAT or ACT scores. A decision regarding admission can be made as soon as this information is on file with the Admissions Office.

## Application Procedures

Freshmen are encouraged to apply early. The application procedure for entering freshmen (students with no preparation beyond high school or with 11 or fewer credit hours of post-secondary work) consists of the following steps:

1. Complete and return an application form and the required \$50 nonrefundable fee. These must be submitted together.
2. Students planning to enter as beginning freshmen should complete either the Scholastic Aptitude Test (SAT) or the American College Test (ACT) before registration and have their scores sent to Western Oregon State College. The SAT and ACT tests are used for advisement and placement, but the scores may also be used to determine admission if the required high school grade point average has not been achieved.
3. For application deadline dates, contact the Office of Admissions
4. Submit a final transcript of all high school work showing date of graduation and credits earned.
5. Provide documentation on the Health History Form of immunizations for Tetanus within the last 10 years and two doses of Measles (Rubeola) vaccine after age of one year.

## Advanced Placement/CLEP, Credit by Examination

Students who receive high scores in College Entrance Examination Board Advanced Placement exams may, upon admission to Western, 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. Western's participation is supervised by the Registrar's Office.

Examinations are arranged through high school counseling offices. Students should ask that a copy of the scores be sent to the Registrar at Western. Upon Western's receipt of the scores and enrollment of the student, the acceptable units will be credited toward

the total hours required for graduation.

Advanced placement 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 advanced placement scores.

Western will allow credit and placement of exam scores of 3, 4 and 5. The amount of credit will vary from subject to subject. A score of 2 may be reviewed by the academic department, which will recommend the amount of credit and/or placement, if any. A score of 1 will receive neither credit nor placement.

The following outlines Western's advanced placement practice:

**American History.** Nine hours of credit for Hst 201, 202, 203 with a score of 3, 4 or 5.

**Biology.** Eight hours of credit for Bi 101 and 102 with a score of 3, 4 or 5.

**Chemistry.** Twelve hours of credit for Ch 104, 105, 106 with a score of 3, 4 or 5, or eight hours of credit for Ch 204, 205 with a score of 3, 4 or 5.

**English.** Twelve hours credit for Eng 104, 105, 106 and Wr 121 with a score of 5. Nine hours credit for Eng 104, 105, 106 with a score of 4. Three hours credit for Eng 104 with a 3. No credit for a 2.

**European History.** Nine hours of credit for Hst 101, 102, 103 with a score of 3, 4 or 5.

**Mathematics.** Up to 12 hours of credit, depending on the student's major field of study. Courses and placement are determined by the department faculty.

## Admission Requirements Transfer Student

A student who wishes to transfer to Western from an accredited college or university must show evidence of honorable dismissal from all other collegiate institutions attended. Transfer students are those who enter with the equivalent of at least 12 quarter hours (eight semester hours) from other colleges or universities. Transfer students who have accumulated between 12 and 24 credit hours must meet freshman admission requirements and have a 2.0 grade point average in all college level transferable work. Those who have 24 or more hours will be evaluated only on their college work, which must meet the 2.0 GPA requirement. Students transferring less than 12 quarter hours are admitted on freshman admission criteria only.

A transfer student who does not meet the regular admission requirements may be considered for admission on probation by the Admissions Committee. For information about procedures for petitioning to the committee, contact the Director of Admissions.

## Transfer Student Application Procedures

1. Complete and return an application form and the required \$50 non-refundable fee. These items must be submitted together.
2. Have an official, complete transcript sent from each college or university attended. To be considered official, the transcripts must be sent directly to the Admissions Office from the issuing institution. Unofficial or student copies are not acceptable.
3. Provide documentation on the Health History Form of immunizations for Tetanus within the last 10 years and two doses of Measles (Rubeola) vaccine after the age of one year.
4. For application deadline dates, contact the Office of Admissions.

## Acceptance of Credit from Accredited Institutions

Acceptable records from accredited institutions are evaluated by the Admissions Office to determine the student's eligibility for admission to Western Oregon State College. 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 credits transferred and will be used as the basis for admission.

## Acceptance of Credit from Unaccredited Institutions

No advanced standing is granted at entrance for unaccredited work. After completing a successful year at Western, work earned at unaccredited institutions may be reviewed to determine what work, if any, will be allowed for credit. Students with coursework from unaccredited institutions must meet freshman admission requirements if they do not have any college-level work from any accredited institutions.

## Acceptance of Credit from a Two-Year Institution

Western Oregon State College accepts all college-level transfer work completed up to 108 hours. A maximum of 24 quarter hours of vocational-technical coursework applicable in an associate degree or a certificate program at an accredited institution may be accepted as elective credit toward part of the 108 hours.



## Oregon Transfer/Associate of Arts Degree

Transfer students entering Western who have earned an Associate of Arts degree from an Oregon community college under the May 1988 transfer agreement will be considered as having met Western's Liberal Arts Core Curriculum (LACC). A notation verifying that your associate's degree meets the Oregon Transfer degree requirements must be included on your official transcript. For purposes of registration, students holding the Oregon Transfer degree will be considered to have Junior standing.

## Non-Admitted Students

As a result of the establishment of the enrollment cap by the Oregon State System of Higher Education, the category titled, Non-Admit, is now restricted to students who find themselves in the following circumstances:

1. Members of the Western Oregon State College staff, approved for enrollment as non-admit students on a term-by-term basis;
2. High school students approved to take college-level courses at the Western campus;
3. Students enrolled in coursework through the Division of Continuing Education; or
4. Students receiving special approval from the Office of the Provost on a term-by-term basis.
5. Students taking graduate-level courses who do not plan to earn a degree or teaching certificate from Western Oregon State College.

All other students must seek and receive approval to enroll through established admissions procedures.

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

## International Student Admission

International students must complete all of the following procedures in order to be considered for admission to Western Oregon State College:

1. Complete and return the printed application form along with the application fee of U.S. \$50. You are advised to send the fee in the form of an international money order. This fee is nonrefundable and your application cannot be processed without it.
2. Submit official transcripts or records of previous school work including secondary and middle schools, other colleges and universities, and professional schools. Original documents are preferred, but certified true copies are acceptable. Copies must be certified as

official either by the institution or an official of the United States Embassy. Similarly, certified copies of exact English translations of these records are required. In general, a student must be qualified to enter his or her own country's colleges or universities, have an excellent scholastic record from an acceptable school, and have suitable preparation for his or her academic major. General admission standards for freshmen international students require the equivalent from the home country of an American "C+" grade average (2.75 GPA). A cumulative grade-point average of a 2.0 (C average) is required of all work completed at other accredited U.S. colleges and universities.

3. Provide proof of proficiency in the English language. All non-native-English speaking foreign students, including students from the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Belau (Palau), seeking admission to the college must submit a minimum TOEFL score of 500 at the undergraduate level and 550 at the graduate level. Students may also satisfy this requirement by making arrangements at English Language Study Center (ELSC) to take the Michigan Language Ability Test. ELSC is located adjacent to the Western Oregon State College campus. A minimum score of 78 is required of non-native-English speaking students seeking admission at the undergraduate level and 86 for students seeking admission at the graduate level. Only scores from the Michigan test administered at Western Oregon State College are acceptable.
4. Provide proof of adequate financial resources by submitting a completed Certificate of Financial Responsibility and all required supporting documents.
5. Provide documentation on the Health History Form of immunization for Tetanus within the last 10 years and two doses of Measles (Rubeola) vaccine after age of one year.

## When to Apply

Although we encourage you to begin your studies at Western Oregon State College during the fall term, you may begin during other terms. The completed application for admission must be received in the Admissions Office at least 60 days prior to the beginning of the term for which you are applying. The application deadlines for each term are: Winter term, October 15; and Spring term, January 15. For Fall term deadlines contact the Office of Admissions.

## Health Requirements

Prior to registration, international students are required to submit the Western Oregon State College Health History form, complete with immunization history. The immunization history must include an updated Tetanus immunization within the last 10 years, and 2 doses of Measles (Rubeola). Upon arrival at Western Oregon State College, students will be seen at the Health Center to review their health history and be screened for tuberculosis. Upon completion of the review the student will be issued a health card. A valid health card is required before a student can register for classes.

Western Oregon State College requires that international students and their dependents have and maintain personal health and accident insurance. International students must purchase this insurance at the time they register for classes unless they can provide proof of adequate insurance coverage from another source.

## Institutional Testing

The Division of Continuing Education and Summer Programs administers special qualifying tests including:

- Miller Analogies Test (MAT)
- Scholastic Aptitude Test (SAT)
- College Board Achievement Test
- College Level Examination Program (CLEP)

For information about these and other tests, and to receive testing preregistration forms, testing dates and fees, contact the Division of Continuing Education and Summer Programs. Telephone: (503)838-8483.



## TUITION AND FEES

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

A regularly enrolled, full-time undergraduate student takes a course load of a minimum of 12 hours to a maximum of 18. A regularly enrolled, full-time graduate student takes a minimum of 9 to a maximum of 16 hours. Students taking loads of less than the minimum are charged on a per-hour basis. Those with loads in excess of the maximum are charged full tuition plus a per-hour charge.

The following table lists the tuition and fees for the 1994-95 academic year. The tuition and fee schedule is established by the Oregon State Board of Higher Education.

	One term	Three terms
Resident undergraduate	\$ 940	\$2,820
Nonresident undergraduate	2,603	7,809
Resident graduate	1,473	4,419
Nonresident graduate	2,383	7,149

## Special Fees

**Late Registration Fee.** Full-time students registering after the designated late date of registration of any term pay a late registration fee of \$15 for the first day and \$3 for each day thereafter.

**Return-of-Check Fee.** If a student pays the college with a check that is returned for insufficient funds, illegible signature, improper bank account number or other reason, the college will charge a fine of \$15.

**Change-of-Program Fee.** A charge of \$5 per form is made for each course change form a student submits after the announced date that changes may be made without charge.

**Application Fee.** A fee of \$50 is charged for each application for admission to the college. Payment must be included with the application form. The fee is nonrefundable and cannot be transferred between institutions.

**Transcript Fee.** A fee of \$5 is charged for the first copy and \$1 for each additional copy ordered at the same time.

**Art Materials Fees.** A special charge ranging from \$5 to \$40, depending on the course, will be made for art courses.

**Music Fees.** Performance studies (individual instruction in piano, voice, instruments):

2 credit hours with waiver slip	\$30.00
without waiver slip	80.00
4 credit hours (in same instrument or voice)	
with waiver slip	80.00
without waiver slip	130.00

**Physical Education Fees:** Some PE activity courses require additional fees.

(Note: See the schedule of classes for courses and associated fees.)

**Credit by Examination Fee:** A charge of \$25 per examination is made to registered students who attempt to receive credit by examination (challenging a course).

## Fee Refunds

Students who withdraw from the college 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 State Board of Higher 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 Office of the Registrar, not the date of last class attendance. Exceptions may be made when formal withdrawal has been delayed through causes beyond the student's control.

## Determining Residency for Fee Purposes

### Determination of Residence

**580-10-030** (1) For purposes of admission and instruction fee assessment, OSSHE institutions shall classify a student as Oregon resident or nonresident. In determining resident or nonresident classification, the primary issue is one of intent. If a person is in Oregon primarily for the purpose of obtaining an education, that person will be considered a nonresident. For example, it may be possible for an individual to qualify as a resident of Oregon for purposes of voting or obtaining an Oregon driver's license and not meet the residency requirement established by these rules.

(2) An Oregon resident is a financially independent person who, immediately prior to the term for which Oregon resident classification is requested:

- (a) Has established and maintained a domicile in Oregon of not less than twelve consecutive months; and
- (b) Is primarily engaged in activities other than those of being a college student.
  - (1) A student may be considered primarily engaged in educational activities regardless of the number of hours for which the student is enrolled. However, a student who is enrolled for more than seven hours per semester or quarter shall be presumed to be in Oregon for primarily educational purposes.
  - (2) Such period of enrollment shall not be counted toward the

establishment of a bona fide domicile of one year in this state unless the student proves, in fact, establishment of a bona fide domicile in this state primarily for purposes other than educational.

(3) An Oregon resident is also a person who is dependent on a parent or legal custodian who meets the Oregon residency requirements of these rules.

(4) The criteria for determining Oregon resident classification also shall be used to determine whether a person who has moved from Oregon has established a non-Oregon residence.

(5) If institution records show that the residence of a person or the person's legal custodian upon whom the person is dependent is outside of Oregon, the person shall continue to be classified as a nonresident until entitlement to resident classification is shown. The burden of showing that the residence classification should be changed is on the person requesting the change.

(6) The effective date of this rule is November 1, 1993.

### Residency Consideration Factors

**580-10-031** (1) The following factors, although not necessarily conclusive or exclusive, have probative value in support of a claim for Oregon resident classification:

- (a) Primarily be engaged in activities other than those of a student and reside in Oregon for 12 consecutive months immediately prior to the beginning of the term for which resident classification is sought;
- (b) Rely upon Oregon resources for financial support;
- (c) Have domicile in Oregon of persons legally responsible for the student;
- (d) Accept an offer of permanent employment in Oregon; and;
- (e) Own his or her living quarters in Oregon.

(2) The following factors, standing alone, do not constitute sufficient evidence to affect classification as an Oregon resident:

- (a) Voting or registration to vote;
- (b) Employment in any position normally filled by a student;
- (c) The lease of living quarters;
- (d) Admission to a licensed practicing profession in Oregon;
- (e) Automobile registration;
- (f) Public records, for example, birth and marriage records, Oregon driver's license;



- (g) Continuous presence in Oregon during periods when not enrolled in school;
- (h) Ownership of property in Oregon, or the payment of Oregon income or other Oregon taxes; or
- (i) Domicile in Oregon of the student's spouse;

(3) Reliance upon non-Oregon resources for financial support is an inference of residency in another state.

(4) The resident classification of a dependent person shall be that of this or her parents or legal custodians, or, in case of divorce or other similar circumstances, the parent or legal custodian upon whom the person is financially dependent, unless the dependent has been in Oregon with the other parent or a legal custodian and established Oregon residency under these rules 12 months prior to the term for which Oregon resident classification is requested.

(5) The effective date of this rule is November 1, 1993.

## **Evidence of Financial Dependency**

580-10-033 (1) In determining whether a student is financially dependent and whether his or her parent, or legal custodian has maintained a bona fide domicile in Oregon for one year, a student must provide:

- (a) Legal proof of custodianship;
- (b) Evidence of established domicile of parent or legal custodian;
- (c) The identification of the student as a dependent on the federal income tax return or the parents, or legal custodian.

Additional documentation to substantiate dependency during the current calendar year may be required at a later time if deemed necessary by the institution.

(2) A student who provides evidence that he or she is a dependent of a parent or legal custodian who has maintained a one-year domicile in Oregon shall not be required to establish a one-year domicile prior to classification of resident status, provided such a student may not be classified as a resident while receiving financial assistance from another state or state agency for educational purposes.

(3) The effective date of this rule is November 1, 1993.

## **Residence Classification of Armed Forces Personnel**

580-10-035 (1) For purposes of this rule, armed services means officers and enlisted personnel of the United States Army, Navy, Air Force, Marine Corps and Coast Guard.

(2) Notwithstanding OAR 580-10-030, members of the armed services and their spouses and dependent children who reside in this state while assigned to duty at any base, station, shore establishment, or other facility in this state, or while serving as members of the crew of a ship which has an Oregon port of shore establishment as its home port or permanent station, shall be

considered residents for purposes of the instruction fee.

(3) An Oregon resident entering the armed services retains Oregon residence classification until it is voluntarily relinquished.

(4) An Oregon resident who has been in the armed services and assigned on duty outside of Oregon must return to Oregon within 60 days after completing service to retain classification as an Oregon resident.

(5) A person who continues to reside in Oregon after separation from the armed services may count the time spent in the state while in the armed services to support a claim for classification as an Oregon resident.

(6) The dependent child and spouse of a person who is a resident under section (2) of this rule shall be considered an Oregon resident. "Dependent child" includes any child of a member of the armed forces who:

- (a) Is under 18 years of age and not married, otherwise emancipated, or self-supporting; or
- (b) Is under 23 years of age, unmarried, enrolled in a full-time course of study in an institution of higher learning, and dependent on the member for over one-half of his/her support.

## **Residence Classification of Aliens**

580-10-040 (1) An alien holding an immigrant visa or an A, E, G, I, or K visa, or granted refugee or political asylum status, Family Unity or Voluntary Departure in Lieu of Family Unity status, or otherwise admitted for permanent residence in the United States, is eligible to be considered an Oregon resident if OAR 580-10-030 is otherwise satisfied. The date of receipt of the immigrant visa, the date of approval of political asylum or refugee status, or the date of approval of lawful permanent residence, whichever is earlier, shall be the date upon which the 12 months and other residency requirements under OAR 580-10-030 shall begin to accrue.

(2) Notwithstanding any other rule, an alien possessing a nonimmigrant or temporary, i.e., B, C, D, F, H, J, L, or M visa cannot be classified as a resident.

## **Changes in Residence Classification**

580-10-041 (1) If an Oregon resident student enrolls in an institution outside of Oregon and later seeks to re-enroll in an OSSHE institution, the residence classification of that student shall be re-examined and determined on the same basis as for any other person.

(2) A person whose nonresident legal custodian establishes a permanent Oregon residence as defined in OAR 580-10-030 during a term when the dependent is enrolled at an OSSHE institution, may register as a resident at the beginning of the next term.

(3) Once established, classification as a resident continues so long as the student remains in continuous academic year enrollment in the classifying institution.

(4) A person who seeks classification as a resident under these rules shall complete and submit a notarized Residence Information Affidavit. The affidavit and all required supportive documents and materials must be submitted by the last day to register for the term in which resident status is sought.

(5) No OSSHE institution is bound by any determination of residency except by duly authorized officials under procedures prescribed by these rules including timely submittal of the notarized affidavit.

## **Review of Residence Classification Decisions by IRC**

580-10-045 (1) An interinstitutional residence committee (IRC) is established consisting of the officers determining student residence classification at Department institutions and a member of the Chancellor's staff appointed by the Chancellor. The member of the Chancellor's staff shall serve as chairperson. A majority of the members of the Committee shall constitute a quorum. A majority of a quorum may make decisions.

(2) Residence cases of unusual complexity, especially where there may be a conflict of rules, may be referred by an institution residence classification office to the IRC for decision.

(3) Any person who is aggrieved by the institution residence classification may, within ten (10) days of the date of mailing or other service of the classification decision, appeal the classification to the IRC. An aggrieved person may supply written statements to the IRC for its consideration in reviewing the case and may also make an oral presentation to the IRC. The decision of the IRC shall be final unless appealed.

(4) A person dissatisfied with the IRC decision may, within ten (10) days of the date of the mailing or other service of the IRC decision, appeal the IRC decision to the Vice Chancellor for Academic Affairs or designee. The vice chancellor's decision shall be final.

(5) A person granted a meritorious hardship exception to residency under this rule prior to July 1, 1990, shall not lose the exception solely because of the repeal of the exception authorization.

## **Residents Under WICHE**

580-10-047 A certification officer, designated by the Board, shall determine the residence classification of any person seeking certification as an Oregon resident, pursuant to the terms of the WICHE Compact. Any person dissatisfied with the decision of the certification officer may appeal to the IRC. The decision of the IRC shall be final unless further appeal is made to the Vice Chancellor for Academic Affairs pursuant to OAR 580-10-045(4).



# ENTERING WESTERN

## Payment of Nonresident Instruction Fee

580-10-080(1) All students who are classified as nonresident shall pay a nonresident fee.

(2) Refunds of the nonresident fee may be granted if the student shows that the classification previously assigned was in error, but no such refund shall be made unless the student applies and submits all supporting information for residence status prior to the last day to register for the term in which the student seeks change of status.

## Waiver of Nonresident Instruction Fee

580-10-081(1) Notwithstanding the provisions of rule 580-10-080, the following nonresident students shall be permitted to pay instruction fees at the same rates as Oregon resident students:

- (a) Student who are residents of the State of Washington attending an Oregon institution under the terms of a reciprocity agreement.
  - (b) All undergraduates attending Eastern Oregon State College.
  - (c) Graduate students who are residents of a participating WICHE state enrolled in a WICHE Regional Graduate Program or a WICHE Northwest Doctoral Student Exchange Program at a Department institution; and
  - (d) Students attending Oregon graduate or professional schools under terms of the WICHE Compact.
- (2) When provisions of this rule are limited to residents of specific states or countries, determination of residence in those states or countries shall be made in the same manner as for students claiming Oregon residence.

## Student Exchanges

580-10-085(1)

- (a) Under the WICHE Student Exchange Program, certification of students as Oregon residents for purposes of attending institutions not under Board control or in other states shall be guided by rules set forth in Division 10. In order to be considered for WICHE certification, the student's completed application must be received by the certifying officer on or before October 15 of the year preceding admission. An application received after that date in an envelope postmarked not later than October 15 will be deemed to have been received on the 15th. Residency shall be determined as of the date of the application for WICHE certification, not as of the date of expected admission or registration to an institution.

- (b) Persons applying for WICHE certification must be certified as Oregon residents and placed in ranked preference order within each program. Ranked preference order is determined by a score based on the grade point average of all college work plus .25 times the number of years of residence in Oregon up to a maximum of ten years.
- (2) (a) The department and separate institutions may enter into agreements with individual institutions in other states or other countries whereby resident students specified by name in the Oregon institutions may transfer to the other institution, and an equal number of students specified by name from the other institutions may transfer to the Oregon institution with a reciprocal waiving of additional fees ordinarily assessed to nonresident students in both institutions.
- (b) The recommendation for a student exchange program, together with a copy of the proposed agreement between the institutions, shall be approved by the Chancellor or designee before the exchange program is undertaken. Further, the program recommendation and the proposed agreement between institutions shall set forth the reasons why the exchange would be of particular benefit to the students in their chosen study programs and specify: fees to be paid by incoming and outgoing students; student responsibility for costs of transportation, housing, books, board and room, and other incidentals; responsibility of institutions to assist students in obtaining housing, counseling, and interpreters; procedures to be followed in state entitlement funding and counting credit hours; action to be taken if students do not regularly participate in the academic program being pursued, and procedures for providing transcripts.
- (c) If an approved agreement provides for exchange of equal numbers of students, then unforeseen circumstances which later might cause a student to withdraw from the program shall not void the arrangements agreed upon by the two institutions.
- (3) Attendance at a Department institution as an exchange student from another state or country cannot be used in establishing residence.
- (4) Notwithstanding any other rule, and effective fall term of the 1989-90 academic year, a Department institution may provide that a vacant WICHE opening may be occupied by a nonresident, non-WICHE student who agrees to seek residency status for the duration of the student's degree program and who agrees to pay a fee equal to the non-resident tuition fee for the duration of that program.

## FINANCIAL AID

Michael R. Cihak, Director

As a state-supported institution, Western offers a highquality education at a relatively low cost. The costs of higher education, however, can still be a burden on many families and individuals. In recognition of this fact, Western provides a strong financial aid program that annually awards more than \$10 million to eligible students.

Federal financial aid is based on the philosophy that the primary responsibility for financing a college education lies with the student and his/her family and/or spouse. Western assumes that families will contribute to the student's education to the extent that they are capable. Financial aid tries to bridge the gap between expected contributions from the student and family and the expected cost of attending Western. Financial aid can be made up of a combination (package) of grants, loans, and work-study employment. Funding for these programs comes from a variety of sources including federal, state, private and institutional.

## Student Expenses

Estimated annual costs for a full-time, resident, undergraduate student living away from home, on or off-campus, for the 1994-95 academic year follow:

Tuition and fees:	\$2,790 *
Room and board:	3,720 *
Books and supplies:	660
Personal/Miscellaneous:	1,830
Total:	\$9,000

(Tuition and fees for a nonresident undergraduate are estimated at \$7,770; resident graduate student \$4,110; and \$7,110 nonresident graduate.)

\*Tuition and fees, and room and board figures are subject to change based on actions by the State Board of Higher Education, the Oregon State Legislature, and Western Residence Halls.

## Eligibility

Western uses the federally mandated methodology contained in the Free Application for Federal Student Aid (FAFSA) form established by Congress which calculates an estimated contribution from the student and family toward the student's budget. This nationally used system seeks to ensure a consistent and equitable treatment of all applicants for financial aid. The family contribution may consist of a contribution from the student and/or spouse (based on previous calendar year earnings and assets) and a contribution from the parents (based on previous calendar year earnings and assets).

To receive financial aid, the student must be a U.S. citizen or eligible noncitizen, be registered with the Selective Service (if



required), be working toward a degree or certificate, be making satisfactory academic progress and not owe a refund on a Federal grant or on a Federal educational loan.

## Applying for Aid

Students can apply for most grants, loans, scholarships, and work-study programs by completing the Free Application for Federal Student Aid (FAFSA). This form is available from high schools, community colleges or the Office of Student Financial Aid at Western. In order to receive priority consideration, the FAFSA should be submitted to the federal processor no later than February 1. When completing the FAFSA, students should list Western Oregon State College in the college section and the code 003209, check the box releasing information to the state and mail the completed FAFSA to the federal processor.

The federal processor determines the expected contributions from students and their families. Financial aid programs including the Federal Pell Grant, Oregon State Need Grant (for Oregon Residents), Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan (FPL), Federal Work-Study (FWS), Federal Stafford Loan and Federal Unsubsidized Stafford Loan are awarded to students who have filed a FAFSA with the federal processor. Aid applicants are rank ordered based on computed financial need. Those students with the highest need and whose applications were received by March 1 (by the federal processor) are awarded first. The amount of aid a student can be awarded is determined by subtracting the expected family/student contribution (EFC) from the cost of education at Western.

Student budget  
- EFC  
Need

Western attempts to meet the computed financial need for all students based on the amount of federal funding available to Western. The Office of Financial Aid at Western then determines a "package" of aid that will attempt to meet the remaining need. Students are considered for all programs for which they qualify. If eligible, students will receive an offer of aid (award letter). Priority consideration will be given to students whose FAFSA was received by the federal processor by March 1. Additional consideration may be given to later applicants if funding permits. Students may apply for aid after the March 1 priority date, but Federal Supplemental Educational Opportunity Grants, Federal Perkins Loan, and Federal Work-Study funds will generally no longer be available at Western.

Students are required to provide a Financial Aid Transcript (FAT) from all schools attended since graduating from high school. The FAT is available at any financial aid office and is needed even if a student did not receive financial aid from a previous school.



Returning Western students must reapply each year for financial aid. Renewal of a student's aid depends on satisfactory academic progress, demonstrated financial need, and the availability of financial aid program funds.

## Federal Programs

**Federal Pell Grant.** Grants range from \$400 to \$2,300 per year, are based on financial need and college costs, and are limited to eligible undergraduates. This aid does not need to be repaid.

**Federal Supplemental Educational Opportunity Grant (FSEOG).** This grant is based on financial need and availability of funds at Western. This grant is limited to eligible undergraduates.

**Federal Perkins Loan** (formerly National Direct Student Loan). The Federal Perkins Loan is based on financial need and the availability of funds. The loan requires repayment at 5 percent interest which begins nine months after leaving school, with up to 10 years to repay. This loan includes a cancellation clause for students who teach the handicapped, teach in schools serving low-income families or serve as a full-time law enforcement or corrections officer.

**Federal Work-Study (FWS).** Employment, on or off campus, is arranged by Western's Student Employment Office, and is based on financial need. Usually, when classes are in session, students work up to 20 hours per week. Employment is oriented, whenever possible, to the student's educational objectives. Students earn a minimum wage of \$4.75 per hour or higher. Students may consult the Office of Financial Aid regarding the student wage scale.

**Federal Stafford Loan** (formerly Guaranteed Student Loan). Loans require repayment and are based on financial need. It has a variable interest rate that is adjusted each

year. Loans disbursed after July 1, 1994, will be capped at 8.25 percent. Freshmen may borrow up to \$2,625 per year. Sophomores may borrow up to \$3,500 per year. Junior, senior and post-baccalaureate students may borrow up to \$5,500 per year. Graduate Master students may borrow up to \$8,500 a year. First year, first time Federal Stafford Loan borrowers will have their first check delayed for 30 days after the beginning of the term. Repayment and interest begins six months after the borrower ceases to be at least a half-time student. Under the Federal Stafford Loan program, the student borrows from a lending institution. Application materials are available at Western's Office of Student Financial Aid. Loan checks are disbursed by the Business Office. Depending on the date of receipt from the lender, the check will be disbursed at time of fee payment or later in the term for which the loan funds are intended at the Business Office.

**Federal Unsubsidized Stafford Loan.** The loan provisions are the same as for the Federal Subsidized Stafford Loan program except that the borrower is responsible for the interest during enrollment and deferment or grace periods.

**Federal Parent Loans for Undergraduate Students (Federal PLUS).** The Federal PLUS provides an additional borrowing opportunity for the parents of dependent students. Like the Federal Stafford Loan program, the Federal PLUS is borrowed from a lending institution. It has a variable interest rate that is adjusted each year. Loans disbursed after July 1, 1994, will be capped at 9 percent. The Federal PLUS, in addition to any other financial aid awarded to a student, cannot exceed Western's estimated cost of attendance (student budget). Application materials and information are available at Western's Office of Student Financial Aid. Federal PLUS checks are sent directly to the school by the lender.



**Loan Repayment.** The Office of Student Financial Aid as well as various government agencies consider as very serious the responsibilities associated with student loan(s). If a student or parent takes out a loan, it must be repaid unless it is cancelled. Federal regulations require all first-time student borrowers at an institution to participate in an entrance interview regarding these responsibilities. In addition, all student borrowers must be advised of their loan repayment obligations when they leave Western. The Office of Student Financial Aid offers loan counseling and debt management sessions for students.

**Additional information.** For additional information relative to federal grant, loan and work-study programs, students may obtain a copy of *The Student Guide*, published by the U.S. Department of Education, available at Western's Office of Student Financial Aid.

**NOTE:** The provisions of federal financial aid programs are subject to change without notice based on determination of the regulations by the United States government.

## State Programs

Oregon's Legislature provides limited financial aid for resident undergraduates attending colleges and universities within the state. This type of financial aid is administered by the Oregon State Scholarship Commission (OSSC). Students may apply for the State Need Grant Program by completing the FAFSA, listing Western in the college section, checking the box releasing information to the state and mailing the FAFSA to the federal processor.

For the 1994-95 academic year, the estimated Need Grant amount at Western is \$990. Awards are renewable for up to 12 quarters. Students must enroll full-time, demonstrate continued financial need and maintain satisfactory academic progress as defined by Western.

## Award Notification

When Western's Office of Student Financial Aid has determined the types of aid that a student is qualified to receive, an award letter will be sent to each student, outlining the conditions of the award on the back. All students receiving aid from Western will need to sign the Award Letter indicating they understand and agree to all the conditions of the award.

Students receiving financial aid offers at Western must report changes in the following areas to the Office of Student Financial Aid: changes in enrollment status (withdrawal or non enrollment), and changes of \$100 or more in a student's financial aid condition which differs from information originally submitted to Western.

The Office of Student Financial Aid at Western may be required to adjust student financial aid during the year due to a number of circumstances including changes in federal, state or institutional funding levels or

adjustments based on student enrollment patterns and aid acceptance percentages.

## Payment of Fees and Receipt of Financial Aid

If you have received an awarded for the academic year, the money is divided into three equal portions and released to you at each fee payment period. You must pay for your tuition and fees at that time and then plan on budgeting the remainder of your money so that it will last through the term until the next fee payment time period.

If you have been awarded Federal Work-Study (FWS), you must obtain a work-study job. For assistance, contact the Student Employment Office located on the third floor of the Administration Building. Your paycheck is disbursed once a month from the Payroll Office depending on the amount you work during each pay period.

## Verification

Verification is a process required by the federal government and is used to verify the information provided by students and parents on the FAFSA. Certain applications are selected for verification by the federal processor due to federal edits or random selection. Other applications may be selected by the Office of Student Financial Aid to clarify information. Verification documents may include federal income tax returns, W-2 forms and a verification worksheet.

## Financial Aid Repayment Schedule

It is the policy of Western Oregon State College, in compliance with state and federal regulations governing the disbursement of financial aid funds, to expect a repayment of financial aid when a student completely withdraws from the college. In addition to that repayment, financial aid recipients who completely withdraw must petition to the Office of Student Financial Aid if they wish to be considered for financial aid in subsequent terms.

Students who withdraw from Western before completion of a term must repay a portion of financial aid received from the Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Pell Grant and Oregon State Need Grant programs. Repayment is calculated based on the date of withdrawal and the amount of aid funds remaining after tuition and fees are paid. The amount of aid received by a student is multiplied by the percent of federal aid received from the Federal Perkins Loan, Federal SEOG, Federal Pell Grant and the Oregon State Need Grant, and the percent the student must repay based on his or her date of withdrawal from Western.

The monies that a student repays are credited to the federal, state or institutional

programs from which the student received funds during the term of withdrawal from school.

Repayment is made to the Western Oregon State College Business Office. All required financial aid repayments must be made prior to the end of the current academic year or before the dispersal of any additional Title IV funds to the student. The financial aid repayment schedule is contained in the published *Schedule of Classes* available to all students from the Office of the Registrar.

Any tuition and fee refunds a student is eligible to receive due to a total withdrawal from Western will be credited to the financial aid programs they received during the term in the following order:

- To outstanding balances on FFEL Program Loans;
- To outstanding balances on Federal Direct Loans;
- To outstanding balances on Federal Perkins Loans;
- To Federal Pell Grant Awards; and
- To Federal SEOG Awards.

Students who leave Western before the end of a term without complying with the "official" withdrawal procedures will be required to document their last date of class attendance during the term or repay the entire amount of financial aid received for the term.

## Financial Aid Academic Requirement

All financial aid recipients are required to remain in academic "good standing". Students must meet Western's academic regulations outlined under the section titled Scholarship Regulations in the catalog. Students who are academically suspended are ineligible for further aid consideration until they are academically reinstated and fulfill any additional requirements specified by the Office of Student Financial Aid. In addition, students receiving financial aid must maintain satisfactory progress toward completion of their academic objectives. Satisfactory progress is defined as completion of a minimum of 12 credit hours per term for undergraduates and post-baccalaureates and 9 credit hours for graduate students. Letter grades of F, W, N, I, X and AU do not apply toward the completion of the credit hour minimums.

Credit hours and grades will be monitored at the end of each term.

At the end of the academic year or the last term of attendance, students deficient one or more credit hours will be subject to aid eligibility suspension. Students whose aid has been suspended must file a petition to explain in writing the reasons he or she did not complete the minimum number of credit hours required. After the petition has been completed and given to the Office of Student Financial Aid a decision will be made regarding continuation of financial aid by the



Director or Assistant Director. A petition must be approved before subsequent aid will be released. Students whose petitions are denied have the right to appeal that decision to the Student Financial Aid and Scholarship Committee.

Undergraduate students who have accumulated 220 or more credit hours (graduate/post-baccalaureate 60 or more credit hours), must petition for further aid consideration. Petitions for "excessive credit hours" must include a graduation summary and just cause why further aid consideration should be granted.

Students who are enrolled less than full-time are required to complete the number of credit hours used to determine their aid eligibility.

Financial aid recipients are responsible for knowing the consumer information on satisfactory academic progress which is available at the Office of Student Financial Aid.

## College Aid Sources

In addition to state and federal aid, Western administers a wide variety of private and institutional scholarships. Many recognize scholastic achievement as well as need. Some are reserved for students in specific majors or from specific geographical areas. A number of these aid sources are detailed below. All non-departmental scholarships require a separate, single scholarship application that must be received in the Western Office of Student Financial Aid by February 15. Applications may be obtained from the Office of Student Financial Aid or the Office of Admissions.

**Alumni Distinguished Service Scholarships.** Established by the Western Oregon State College Alumni Association.

**AAUW Scholarship.** Established by the local chapter of American Association of University Women.

**Albritton Scholarship.** Established in memory of Robert E. Albritton.

**Centennial Scholarship.** Established by the Western Foundation.

**Christy Scholarship.** Established by the family of the late Oscar Carl Christensen, a former Western faculty member and coach.

**Civitan Club of Salem Scholarship.** Established in 1984.

**Dr. Mary I. Cole Elementary Education Scholarship.** Established by Mary Cole, an alumna of Oregon Normal School (now Western Oregon State College).

**Hoyt C. Cupp Corrections Scholarship.** Established in 1990 by Mrs. Hoyt C. Cupp in memory of her husband, an alumnus of Western Oregon State College.

**Dahl-Boyd Scholarship.** Established in memory of Vera Dahl-Boyd, member of the class of 1924.

**Daniels Memorial Award.** Established by the family of James G. Daniels, Sr. and Jr.

**Mary Donaldson Scholarship.** Established in 1991 by Mary A. Donaldson, an Alumna of ONS.

**Dickerson Scholarship.** Established in 1989 by the Western Foundation in memory of Charlotte Rudd Dickerson, an alumna of ONS (WOSC).

**William E. & Kathleen du Aime-Rodewald Scholarship.** Established by the Rodewald family in memory of their son and daughter-in-law.

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

**Robert S. Graham Scholarship.** Established as a memorial for Western alumnus and educator Robert S. Graham.

**Kirby Memorial Award.** Established by the family of Dorothy M. Kirby.

**Roy E. Lieuallen Scholarship.** Established in 1984 in honor of Dr. Roy E. Lieuallen, retired Chancellor and former President of OCE.

**Jack D. Morton Scholarship Fund.** Established by Jack Morton, former Dean of Students.

**Oregon Laurels Scholarship.** Established to assist outstanding students in financing their education at Western Oregon State College.

**Overholtzer-Holaday Elementary Education Scholarship.** Established in 1989 by Mary Holaday Murray, in memory of her mother, Ora Overholtzer Holaday. Both graduated from ONS.

**The Parents Club Award.** Established by Western's Parents Club.

**Presidential Scholarships.** Established to honor outstanding high school students who choose to attend Western Oregon State College. The following individuals, groups, and endowments support Presidential Scholarships:

Alumni Association  
Donna Buckingham & Richard Wiede  
Elizabeth S. Caneen  
Class of 1941, OCE  
Cornish Family  
Dorothy M. Kirby  
Northern California Alumni  
Thomas & Norine Rowland  
Swenson Alumni  
U.S. National Bank  
Lee G. Wells

**Leonard W. Rice Memorial Scholarship.** Established by Mrs. Ruth Rice in memory of her husband, Dr. Leonard W. Rice, President of Western from 1962-77.

**S. Elizabeth Norberg Memorial Award.** Established in memory of S. Elizabeth Norberg.

**Western Scholarship Awards** are drawn from funds contributed to Western by various groups and individuals.

## Western Oregon State College Departmental Awards

**The Alpha Psi Omega Drama Honorarium.** This award honors a drama student making a significant contribution to theatre and theatre arts at Western.

**Frances Anderson Memorial Scholarship in Voice.** Annual award presented to an incoming freshman or transfer student singer majoring in music.

**The Duncan-Schriner Special Education Scholarship.** Established by Donald and Verna Duncan in honor of their parents.

**Cathy Morgan Memorial Fund.** Established in 1984 by the Morgan family in memory of their daughter, Cathy, a Western alumna. Only enrolled or entering hearing-impaired students in good academic standing may apply.

**Music Department Scholarships Awards** which recognize exceptional potential or proven accomplishment.

**The Outstanding Lower Division Art Student Award.** Based on portfolio of work as reviewed by the Art faculty.

**Western Oregon State College Theatre Scholarship.** Sponsored by ENCORE: Friends of Western Theatre.

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

**Roberts Motor Company Scholarship.** Established in 1990 by Ron DeVolder, an alumnus and avid Western basketball fan.

**Oregon State Sheriffs Scholarships.** The Oregon Sheriffs Assn. provides two \$500 scholarships annually for criminal justice majors of Junior standing based on GPA and need.

**Edgar H. Smith Music Scholarship.** Established in 1989 by Mrs. Edgar H. Smith and the Western Music Department in memory of Dr. Edgar H. Smith - to be presented to a full-time returning Music major with a minimum 3.00 GPA.

**Virginia Vogel Memorial Scholarship.** Established in 1988 by the Bogel family in memory of their mother, Virginia Vogel.

**Ron and Marilyn Wynn Musical Theatre Scholarship.** Established in 1991, a \$500 award to a returning Western student majoring in music, theatre, or arts with a minimum GPA of 2.5.



## Regional Resource Center on Deafness (RRCD)

Federal grant-supported stipends and tuition waivers are available to U.S. citizens accepted into any of the federally funded programs housed in the RRCD which prepare students for careers in deafness. Availability of federal support is conditional upon successful annual grant renewal.

**American Sign Language/English Interpretation.** Thirty \$250 a month plus partial tuition waiver awards are presented each year to all students accepted into this bachelor's degree program. Contact the Coordinator, ASL/English Interpretation.

**Rehabilitation Counseling: Deafness.** Each year, approximately sixteen \$350 a month plus partial tuition waivers are awarded. The awards are offered to graduate students accepted into the Rehabilitation Counseling: Deafness program. Contact Director, Rehabilitation Counseling: Deafness. Students are encouraged to apply to the Rehabilitation Counseling: Deafness program by mid-July.

**Rehabilitation Counseling with Deaf & Hard of Hearing Adults.** Each year, fifty \$650 stipends, plus full tuition waivers are awarded to all professionals accepted to attend this four week in-service workshop offered twice each summer. Contact Director, Regional Resource Center on Deafness; application deadline is May 1.

**Teacher Preparation: Deafness.** Fourteen full tuition waivers for the four terms required to complete certification requirements are awarded each year. Awards are offered to graduate students accepted into the program. Contact Coordinator, Teacher Preparations: Deafness; application deadline is May 1.

## Western Oregon State College Fee Remission Programs Requiring a Separate Application

**The Oregon State System of Higher Education Minority Tuition and Fee Award.** Established to increase ethnic, racial and cultural diversity on the campuses of Oregon state colleges and universities by awarding grants to under-represented minorities.

**The Oregon State System of Higher Education Scholarship for Under-represented Minorities Achieving Junior Status.** Established to provide support and recognition for minority students who have reached junior class standing while establishing an exemplary academic record.

**International Student Fee Remission.** Contact Foreign Student Adviser International Cultural Service Program.

In addition to the previously listed scholarships and awards, other departments may provide scholarships based on academic achievement and/or talent. Students may wish to contact various departments for further information.

For a more detailed listing of scholarship information at Western, interested students

may obtain the "Western Oregon State College Scholarship Handbook" from the Office of Admissions.

## Western's 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.

## Employment

All Western students interested in obtaining employment are encouraged to contact the Student Employment Office located on the third floor of the Administration Building. This office provides assistance in placing students in both on- and off-campus jobs. Bulletin boards listing current job opportunities are located on the first floor of the Administration Building.

## 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 Western Veterans Office.

## Loan Fund Sources

The Emergency Loan Program was established to help Western Oregon State College students with short-term emergency financial needs. Funds for this program were donated to the institution and the amount of money available for loans is limited. Borrowers are expected to repay their loans promptly so that the funds can be made available to other students.

The following 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 Western.

**Ainsworth Masonic Lodge Loan Fund.**

**Floyd Albin Memorial Loan Fund.**

**Sophia Barnum Memorial Loan Fund.**

Honors the late Sophia Barnum of the faculty.

**Elizabeth Binney Foundation Loan Fund.** A memorial to Mrs. Edwin Binney Jr., a

friend of Western.

**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 chairman 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 chairman 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.

**Deborah Fell Memorial Loan Fund.**

**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 emeritus of Western (1939-47).

**Agnes Clark Hoyser Memorial Fund.** Honors the late Mrs. Hoyser, a Western alumna.

**Brent Jones Memorial Loan Fund.**

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

**Katherine Elle Klein Memorial Loan Fund.** Honors the late Katherine Elle Klein.

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

**Roben J. Maaske Memorial Loan Fund.** A memorial to Roben J. Maaske, president of Western from 1950 to 1955.

**Lee J. Mahoney Memorial Loan Fund.** A memorial to Lee J. Mahoney of the faculty.

**Virginia Martin Memorial Loan Fund.**

**Oma Belle McBee Memorial Loan Fund.** Honors the late Oma Belle McBee, outstanding alumna.

**Monmouth Chamber of Commerce Loan Fund.**

**Ada Murray Memorial Loan Fund.** Sponsored by the Hood River County Education Association.

**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.



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

**Ruckman Memorial Loan Fund.**

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

**James Seymore Memorial Loan Fund.**

**Julia McCulloch Smith Loan Fund.** A gift of John E. Smith of Ames, Iowa, in memory of his wife, Julia McCulloch Smith, a Western 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.

**Dr. Montana Rickards Walking Bull Loan Fund.** Established in memory of the late Dr. Walking Bull, professor emeritus of humanities.

**Arlene Webb Memorial Loan Fund.**

**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.**

**William Wiest Memorial Loan Fund.**

**OCE-WOSC Veterans Club Loan Fund.**

**Daughters of Union Veterans of the Civil War Loan Fund.**

## REGISTRATION AND ACADEMIC POLICIES

R. John Brinegar, Registrar

Nancy France, Director of Academic Records

The academic year at Western has three terms (fall, winter and spring) of 10 to 12 weeks each. The summer session of six weeks 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.

### Registration

Academic year registration for classes is held prior to the beginning of fall, winter and spring terms. The day prior to classes beginning is set aside for tuition and fee payment. Students may also begin making changes to their class schedules at this time by using the add/drop process. The official Schedule of Classes contains specific registration information and is available prior to Fall term registration.

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

The Office of Services for Students with Disabilities arranges assistance during the registration process for students with

disabilities. Those wishing help should contact the office before registration day, indicating the specific needs and desired time of registration.

Concurrent enrollments in courses at two or more State System of Higher Education institutions are authorized. The maximum charge does not exceed the tuition and fees charged at state system institutions. The Registrar's Office has further information.

## Requirements for Degrees

### Associate in Arts Degree

Completion of the coursework in a prescribed program qualifies a student for an Associate in Arts degree. An advisor will help develop individual programs.

The Associate in Arts is a two-year program for students who haven't chosen an area of specialization. The liberal arts requirements assure the student of a sound general education. Credits earned in the program may be applied to the requirements in a BA/BS degree major program at any point after the program is begun.

A minimum of 93 credit hours and a minimum GPA of 2.0 (C) are required for the degree. At least 24 credit hours of the 93 must be taken on the Western campus. At least 24 credit hours must be completed after approval of the individual program.

### Bachelor's Degree

Students will be graduated according to the requirements of the catalog in force when they enroll after admission unless they choose to graduate under a later catalog. Students should be aware, however, that requirements for certification of teachers, specialists, and administrators may change, since such requirements are established by the Oregon Teacher Standards and Practices Commission. Transfer students may choose to be graduated under the Western Oregon State College catalog in force at the time they enrolled, after admission, at the regionally accredited institution from which they transferred to Western. The admission date for a student who transfers from a community college that has no admission policies is the date the student first enrolled at the community college. No catalog is valid for more than a five-year period.

**Bachelor of Science.** Students who complete the college requirements listed below are granted this degree.

- Credit hours. Minimum of 192 includes:  
Liberal Arts and Sciences. Minimum of 62 upper division.  
Elementary Education. Minimum of 62 upper division.  
Secondary Education. Minimum of 62 upper division, including 27 upper division in a teaching major.

- Grade-point average (GPA). Minimum of 2.00 (C) in all college work and all work completed in residence at Western.
- Residence. Minimum of 45 of the last 60 credit hours completed on campus.
- Correspondence study. Maximum of 12 credit hours. Credit earned in correspondence study is not residence credit.
- Credit limitation of 12 hours for each open-ended course set: (406, 407, 408) (409) (199, 399).
- Liberal Arts Core Curriculum. Completion of 71-72 credit hours as outlined in the section on Undergraduate Programs.

**Bachelor of Arts.** This degree requires, in addition to the requirements listed above, proficiency through the second year (usually 24 credit hours) of college work in one of the four languages offered at Western (French, German, Japanese, and Spanish). One year of this requirement may be satisfied by two or more years of the same language in high school. Native speakers who have attended high school in their own language may not use that language to fulfill this requirement. Sign language (e.g. ASL) may not be used to fulfill this requirement.

**Second Bachelor's Degree.** A student who wishes to earn a second baccalaureate degree must complete the following requirements:

- Fulfill all requirements for the second degree.
- Earn a minimum of 36 additional undergraduate hours beyond the requirements for the first degree, if the first degree was from Western Oregon State College; if the first degree was from an accredited college other than Western, an additional 45 hours must be earned.
- 75% of the additional hours must be earned at Western.
- All coursework earned toward the second degree must be taken with an A-F grade option.

### Master's Degree

Requirements and programs are described in the Graduate Study section of this catalog.

### Filing of Degree Plan

Each student must develop a degree plan in consultation with a designated faculty advisor in his or her major discipline, and file this plan with the Registrar's Office. Degree plans must be filed at least 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 advisor.



# ENTERING WESTERN

## Application for Degree

Students who intend to receive a degree from Western must apply by filing the proper form, available in the Registrar's Office, at least three terms before the intended date of graduation. Any change of term, name or address must be reported to the Registrar's Office in writing. All college academic and financial obligations must be satisfied before a person may receive a degree.

## Commencement

Commencement exercises at Western take place once a year, in June. Students completing degree requirements at the close of any term receive their diplomas in June. Upon request, a statement of degree will be furnished by the Registrar's Office after completion of degree requirements.

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.

**Participation.** Graduates who wish to participate in the June commencement must notify the Registrar's Office by April 1 before the commencement date.

**Graduation with Honors.** The faculty at Western recognizes scholarship by conferring the distinction on undergraduate students who have earned a cumulative grade point average of 3.5 or better. These students must have been in regular attendance at the college, completing at least 45 credit hours on campus on a differentiated basis. The GPA for honors purposes is determined at the end of winter term before commencement. Distinctions of Cum, Magna and Summa Cum Laude are conferred.

## Class Standing

Freshman: 44 or fewer credit hours.

Sophomore: 45-89 credit hours.

Junior: 90-134 credit hours.

Senior: 135 or more credit hours.

Post-Baccalaureate: holds a baccalaureate degree from an accredited institution and is working toward basic certification or an

additional baccalaureate degree.

Graduate: holds a baccalaureate degree from an accredited institution and is working toward a master's degree or standard certification.

## Course Numbering System

100-299: lower-division (freshman and sophomore) level.

300-499: upper-division (junior and senior) level.

500-599: graduate courses with undergraduate equivalents.

500M-599M: courses available only to graduate students.

700: in-service courses.

Certain numbers, except in Arts, are reserved for courses that may be taken through successive terms under the same course number. Credit is granted according to the amount of acceptable work completed. These numbers are:

503: Thesis (reading or research reported in writing).

406, 506: Special Individual Studies.

407, 507: Seminar.

408, 508: Workshop.

409, 509: Practicum.

**Enrollment.** Ordinarily, a student may enroll in a course numbered one year beyond the 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 advisor.

**Courses Numbered 500M.** Enrollment in courses numbered 500M is not open to undergraduates. Seniors who are within 12 credits of completing bachelor's degree requirements may petition for permission to enroll for graduate credit in courses numbered 500 or 500M for reservation in a graduate program. Petitions are available in the Registrar's Office.

## Grades

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

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





# ENTERING WESTERN

**Grade-Points.** Grade-points are counted on the basis of 4 points for each credit hour of A, 3.7 points for each credit hour of A-, 3.3 points for each credit hour of B+, 3 points for each credit hour of B, 2.7 points for each credit hour of B-, 2.3 points for each credit hour of C+, 2 points for each credit hour of C, 1.7 points for each credit hour of C-, 1.30 points for each credit hour of D+, 1 point for each credit hour of D, .7 points for each credit hour of D-, and 0 points for each credit hour of F. Marks of I, P, N, W, X, 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 grade-point average of 2.00 (or C) is required for graduation.

**Repeated Course Work.** Students may repeat a course. Only the most recent grade will be computed in the GPA. The student must request adjustment of grade-point averages on a form available in the Registrar's Office. Courses taken on an audit or pass-no credit basis may not be repeated.

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

The instructor is responsible for describing the level of competency necessary for passing the course. When the option is used in a course also offered for letter grades (A, B, C, D, F), the passing level is equivalent to a grade of D or better unless otherwise designated.

Students taking a course on a pass-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.

**Hours Earned Toward Graduation.** Hours earned are those for which a student receives grades of A, B, C, D or P. To graduate, a student must earn a minimum of 192 hours of credit.

When coursework acceptable to Western is repeated, the most recent grade is used in computing the cumulative grade-point average, regardless of earlier grades.

**Honor Roll.** An undergraduate student is eligible for the honor roll in any term, excluding summer session, in which at least 12 graded hours (A, B, C, D) taken on campus are completed with a grade-point average of at least 3.50. A grade of F precludes honor roll eligibility during the term in which it is received. Credits earned elsewhere in the same term and credits graded P are not accepted in computing the term GPA for honor roll purposes.

## Undergraduate Grading Standards

The following descriptions convey the intent of letter grades used for the evaluation

of undergraduate student performance at Western. Performance is understood to incorporate both extent of personal involvement and achievement of competence in theoretical, technical and/or aesthetic dimensions of coursework, 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 (college level) performance

A grade of 'A' represents a judgment that excellent ability has been meaningfully employed in all relevant respects and that a very high level of involvement and competence has been demonstrated for the level of the course.

### B. Above average (college level) performance

A grade of 'B' represents a judgment that a high level of involvement and competence has been demonstrated in relevant dimensions of evaluation and that a degree of understanding of the subject matter has been exhibited that is greater than average for college students at this course level.

### C. Average (college level) performance

A grade of 'C' represents a judgment that an average level of involvement and competence has been demonstrated in relevant dimensions of evaluation. Assignment of the grade means that all work is satisfactory but does not stand out with distinction in relation to that of other students at this course level.

### D. Below average (college level) performance

A grade of 'D' represents a judgment that a level of involvement and/or competence has been demonstrated that falls below that expected of college students on the average at this course level, yet not so far that it fails to qualify for the award of college level credit. Assignment of the grade indicates that student work has serious weaknesses.

### F. Unacceptable (college level) performance

A grade of 'F' represents a judgment that an unacceptable level of overall involvement and/or competence for college coursework at this level has been demonstrated. Assignment of the grade means that student work does not qualify for the award of college level credit.

### I. Incomplete

A mark 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 the 12 months following the award of the 'I'. Special extension may be granted

by petition, if approved by the instructor and the Academic Requirements Committee, but for a period no longer than an additional 12 months. Beyond the maximum 24-month period the incomplete becomes permanent.

### X. No basis for grade

A mark of "X" will be assigned when the student has failed to appear for the course. If a student does appear one or more times, he/she must officially drop the course and a grade of X cannot be assigned.

## Withdrawal

Two types of withdrawal exist. Students may:

1. Withdraw from a course, or
2. Withdraw from college.

### Withdrawal From A Course

- a. By completing the proper add-drop form, signed by the instructor, and by filing this form with the Registrar's Office before the end of the fifth 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.
- b. Students withdrawing from a course after the end of the fifth week of classes through Monday of the last week of classes must file an add-drop form, complete with instructor's signature, with the Registrar's Office. On the final grade register, the instructor will grant a "W" only if the student is doing passing work at the time of withdrawal. Otherwise, a grade of "F" will be recorded. This mark becomes part of the student's permanent scholastic record.
- c. After Monday of the last week of classes the student may not withdraw from a class.
- d. A student who discontinues attendance without official withdrawal will receive an "F" for the course.

### Withdrawal From College

- a. The student must complete an application for withdrawal from school, obtain the necessary signatures, and return the form to the Registrar's Office. The deadlines indicated in "a" and "b" above will apply.
- b. A student who discontinues classwork after Monday of the last week of classes will be held responsible for grades in all courses.
- c. In situations of emergency (accident, prolonged illness, etc.), a student may be permitted by the Registrar to withdraw without penalty from the college at any time. Written verification may be required.



## Scholarship Requirements

The faculty-student Academic Requirements Committee (ARC) reviews scholarship requirements. A student is doing satisfactory work when a GPA of 2.0 or better is maintained and substantial progress is made toward completion of graduation requirements.

**Probation.** A student 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 2.0 or better, the student is removed from probation.

**Suspension.** A probationary student whose GPA for any term of the academic year is below 2.0 will be suspended and will not be permitted to register again without the consent of the ARC, or its designee. The procedure for applying for readmission begins in the Registrar's Office.

## College-Level Examination Program (CLEP)

The program allows students to demonstrate knowledge and proficiency in academic areas such as: American government, American history, biology, chemistry, general psychology, geology, calculus with analytic geometry, introductory macroeconomics, introductory sociology, statistics, trigonometry, history of world civilization, English composition, social science, French, Spanish and German.

Successful completion of a CLEP examination results in credit toward degree requirements. A fee of \$50 per examination is charged. The Division of Continuing Education and Summer Programs administers the exams and has further information.

## Challenging A Course

When a student enrolled on a full-time basis presents evidence that his or her background provides proficiency in an academic course offered by Western, the course may be challenged one time only by an appropriate examination. The student must interview with the appropriate 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 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 elective credit toward degree requirements; graduate students to a maximum of 15 credit hours toward basic certification programs

only. Credit by examination is not applicable to a master's degree or advanced (standard) certification 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 examination (subject to change without notice) is charged. The Registrar's Office has forms and further information.

## STUDENT RECORDS POLICY

### Access to Student Records

Western will endeavor to maintain only those records necessary to its educational purpose. With certain exceptions the records relating to a student are available for review by that student. The student has the right to obtain copies of non-accepted records at the student's expense. 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.

### Public Notice Designating Directory Information

Western Oregon State College 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.

Directory information includes: student's full name; dates of enrollment; local and permanent address(es) and telephone number(s); date and place of birth; parent(s)-guardian(s) name, address(es) and telephone number(s); 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 college administered funds.

Western will not provide a special service of releasing lists of the names of its students to individuals, organizations or commercial enterprises who wish to acquire such lists as a resource to support their personal or profit-making ventures. Such lists (or mailing labels produced from such lists) are available only to those who have a legitimate educational interest, such as: faculty, administrative offices of the college, and offices allied to the college and which support the educational objectives of the college.

Currently enrolled students may withhold disclosure of any item of information under the Family Educational Rights and Privacy Act of 1975. To withhold disclosure, written notification must be received in the Office of the Registrar prior to the end of the second week of classes, during the term of the academic year in which the student first enrolls. This restriction will be in force for the remainder of that academic year. Forms requesting the withholding of "Directory Information" are available in the Office of the Registrar.

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

## Veterans Administration Standards

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

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

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

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

No veteran student will have made "satisfactory progress" after withdrawal from all courses undertaken (unless there are extenuating circumstances) when enrolled in two or more courses or six credits.

**Summary:** Persons collecting VA benefits are responsible for insuring 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.



## Division of Continuing Education and Summer Programs

**Dori Beeks, Director**

Western's Division of Continuing Education and Summer Programs extends the mission of the college by offering a variety of courses, workshops, seminars, and conferences throughout the year, both on and off campus. The activities represent a wide range of disciplines including academic areas not normally offered on campus; some are offered for credit, some are non-credit.

Brochures and bulletins are printed on a regular basis. For more information on any of the programs offered, write or call: Director, Division of Continuing Education and Summer Programs, Administration Building, Room 306, Western Oregon State College, Monmouth, OR, 97361, telephone (503) 838-8483 or 1-800-451-5767 toll free.

### *Continuing Education*

The division provides individuals in the community the opportunity to work toward degree completion, improved job skills, or personal enrichment. Continuing Education sponsors professional institutes, conferences, staff development workshops, and special study/travel programs, and each summer hosts the Elderhostel program.

Instant Replay is a program that provides students in rural locations the opportunity to take courses for college credit via video tape at more than 45 viewing sites located throughout the state. Flyers with full information on this program are available from the Division of Continuing Education and Summer Programs on the Monmouth campus.

### *Summer Programs*

Western conducts a six-week summer session beginning one week following the end of spring term and lasting through late July. Workshops and short courses on campus and in field locations also are scheduled during the summer.

Admission to the six-week session is granted to persons with the maturity and academic background to do college work. However, students must be fully admitted if they wish to obtain a degree, receive a recommendation for licensure, continue as a student during the fall, winter, or spring terms, or receive financial aid from Western.

The summer session bulletin is published in the spring. It contains information about class schedules, registration, tuition and fees, room and board, and summer activities. A copy may be obtained by writing to the Director of Summer Programs, Western Oregon State College, Administration Building, Room 306, 345 N. Monmouth Avenue, Monmouth, OR, 97361.

Persons age 65 and over may attend summer session classes for no credit free of charge as space is available.







HERITAGE HALL

Student Life



## Student Affairs

**Janine Allen**

Dean of Students & Enrollment Management

**Denise Galey**

Director of the Werner College Center & Student Leadership and Activities

**Katherine Harper**

Director of Career Services

**Leo Rasca-Hildago**

Director of College Enrichment Program

**Martha Smith**

Director of Services for Students with Disabilities

**Tina Fuchs**

Director of Residence Life

Director of Health & Counseling Centers

Director of Minority Student Services

## WERNER COLLEGE CENTER

The Werner College Center serves as the "hearthstone" for the campus and provides a variety of services and programs to meet the needs of the campus community. Located in the two-story facility are comfortable lounges; an art gallery; Levi's, that serves as the main restaurant; the Cubby Hole, a "grab & go" food outlet, and Caffè Allegro, serving espresso, deli and desserts; meeting rooms; administrative offices; recreation space including billiard tables and video games; and the Western Bookstore. Student government offices also are located in the building as well as Campus Recreation, student activities programming, a student computer lounge and student services offices. The *Western Star*, the official student newspaper of Western Oregon State College, and other student media are located on the first floor of the facility. The Werner College Center serves as an information center, providing the campus with details about current College activities and special events.

## STUDENT LEADERSHIP & ACTIVITIES

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

Western's Student Leadership & Activities program provides services to students in the following major areas: leadership development, campus recreation, non-traditional

student services, advisement of Associated Students and clubs, registration of events process, special awards programs and major campus programs. The activities provided to students at Western enhance social, recreational, and cultural development by fostering participation in the social, intellectual, and aesthetic life of the campus.

## Leadership Development

Leadership development at Western 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.

## Campus Recreation

The Campus Recreation Program offers a variety of recreational pursuits to the College community. Campus facilities (swimming pool, gym & racquetball courts, weight room, and indoor tennis court) are available for use many hours during the week. During Finals Week, some of the facilities are open until 2:00 a.m. to provide students with a study break. Many outdoor facilities also are available. The Campus Recreation Program employs a number of students as building supervisors or sports officials. The Western Oregon Triathlon and Big Tree Run are two annual events sponsored by the Campus Recreation Program. These events are open to both campus and non-campus participants.

Intramural participation at Western 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, volleyball, softball) to individual and dual activities such as golf, chess, and Frisbee golf.

Western has a number of sport clubs that provide competition, instruction, or opportunities to participate. Judo, men's and women's soccer, and keno are examples.

Involvement and participation in Intramurals and open recreation is encouraged at Western with many students taking advantage of the variety of programs. It's a great way to play without the pressures of being involved in a competitive sport.

## Non-Traditional Student Services

The non-traditional student program at Western is designed to serve the students are entering college at the age of 25 or older. The program recognizes that non-traditional students have different needs and priorities than traditional-age students. These services and programs are provided by the Student Leadership & Activities staff in the Werner College Center. The program features a student lounge for older students, where students can study, exchange information, and socialize. A parent locator service allows staff to quickly locate students on campus in case of an emergency with one of their children. Assistance is provided to older students with locating childcare, study groups, and transportation, 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 older students in order to assist them in making their college experience rewarding and successful. Students have enjoyed individual, small and large group exposure to non-traditional student issues and concerns. Many non-traditional students are members of the "In Our Prime" club specifically geared toward their needs. This exposure has helped many of Western's non-traditional students successfully make the transition into the college experience.

## Associated Students

**Student Government.** The Associated Students of Western Oregon State College (ASWOSC) is the official governing body of the students. All Western students are members of ASWOSC by virtue of having paid tuition and fees. Western students have a major role in decision making at the college. Western's student government is a three-branched government that includes a policy-making legislative branch, a policy-implementing executive branch, and a judicial branch that serves as referee and elections administrator. For more information on how to get involved in student government, contact the ASWOSC office (503) 838-8295.

**Executive Branch.** The Executive Branch is the part of student government that carries out student government policy, as directed by the ASWOSC Senate. There are five agencies within the Executive Branch: the Financial Department, Programming Department, Department of Communications, the Department of Intergovernmental Relations, and the Executive Office for the President.

The Financial Department is responsible for ASWOSC's fiscal activities and budgeting. The Director is appointed by the ASWOSC President and confirmed by the ASWOSC Senate. The Director selects the members of the department.



The Programming Board is the group responsible for the planning and coordination of campus social activities. The Programming Board comprises representatives from subcommittees including the Homecoming Committee, the Movie Committee, the Dance Committee, the Concert Committee, and the Family Programming Committee, as well as members representing non-traditional students, clubs, and organizations. The Programming Board oversees campus activities such as dances, movies, concerts, and lectures. Members of the Programming Board are appointed, and membership on any of the subcommittees is open to all students.

The Communications Department's mission is to serve as the information center of student government. By using surveys, newsletters and phone banks, this department is responsible for keeping up-to-date with how and what the students of Western feel about significant issues.

The Department of Intergovernmental Relations is responsible for the coordination of Clubs, Educational Activity Groups, and Organizations. The department is also the liaison between student government and the Faculty Senate and Monmouth/Independence Chamber of Commerce.

The Executive Office of the President comprises assistants, aides and faculty advisors who help the ASWOSC President carry out the duties of the office.

**Legislative Branch.** The ASWOSC Senate is the main component of the Legislative Branch as well as being the most important policy making group in student government. The Senate has 28 elected members, and one non-voting Senate Chair. The primary responsibility of the Senate is to represent and protect the students and their interests. Through legislation, resolution, and committee action, the Legislative Branch sets the course of ASWOSC action. The Incidental Fee Committee (IFC) comprises nine students. The student government committee recommends how approximately \$1 million in student fees is allocated. The Incidental Fee funds all or part of the following areas: Athletics, ASWOSC, Child Care, Interpreting, Student Media, Student Leadership & Activities and the Werner College Center.

**Judicial Branch.** The Judicial Board is responsible for campus elections and interpretation of the ASWOSC constitution. The Judicial Administrator is elected by all students and the members of the board are appointed.

**Oregon Student Lobby.** ASWOSC belongs to the Oregon Student Lobby (OSL), which has members from each of the Oregon state colleges and universities. The lobby maintains a paid professional staff in Salem and represents student views to the Legislature and Oregon State Board of Higher Education.

## Student Media

The *Western Star* is the official student newspaper and is distributed each Friday. *Northwest Passage* is the campus literary art magazine published periodically throughout the year. WSTV provides the campus with a variety of information and entertainment television programming. All media positions are open to students.

## Entertainment and the Arts

Throughout the year, Western 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 performance and concert throughout the year. They include symphonic band, pep band, jazz orchestra, concert choir, chamber singers and jazz choir.

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 WOSC 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. In recent years, the series has sponsored performances by such diverse talents as Winton Marsalis, the Paul Taylor Dance Company, the American Indian Dance Theater, the Eugene Symphony, Les Ballets Africains, and the San Francisco Western Opera Touring Company.

## Intercollegiate Athletics

Western Oregon State College has developed one of the most comprehensive and successful athletic programs within the Northwest small college system. The college offers 10 intercollegiate athletic sports, five each for men and women.

The men's and women's teams belong to the National Association of Intercollegiate Athletics (NAIA) and participate in District II competition. The women's programs also are members of the Cascade Collegiate Conference while the men's football team competes in the Columbia Football Association.

Athletic programs offered for men include football, cross country, basketball, baseball and track. The football team has an

impressive history of success with playoff appearances in 1975, 1978 and 1985. The men's cross country program consistently challenges for the NAIA District II Championship and regularly sends runners to the National Championships. The men's basketball program has experienced outstanding success with annual appearances in the District Playoffs and two post-season trips to the NAIA National Championships in Kansas City during the 1981 and 1982 seasons. Baseball has accumulated four District Championships in the last 20 years and has competed in the District Playoffs 18 of those years. Western's baseball program has perennially been one of the District's most powerful. The men's track and field program has ranked as either the number one or two program in NAIA District II for many years, with the District track title being won regularly during the last several years.

Women's athletic programs include volleyball, cross country, basketball, softball, and track. The volleyball team has been the perennial District Champions during the past nine years and has earned four trips to the National Championships where the team earned runner-up honors in 1987 and 1988. The women's cross country team consistently finishes at the top of the District meet. Each year the team qualifies several individuals to compete in the national championships. The women's basketball program annually proves to be one of the nation's strongest teams. The Lady Wolves have been in the District Playoffs 13 consecutive years with several championship and National Championship appearances in 1980, 1986, 1991 and 1993. The softball program won titles in 1986, 1988 and 1989 and features one of the strongest programs in the Bi-District Championship contests. The women's track and field program has perennially been a power in District II, producing several All-Americans and District Champions during recent seasons.

Western's athletic facilities are unsurpassed by any small college in the Pacific Northwest. They include two physical education buildings, an outstanding baseball and softball field complex, a state-of-the-art football field and stadium that houses a 4,000-square-foot weight room and indoor training facility, two indoor tennis courts, indoor training and batting areas for baseball/softball, a new rubberized 8-lane track and additional throwing areas, plus fields for soccer, football and other outdoor activities.



## STUDENT RESOURCES

## Career Services

Career Services provides information and activities designed to guide students in their career development. As a process, career services, which requires personal involvement and responsibility throughout the college experience, includes:

- understanding the link between self-knowledge and potential career paths
- exploring and evaluating experiential learning opportunities toward clarifying career goals
- learning and refining job search skills
- planning and effectively utilizing job search strategies for successful career-enabling employment

Students are encouraged to take advantage of these services to support their career development efforts:

- **Career Counseling:** 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:** Quarterly workshops on job search topics, mock interview opportunities and a convenient drop-off resume critique service.
- **Career Exploration Opportunities:** Centralized location for Job Shadow, Career Consultant and Internship resources and opportunities.
- **Career Library:** Books, periodicals, directories and other references on career development topics; occupations; job search topics; employer information; and full-time, summer and internship job announcements.
- **Liberal Arts Job Fair:** Opportunity to learn of full-time, summer and internship career opportunities and interview with employers at the annual OLAPC (Oregon Liberal Arts Placement Consortium, of which Western Oregon State College is a member) Jobs Fair held each February in Portland.
- **Employer Recruiting:** Centralized location for career-related full-time, part-time, summer and internship openings. Interview opportunities with campus recruiters.
- **Teacher Credential File Service:** Provided for education students and alumni on a user-fee basis.

## College Enrichment Program

The College Enrichment Program is a Student Support Services Program sponsored by the U.S. Department of Education. Those eligible for services include:

- Disabled students (physically disabled, or those with a documented learning disability),
- Low-income students (many students on Financial Aid qualify), and/or
- First-generation students (neither of the student's parents graduated from a four-year college).

The program's aim is to provide an environment where participating students can find the support they need to be successful in college. Goals of the program are to strengthen students' basic skills and study habits, personalize their college experience and help them succeed academically.

Program services include counseling, advising, academic survival skills classes, basic skills assistance (such as a pre-college level Algebra class), progress monitoring, and cultural enrichment activities.

## Services for Students with Disabilities

The Services for Students with Disabilities Office facilitates needed and appropriate accommodations on campus for students with disabilities. Services provided by the office help ensure that students with disabilities are able to participate fully in all of Western's programs and activities. The needs of each student with a disability are looked at on an individual basis so that each receives the most appropriate assistance\*

The following list of services provided by the Services for Students with Disabilities Office are the most commonly requested. The office and services provided create a supportive environment by which students with disabilities can enhance their learning and personal growth. Additional resources are continually being developed.

- **Accessibility Assistance.** Wheelchair accessibility to buildings and campus grounds, communication equipment (FM systems, audio-looped rooms, amplifiers, TDDs, decoders, amplified phones), V-Tek, Braille, Scanner, voice output computer access and other technical equipment
- **Accessibility Aides.** Notetakers, readers, transcribers, classroom assistants
- **Advisement.** Academic, career, personal/social
- **Advocacy.** For appropriate accommodations (alternative testing situations and modes, preferred accessibility aide, options for meeting academic requirements)
- **Communication Aides.** Sign language interpreters who use student's preferred signed communication mode (ASL, PSE, MCE), and oral interpreters are provided

upon request for classes, social activities, meetings with faculty and staff

- **Empowerment.** Through support 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 students using wheelchairs or other assistive mobility aides.
- **Orientation.** To the campus and services provided by the Services for Students with Disabilities Office as well as general college services available.
- **Referral.** To other programs on and off campus.
- **Resource Information.** Regular subscriptions to magazines, journals, newsletters, and catalogs in the area of deafness and disabled access issues are on display in the SSD Office area.

\*As envisioned by the Federal Government when it adopted Section 504 (Rehabilitation Act), if students are clients of Vocational Rehabilitation, Western expects Vocational Rehabilitation agencies to pay for support services for their clients. Western will be happy to work with Vocational Rehabilitation counselors to make arrangements for services and billings. Please contact the Services for Students with Disabilities Office for more information.

## Minority Student Services

Minority Student Services are available for all Under-represented ethnic minorities. The office provides assistance to students from pre-admission inquiry through graduation. The primary role of the program is to work one-to-one with students to help them access other resources and services on and off campus. The office works with the Multi-Cultural Student Union which sponsors a number of cultural events designed to increase diversity awareness of the campus community.

## International Student Services

The Foreign Student Advisor is available for counseling, assistance with immigration, and various other special problems encountered by foreign students.

An International Students Club holds regular meetings throughout the year. During spring term the group organizes and conducts an International Festival on the campus. This festival provides an opportunity for students to share food, artifacts, and demonstrations of traditional dance and music from their home countries.



## Residence Life

The Residence Life Program 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, the Residence Life Program 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 college policies and for contributing to the community in a positive manner. Residence hall staff members facilitate this responsibility and intervene where policies or standards are not upheld.

Opportunities for involvement include working with the Residence Hall Association or Judicial Board, living on a special interest floor, 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.

## THE STUDENT HEALTH SERVICES AND COUNSELING CENTER

The Center is located on Church Street, directly west of Todd Hall. Dedicated to assisting students in promoting their own mental and physical health, the Center houses Student Health and Counseling Services.

### Student Health Service

The payment of tuition and fees entitles enrolled students who register for eight or more credit hours to medical consultation and treatment in the Student Health Service at no charge. Those carrying seven hours or less may become eligible for care any given term by paying the health service fee. In addition to general medical care, services include the full range of family planning services. Facilities include examination and treatment rooms, a laboratory and a small dispensary. Physicians and a staff of registered nurses are available daily. An orthopedic surgeon is available on a limited basis, but a fee will be charged for his/her services. Surgeon's fees, x-rays, drugs, and

laboratory fees must be paid by the student. Carrying health insurance is highly recommended to ensure that students will be able to pay medical expenses. The student insurance plan is an inexpensive option to do so. It may be purchased during registration. The plan provides purchasers with hospitalization, medical and surgical benefits, diagnostic and laboratory tests and accidental injury coverage. Coverage of some type is available to all students and is valid anywhere in the world.

The service is open from 8:30 a.m. to 5:15 p.m., Tuesday-Friday and until 6:45 p.m. on Mondays. After-hours care is at the student's expense unless covered by insurance. Health services are not provided to students' families nor to the faculty and staff of the college. Students are encouraged to discuss their health problems with the Student Health Service professional staff. The staff will participate in ongoing medical treatment initiated by the student's personal physician upon request.

Students must show documentation of immunizations, as required by the College and the Oregon State Health Division for Tetanus within the last 10 years and 2 doses of Measles (Rubeola) vaccine after age one year.

### Counseling Service

The Counseling Service provides confidential counseling for Western students. Issues encountered during the college years include difficulty with interpersonal relationships, dealing with depression, eating disorders, and crisis resolution such as, addressing a death, personal loss, or divorce. Individual counseling, support groups, and workshops are offered on these topics. Counseling is designed to assist students in changing behavior that they find maladaptive or uncomfortable by helping them see new possibilities for action, learn new behaviors, and act in a different, more satisfying way. In this way, counseling assists students in dealing with their individual problems so that they might focus their energy on a successful and rewarding academic experience.

Consultation and referral sources are provided with medical, psychiatric, and other treatment professionals in the Willamette Valley.

### AWARDS

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

**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.

## 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 ten percent of the senior class, five percent of the junior class and selected faculty are eligible and invited.

The Western chapter was founded in 1981. Since 1987 that chapter has annually sponsored Student Academic Excellence Week, 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.

## STUDENT CONDUCT PROGRAM

### CODE OF STUDENT RESPONSIBILITY

The Code of Student Responsibility specifies the rights and responsibilities of students as members of the campus community. The College adheres to the policy that each student is responsible for his or her own conduct and expects each student to abide by all local, state, and federal laws as well as college regulations. Copies of the code are available in the Dean of Students' Office in the Werner College Center. Students are expected to read and become familiar with the Code.

## TUTORING AND STUDY SKILLS CENTER

Judy Turner, Coordinator

The Tutoring and Study Skills Center located in Watson House helps students acquire and maintain skills necessary to complete a college education. The center offers tutoring for individuals and for small groups in academic subjects; helps to improve listening, reading, note-taking, and test-taking skills; provides tests to diagnose academic needs; and helps to prepare for NTE & CBEST.



## AUXILIARY SERVICES

**Darryl Zehner**

Director, Auxiliary Services

**Charles Chance**

Manager, Western Bookstore

**Allen Gidley**

Director, Housing

**Karen Nelles**

Director, Dining Services

## THE WESTERN STORE

The Western Bookstore is located on the upper level in the Werner College Center and is open Monday through Thursday from 7:30 a.m. to 5:00 p.m. and Fridays until 4:30 p.m. Students can find textbooks and supplies for classes as well as interesting books and valuable study aids. Everything from college sweatshirts to calculators can be found at the bookstore, making it an interesting place to shop.

## HOUSING AND DINING SERVICES

At Western, 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 residences are designed for comfort as well as efficiency. Rooms are attractively furnished, with lounges, snack areas, laundry facilities, and recreational areas nearby.

The residences 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 residences on campus including: apartment style (residents have a study/living room separate from the bedroom and bathroom), traditional floor arrangements of smaller rooms with a shared bathroom down the hall, and duplex apartments. Two halls have areas accessible to students who use wheelchairs.

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

Dining Services are located in the Valsetz Dining Hall, centrally located to the Residence Halls. High quality, varied and nutritious meals are planned and prepared by a professional staff. Breakfast, Lunch, Dinner and Late Night Supper are served Monday through Friday. Brunch and Dinner are served on Saturday, and Brunch, Dinner and Late Night Supper are served on Sunday. Arrangements can be made for special dietary needs.

## Room and Board

Rates for 1993-94 for a standard, 2-person room are \$3,365 and \$4,099 for a single room. These rates include a basic meal plan of 15 meals per week, social activity and telephone access fees. Other meal plans and room designations also are offered. Costs may vary.

## Housing Policies

Because of the educational function of residential hall living, all students without dependents who enroll at Western Oregon State College within one year of high school graduation must live in college-operated housing. Any exceptions to this must be approved through the Office of Residence Life. Many upperclass students also choose to live in the residence halls because of the convenience and available services.

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

Room and board charges are contracted for the full academic year. Upperclass students have a term contract option; they may apply for housing on a term-by-term basis. An additional fee of \$100 is assessed at the time of application for this option. If the student withdraws from the college, 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 1. An application form

may be obtained from Western's Office of Housing and Residence Life. A \$25 non-refundable fee is required at the time of reservation. Students who are found to be ineligible for admission to the college will receive a refund of the application fee.

Room and board fees are payable each term at registration. Payment after the due date carries a late fee of \$15. Payments can be made for the entire year or by the full term. Also available is a two installment-per-term option. Refunds are made on a pro-rated basis from the day on which the student checks out of campus housing.

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 opening day.

Correspondence and housing application requests should be directed to:

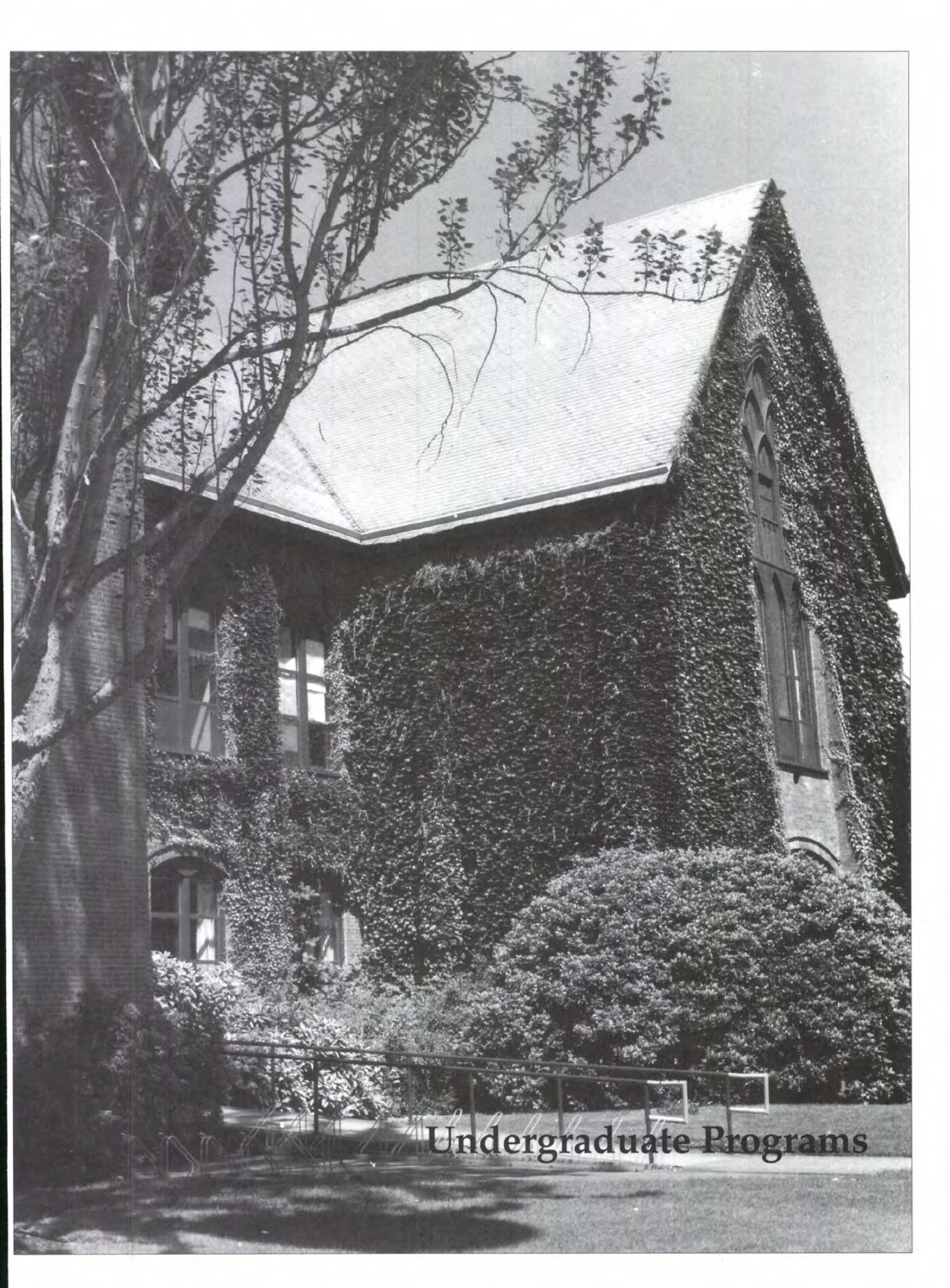
Office of Housing and Residence Life  
Western Oregon State College  
345 N. Monmouth Ave.  
Monmouth, Oregon 97361

## Off Campus Housing

The Office of Housing & Residence Life maintains a list of available off-campus housing. There are no fraternity or sorority houses.







Undergraduate Programs



# UNDERGRADUATE PROGRAMS

All undergraduate programs at Western are designed to provide students opportunity to develop the following: skill in essential areas of scholarship such as writing, speech, mathematics, and computer science; familiarity with basic concepts and works in the humanities, social sciences, arts and the sciences; as well as concentrated study in a field of academic specialization of the student's choice. The college curriculum is designed to foster those areas of knowledge, abilities, and attitudes that characterize the liberally educated person and to provide a foundation for a lifetime of learning.

A paramount goal of all programs is to provide each student with the tools and self-discipline to learn independently and contribute productively in career endeavors and public service.

## COMPONENTS OF THE BA/BS DEGREE

The Liberal Arts Core Curriculum (LACC) is the foundation for each undergraduate degree program. In addition, each program requires completion of a major specialization and a minor concentration that complements the major. Students complete the 192 credit hours required for graduation by selecting free electives that explore unique interests or permit greater study in a major or minor.

The typical degree program is broken down this way:

LACC .....	55
Major .....	72
Minor .....	27
Electives .....	38

Total required for degree ..... 192

## ACADEMIC ADVISING

Western Oregon State College places a strong emphasis on the role of the faculty advisors to help students coordinate their personal educational goals and needs with the requirements of the college.

**Graduate and Post-Baccalaureate students:** Request an advisor from the Graduate Office in the Administration Building.

**Undergraduate students:** Temporary advisors will help new and transfer students register for fall term when they attend Summer Orientation, Advisement and Registration (SOAR) in July. Subsequently, the Office of Undergraduate Advisement, West House 101, (503) 838-8428, will mail them the name and location of the permanent academic advisor in their major. Before registration for the next term, students should make an appointment with their advisor to plan their course request, as well as their entire degree plan.

Students who arrive after New Student Week or who for any other reason do not have an advisor should ask at the Office of Undergraduate Advisement to have an advisor assigned to them.

In a college setting, students bear the responsibility for their learning. Part of this responsibility is to identify an advisor in their major field and to seek help from that advisor at the appropriate time.

In consultation with their major advisor, students should find a second advisor to help plan coursework in their minor field. For preprofessional majors, specialist advisors are available. For those with special needs (for instance, international, minority, or disabled student), counselors or advisors are available also.

## LIBERAL ARTS CORE CURRICULUM

### Purpose

The Liberal Arts Core Curriculum (LACC) is a required part of all Bachelor's programs and comprises 55 of the 192 credit hours necessary for graduation. The LACC has been designed by Western's 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 will help students to:

- 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.

It is critical that students consult with their academic advisor as they select LACC courses to avoid mistakes which may prolong their time in college.

## Liberal Arts Core Curriculum Components

CREATIVE ARTS .....	9
HEALTH AND PHYSICAL EDUCATION...4 .....	
LABORATORY SCIENCE .....	12
LITERATURE .....	9
PHILOSOPHY .....	3
SOCIAL SCIENCES .....	12
SPEECH .....	3
WRITING .....	3
TOTAL .....	55

## SPECIAL LACC GRADUATION REQUIREMENT

In addition to the 55 hours indicated above, students must also complete:

One course in mathematics (MTH 105) or another more advanced 4 credit mathematics course.

AND

One course in Computer Science (CS 101) or another more advanced course.

OR

MTCS 100, Mathematics & Technology

These mathematics and computer science courses may be taken as a part of the student's academic major, minor, or as an elective course. Students planning to major in elementary education are strongly advised to take Mth 211, 212, and 213 to satisfy the math requirement. Students should consult with their academic advisors in regard to satisfying this graduation requirement.

## COURSE SELECTIONS

CREATIVE ARTS .....	9
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Each of the three courses must be taken in a different area of study. Choose one course from any three of the four academic disciplines listed below.

Art .....	3
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A 115 Beginning Design (2D)  
A 116 Beginning Design (3D)  
A 117 Beginning Design (Color)  
A 130 Beginning Drawing  
A 135 Beginning Life Drawing  
A 204 Art History: Prehistoric-Gothic  
A 205 Art History: Renaissance-Baroque  
A 206 Art History: 18th Century-Realism

Theater .....	3
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TA 110 Introduction to Theatre  
TA 210 Oral Expression Through Theatre  
TA 244 Technical Theatre: Scenecraft  
TA 245 Technical Theatre: Lighting  
TA 246 Technical Theatre: Costuming  
TA 250 Basic Movement and Vocal Development  
TA 252 Technical Theatre: Makeup  
TA 253 Production Workshop



# UNDERGRADUATE PROGRAMS

## Music ..... 3

MUS 125 & 125L Basic Music  
 MUS 181 Voice Class  
 MUS 192 193, 194 Piano Class  
 MUS 195 Jazz Orchestra  
 MUS 195 Pep Band  
 MUS 195 Symphonic Band  
 MUS 197 Jazz Choir  
 MUS 197 Concert Choir  
 MUS 197 Chamber Singers  
 MUS 201 Introduction to Music and Its Literature  
 MUS 202 The Music of Broadway  
 MUS 203 Jazz History  
 MUS 204 Music of the World  
 MUS 205 Music of Black Heritage  
 MUS 234 Guitar Class (Beginning)  
 MUS 234 Guitar Class (Intermediate)

## Dance ..... 3

D 180, 181, 182 Beginning Modern I, II, III  
 D 185, 186, 187 Beginning Ballet I, II, III  
 D 188, 189, 190 Beginning Jazz, I,II,III  
 D 196, 197, 198 Beginning Tap, I,II,III  
 D 251 Introduction to Dance  
 D 253 Labanotation  
 D 280, 281, 282 Intermediate Modern I,II,III  
 D 285, 286, 287 Intermediate Ballet I,II,III  
 D 288, 289, 290 Intermediate Jazz, I,II, III

## HEALTH AND PHYSICAL EDUCATION . 4

### PE 131 Individual Health and Fitness

### (Required of all students) ..... 2

Select 2 courses, each course from a different area listed below

### Rhythmic Activities ..... 1

PE 121 Folk and Square Dance  
 PE 122 Social Dance  
 PE 172 Basic Rhythms

### Team Activities ..... 1

PE 150 Basketball  
 PE 151 Field Sports  
 PE 154 Soccer  
 PE 155 Softball  
 PE 156 Volleyball  
 PE 170 Games and Relays

### Aquatic Activities ..... 1

PE 160 Aquatics I  
 PE 161 Aquatics II  
 PE 291 Lifeguard Training

### Fitness Activities ..... 1

PE 111 Weight Training and Conditioning  
 PE 112 Jogging and Walking  
 PE 113 Intermediate Weight Training and Conditioning  
 PE 114 Aerobics

## Individual/Dual Activities ..... 1

PE 130 Archery  
 PE 132 Badminton  
 PE 133 Bowling  
 PE 134 Golf  
 PE 137 Racquetball  
 PE 138 Self Defense  
 PE 139 Tennis  
 PE 141 Fishing  
 PE 142 Backpacking  
 PE 153 Recreational Games  
 PE 171 Gymnastics and Self Testing

## LABORATORY SCIENCE ..... 12

Select any 3 course sequence from those indicated below.

### Geology ..... 12

G 201 Geology  
 G 202 Geology  
 G 203 Geology

### Biology ..... 12

BI 101 General Biology  
 BI 102 General Biology  
 BI 103 General Biology

### General Science ..... 12

GS 104 Foundations of Physical Science  
 GS 105 Foundations of Physical Science  
 GS 106 Foundations of Physical Science

### Chemistry ..... 12

CH 104 Introduction to Chemistry  
 CH 105 Introduction to Chemistry  
 CH 106 Introduction to Chemistry

### Physics ..... 12

PH 201 General Physics  
 PH 202 General Physics  
 PH 203 General Physics

### Intermediate Biology ..... 12

BI 211 Principles of Biology  
 BI 212 Principles of Biology  
 BI 213 Principles of Biology

### Intermediate Chemistry ..... 12

CH 221 General Chemistry  
 CH 222 General Chemistry  
 CH 223 General Chemistry

### Physics ..... 12

PH 211 General Physics With Calculus  
 PH 212 General Physics With Calculus  
 PH 213 General Physics With Calculus

## LITERATURE ..... 9

Select either the World Literature or the Literature of the Western World sequence as listed below.

### Types of World Literature ..... 9

ENG 104 World Literature: Fiction  
 ENG 105 World Literature: Drama  
 ENG 106 World Literature: Poetry

### Literature of the Western World ..... 9

ENG 107 Literature of the Western World  
 ENG 108 Literature of the Western World  
 ENG 109 Literature of the Western World

## PHILOSOPHY OR RELIGION ..... 3

Select one course from either area listed below.

### Philosophy ..... 3

PHL 201 Introduction to Philosophy: Being and Knowing  
 PHL 202 Introduction to Philosophy: Personal Morality and Social Justice  
 PHL 231 Introduction to Formal Reasoning  
 PHL 232 Introduction to Non-Formal Reasoning  
 PHL 281 Ethics  
 PHL 282 Philosophy of Art  
 PHL 283 Philosophy of Religion

### Religion ..... 3

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

## SOCIAL SCIENCE ..... 12

Select one of the following 9 hour course sequences and one additional lower division Social Science course.

### Anthropology ..... 9

ANTH 214 Introduction to Physical Anthropology  
 ANTH 215 Introduction to Archaeology  
 ANTH 216 Introduction to Cultural Anthropology

### Economics ..... 9

EC 201 Principles of Economics (Micro-economics)  
 EC 202 Principles of Economics (Macro-economics)  
 EC 203 Principles of Economics (International)

### Geography ..... 9

GEOG 105 Introductory Physical Geography  
 GEOG 106 Introductory Economic Geography  
 GEOG 107 Introductory Cultural Geography

### History ..... 9

HST 101 History of World Civilization  
 HST 102 History of World Civilization  
 HST 103 History of World Civilization

### History ..... 9

HST 104 World History  
 HST 105 World History  
 HST 106 World History



# UNDERGRADUATE PROGRAMS

## History ..... 9

HST 201 History of the United States  
HST 202 History of the United States  
HST 203 History of the United States

## Political Science ..... 9

PS 201 American National Government  
PS 202 State and Local Government  
PS 203 International Relations

## Sociology ..... 9

SOC 223 Theoretical Foundations of Sociology  
SOC 224 Empirical Foundations of Sociology  
SOC 225 Social Problems

## SPEECH ..... 3

SP 111 Fundamentals of Speech

## WRITING ..... 3

WR 135 English Composition

## Transfer Policies Regarding the Liberal Arts Core Curriculum

1. Western will accept, as satisfying any one of its LACC requirements, coursework satisfactorily completed at any accredited institution if such course(s) bears the same prefix and number as the required course(s) in Western's LACC statement.
2. Western will accept, as satisfying any of its sequence requirements, one which is satisfactorily completed at an accredited institution if it is commonly associated with the nature of the Western sequence. As an example, a 12-hour transfer sequence in astronomy will meet the LACC Laboratory Science sequence requirement, even though Western does not offer a sequence in this subject.
3. Only courses with a letter prefix and a number of 100 or higher 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 P.E. activity courses).
4. Students who have earned an Associate of Arts **Oregon Transfer** degree from an Oregon community college will be considered to have met Western's LACC requirements. The requirements of the **Oregon Transfer** degree are spelled out in the May 10, 1988, transfer agreement entitled, "General Education Requirements to be included in an Associate of Arts Degree for Community College Students Transferring to Oregon State System Colleges and Universities." All students satisfying these requirements will have **Oregon Transfer** marked on their transcript by the community college awarding the degree.

5. The lower division general education requirements included within the Associate of Arts Oregon Transfer degree are 55-63 quarter credit hours. These 55-63 quarter credit hours will be directly applied toward satisfying the LACC requirements including the additional mathematics and computer science requirements at Western. The remaining 31-34 quarter credit hours included within the degree will be applied toward the satisfaction of lower division major, minor, specialty area, support area or elective requirements. Coursework cannot be utilized to satisfy more than one requirement area within a degree at Western.
6. 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 Western, but the Humanities Division might grant a waiver on grounds of sufficient overlap in course content and resultant skill level.

**NOTE:** Western Oregon State College, as a public institution legally committed to church-state separation, cannot accept as fulfilling the Humanities requirement those doctrinally-oriented courses in religion, scripture study, and theology which are taught at Bible schools, seminaries, and theological institutes or which are directed primarily toward training clergy and lay missionaries in a specific faith or set of religious beliefs.

## UNDERGRADUATE PROGRAMS

### School of Liberal Arts and Sciences

#### Business Division

BA/BS in Business

#### Computer Science Division

BA/BS in Computer Science

#### Creative Arts Division

BA in Theatre Arts  
BA/BS in Art  
BA/BS in The Arts  
BA/BS in Music  
Various minors  
Preprofessional programs

#### Humanities Division

BA/BS in English  
BA/BS in Humanities  
BA in Spanish  
BA/BS in Speech Communication  
Various minors  
Preprofessional programs

#### Natural Science and Mathematics Division

BA/BS in Biology  
BA/BS in Chemistry  
BA/BS in Mathematics  
BA/BS in Natural Science  
Various minors  
Preprofessional programs

### Social Science Division

BA/BS in Corrections  
BA/BS in Economics  
BA/BS in Fire Services Administration  
BA/BS in Geography  
BA/BS in History  
BA/BS in Law Enforcement  
BA/BS in Political Science  
BA/BS in Psychology  
BA/BS in Public Policy and Administration  
BA/BS in Social Science  
BA/BS in Sociology  
Various minors  
Preprofessional programs

### Special Programs

Associate of Arts (2 years)  
BA in International Studies  
BA/BS in Interdisciplinary Studies  
Interdisciplinary Minor in Gender Studies

### Honors Program

### Military Science (ROTC)

### School of Education

BA/BS in Elementary Education and Interdisciplinary Studies  
BA/BS in Secondary Education and Interdisciplinary Studies

- Endorsements in Academic Areas:

Biology  
Educational Media  
French  
German  
Health Education  
Integrated Science  
Language Arts  
Mathematics  
Physical Education  
Reading  
Social Studies  
Spanish  
Speech

BS in American Sign Language/English Interpreting

Additional Endorsement or Specialty Areas\*

### Special Education Programs

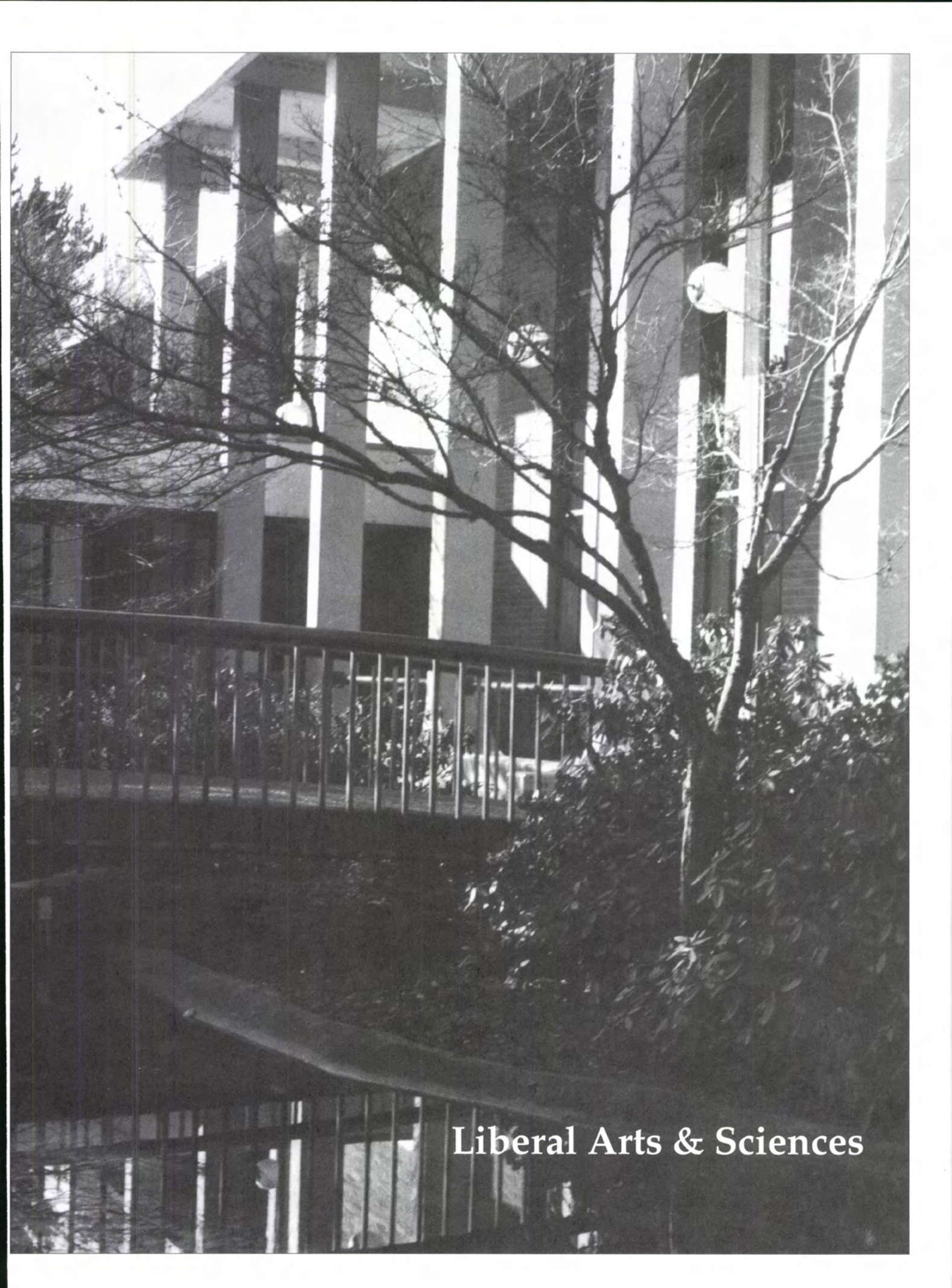
Handicapped Learner  
Hearing Impaired  
Severely Handicapped Learner

### Specialty Areas

Athletic Coaching  
Bilingual/Multicultural  
Computer Science Education  
Early Childhood Education  
Reading

\*Additional hours beyond those required for the baccalaureate degree will be needed to complete these endorsement or specialty areas.





Liberal Arts & Sciences



## School of Liberal Arts and Sciences

**Dean: John P. Minahan**

The School of Liberal Arts and Sciences is composed of the Divisions of Business, Computer Science, Creative Arts, Humanities, Natural Sciences and Mathematics, and Social Science. These divisions offer various degree programs in the arts and sciences, and provide academic coursework needed for the various professional degrees in education. The Office of the Dean coordinates the degrees in Interdisciplinary Studies, International Studies and Associate of Arts, as well as the Liberal Arts Core Curriculum and the Honors Program.

For more information on the above programs, see the following:

Associate of Arts .....	68
Business .....	47
Computer Science .....	48
Creative Arts .....	48
Honors .....	68
Humanities .....	51
Interdisciplinary Studies .....	67
International Studies .....	67
Liberal Arts Core Curriculum .....	41
Natural Sciences and Mathematics .....	54
Social Science .....	61

## BUSINESS DIVISION

**Chair: Hamid Bahari-Kashani**

**Business: Professor**—Hamid Bahari-Kashani.  
*Assistant Professors*—Kristina Frankenberger,  
 John Leadley, Martha Sargent, Mark Seabright.

The Business Division offers baccalaureate degrees and minor programs in Business with a focus in one of several disciplines.

The Business degree program is designed to prepare students for challenging roles and opportunities in business as well as for entering an advanced degree program such as Master of Business Administration.

The Business curriculum gives students a broad understanding of the many aspects of business. In addition, the student is provided an orientation to applications of business principles in the American and international economic systems. Western's program places special emphasis on the unique needs and processes of small business.

At the upper-division level, students may select a focus area in management, accounting, marketing, finance, international business, or production/operations management. This focus is an enhancement for career-directed study and will be designed by the student and the academic advisor to complement the student's personal career goals.

Computer applications are integrated throughout the Business curricula. Students are encouraged to develop skills in data base management, word processing, and spread-

sheet applications, and to build upon these skills in preparation for academic and career success.

## Special Interest Groups

The division fosters the Business/Economics Club which brings students and faculty together to explore current issues and careers in business.

## Degrees in Business

The BA/BS degrees are awarded to students who complete major requirements as listed below and a 27-hour minor (including 12 upper-division hours) in a second academic area. (All college degrees require an overall of 62 upper-division hours.)

## BA/BS in Business

The Business degree is composed of 73 credit hours.

Formal admission to the Business major program will be required of students seeking this degree. Typically, application for admission is made at the end of the student's sophomore year. Prior to admission to the program, students must have completed the following set of courses.

### Prerequisite Courses for the Business Degree Program:

Wr 121, 222 English Composition .....	6
Sp 111 Fundamentals of Speech .....	3
Mth 111 College Algebra .....	4
Mth 241 Calculus for Management and Social Sciences .....	4
Mth 242 Calculus for Management and Social Sciences II .....	4
Mth 243 Introduction to Probability and Statistics .....	4
CS 121 Computer Applications in Business ..	4
BA 211 Fundamentals of Accounting I .....	3
BA 212 Fundamentals of Accounting II .....	3
BA 213 Fundamentals of Accounting III .....	3
Ec 201, 202, 203 Principles of Economics .....	9

Additional information regarding these requirements should be obtained from the division. Limited courses, based on the grade obtained, may be transferred to the program.

<b>Liberal Arts Core Curriculum .....</b>	<b>55**</b>
<b>Business Major .....</b>	<b>73</b>
<b>*Mth 243 Introduction to Probability and Statistics .....</b>	
<b>4</b>	
<b>*BA 211 Fundamentals of Accounting I .....</b>	<b>3</b>
<b>*BA 212 Fundamentals of Accounting II .....</b>	<b>3</b>
<b>*BA 213 Fundamentals of Accounting III .....</b>	<b>3</b>
<b>BA 230 Business Law .....</b>	<b>3</b>
<b>BA 310 Marketing .....</b>	<b>3</b>
<b>BA 315 Financial Management I .....</b>	<b>3</b>
<b>BA 325 Portfolio Management .....</b>	<b>3</b>
<b>Ec 318 Money and Banking .....</b>	<b>3</b>
<b>BA 361 Organizational Behavior .....</b>	<b>3</b>
<b>BA 367 Quantitative Methods (General Linear Models) .....</b>	<b>3</b>
<b>BA 368 Quantitative Methods (Operations Research) .....</b>	<b>3</b>
<b>BA 390 Management .....</b>	<b>3</b>
<b>BA 411 Strategic and Marketing Planning .....</b>	<b>3</b>
<b>BA 490 Operations Management .....</b>	<b>3</b>
<b>BA 491 Business Policy .....</b>	<b>3</b>
<b>Upper-division Focus .....</b>	<b>24</b>
<b>Minor .....</b>	<b>27</b>
<b>College electives .....</b>	<b>37</b>

**Total required for degree .....** **192**

\* Will be satisfied as part of the prerequisites to enter the Business major.

\*\*Some LACC courses are identified as prerequisites for the Business major program.

## Minor Programs

### Business Minor

BA 101 Introduction to Business .....	3
Ec 201, 202 Principles of Economics .....	6
BA 217 Accounting for Nonaccountants .....	3
(not available to Business majors)	
BA 220 Intro to Financial Management .....	3
(not available to Business majors)	
BA 301 Problems and Opportunities of Small Business .....	3
BA 310 Marketing .....	3
BA 361 Organizational Behavior .....	3
BA 390 Management .....	3

**Total hours in minor .....** **27**



## COMPUTER SCIENCE DIVISION

**Chair:** John Marsaglia

*Professor*--Edward Wright. *Associate Professor*--John Marsaglia. *Assistant Professors*--Mitch Fry, Jie Liu, David Olson.

### BA/BS in Computer Science

The degree in computer science provides students with a well-defined program of study in the areas of program definition, systems analysis, mini/micro operation. This degree leads to careers in business, industry, government, and the teaching of computer science at the high school level.

To enter the computer science program, students should have a minimum of Mth 111 equivalency. To enter the junior level (300) courses, students must have completed CS 161, CS 162, and CS 260.

<b>Liberal Arts Core Curriculum</b> .....	55
<b>Computer Science Major</b> .....	55
CS 161 Introduction to Computer Science .....	4
CS 162 Computer Science I .....	4
CS 260 Computer Science II .....	4
CS 262 Programming Languages .....	2
CS 271 Computer Organization .....	4
CS 311 Data Structures I .....	3
CS 313 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 Test ...	3
CS 406 Senior Seminar .....	1

Choice of one of the following sequences .....	9
A.) CS 415 Analysis of Algorithms .....	3
CS 445 Theory of Computation II .....	3
CS 460 Compiler Design .....	3
B.) CS 435 Business Information Systems ...	3
CS 424 Expert Systems .....	3
CS 450 Networks .....	3
C.) CS 440 Operating Systems Advanced Topics .....	3
CS 423 Artificial Intelligence .....	3
CS 442 Parallel Programming .....	3

Upper division Elective in Mathematics from the following: .....	3
Mth 341 Linear Algebra I .....	
Mth 346 Number Theory .....	
Mth 354 Discrete Structures I .....	

<b>Minor</b> .....	27
<b>Electives</b> .....	76

**Total required for degree** ..... 192

## Minor Program

A 27-hour minor program in Computer Science may be planned with the help of an advisor.

## Teacher Preparation

### Elementary Education:

#### Support Area in Computer Science

CS 162 Computer Science I .....	4
CS 260 Computer Science II .....	4
CS 311 Data Structures I .....	3
Elective (upper-division) .....	3

**Total in support area** ..... \*14

\* **Note:** the 2-credit hour LACC Computer Science requirement will be waived if this support area is selected.

## CREATIVE ARTS DIVISION

**Chair:** Richard A. Davis

**Art:** *Professors*--Don Hoskisson. *Associate Professor*--Kim Hoffman. *Assistant Professor*--Diane Tarter, Lin Jiang.

**Dance:** *Associate Professors*--Jacqueline McCormick, Sharon Oberst.

**Music:** *Professors*--Myra Brand, A. Laurence Lyon, Marion Schrock, Edwin Snyder, Richard Sorenson. *Associate Professors*--Diane Baxter, Thomas Bergeron.

**Theatre Arts:** *Professors*--Allen Adams, Richard Davis, Robert Page. *Assistant Professor*--Dean Bourland.

The teaching artists from the visual arts and

three areas of the performing arts--music, theatre and dance--combine their knowledge of symbolic forms and creative expression in Western's Creative Arts Division.

The college has excellent facilities in its Leonard W. Rice Fine Arts Auditorium, the Edgar H. Smith Music Hall, Campbell Hall and the dance areas of the older physical education building.

The auditorium boasts a large main stage, orchestra pit, a smaller studio theatre, complete costume shop and scenecraft area. The main theatre seats 619 persons and is acknowledged as one of the state's best mid-sized facilities. It is used frequently for purposes ranging from the convocation welcoming new freshmen to appearances by touring artists in the Edgar Smith Series. Art is displayed in the lobby.

The music hall has practice rooms, including some for ensembles, a recital hall and classrooms.

Campbell Hall, built in 1871, houses the visual arts classrooms, studios, darkrooms, work areas and a small gallery.

The division serves students and the community in several ways:

- Preparation for professional careers in music, theatre, dance and the visual arts, with the Bachelor of Arts and the Bachelor of Science being offered in Art, Music, and The Arts (a multidisciplinary degree combining courses in all academic areas of the division), as well as a Bachelor of Arts offered in Theatre Arts. A minor in dance is also available

- Preparation of students to enter graduate school or professional training in dance, music, theatre, and art.

- Service as a college resource in the liberal education of all Western students.

- Coordinator of cultural events for the education and entertainment of students, faculty, staff and members of the Monmouth-Independence community.





## Special Interest Groups

**Art.** Students have formed the Western Potters Guild, the Monmouth-Independence Printmakers Association, and CEVA — The Committee for the Exhibition of the Visual Arts — a group which helps plan and hang exhibitions in the Campbell Hall Gallery, Werner College Center Gallery, President's Gallery, and the lobby of the Rice Auditorium.

Sales by the student groups help finance student art shows, and the Potters have purchased equipment which is on permanent loan to the college.

The art department sponsors a modest scholarship awarded annually to an entering freshman.

**Dance.** The WOSC Dance Theatre, a troupe of about 20-30 students, performs on the main stage each spring in addition to touring during one quarter. Members also are involved in musical and other theatrical productions.

**Music.** Several voice and instrumental ensembles, large and small, attract both music majors and students interested in music who major in other area. The ensembles include the Concert Choir, Symphonic Band, Chamber Singers, Pep Band, Western Jazz Orchestra, Western Jazz Choir and other small instrumental ensembles that are organized as interest warrants.

Mu Phi Epsilon, a professional music organization, includes outstanding students as members.

The Music Department sponsors several scholarships awarded to incoming freshmen, transfer students, and returning music majors after auditions each spring. The scholarships are financed by a vespers concert at Christmas, donations, and other fund raising activities.

Each of the major ensembles presents a concert at the end of each term and tours in the state in alternate years. Student recitals are encouraged and may be presented after audition and approval by the faculty.

Music faculty members also perform frequently, and guest artists often appear under the sponsorship of the division or the Associated Students of Western. Concerts are held in the Leonard W. Rice Auditorium, the Music Hall auditorium, the College Center and on the lawns of the Music Hall and Leonard W. Rice Auditorium.

Ensembles form in the summer, when concerts are presented and an orchestra supports the summer musical.

**Theatre.** A major play is presented each term on the main stage of the Leonard W. Rice Auditorium. In winter term in alternate years, the division presents a musical.

Student-directed plays also are presented, usually one per term, in the Fine Arts studio theatre. Junior and senior students apply to direct these plays, for which credit is given.

In the summer, a musical on the main stage and a studio play or a children's play are produced.

Alpha Psi Omega is a theatre honorary for outstanding students in theatre. At least one scholarship is awarded to an outstanding theatre student at the end of each school year.

**Encore:** The Friends of Theatre, a theatre support group, also offers an annual scholarship.

## Degrees in Creative Arts

The BA/BS in Art, Music, and The Arts and the BA in Theatre Arts are awarded to students who complete 72 credit hours in a major program and a 27-hour minor in a second academic area. (All college degrees require an overall total of 62 upper-division hours.) Requirements for individual degrees are outlined below.

### BA/BS in Art

This is a flexible program which is designed to develop basic principles and processes of creative problem-solving, a sophisticated level of visual thought, a strong fundamental vocabulary, and technical control of materials and processes. The program stresses both theory and studio practice beginning with a strong foundation experience in two-dimensional design, three-dimensional design and drawing. The 36-hour block of contracted courses allows the student to develop a mature, professional attitude towards the process of artistic creation and expression in one of the following areas: ceramics, graphic design, painting, printmaking, jewelry, and sculpture.

Graduates of this program may choose to pursue formal graduate study in the studio arts or begin a professional career in the fine or applied arts. Graphic design students are prepared for a variety of career options such as advertising, public relations, computer graphics and many others.

#### Prerequisites for Art Department Studio Concentrations:

All 200 level studio courses require A 115 Beginning Design: 2-D as a prerequisite.

All 300 level studio sequences must be taken in numerical order and require the prerequisite of the 200 level studio course in the concentration.

The third 300 level studio course requires the prerequisites of:

- A 116 Design: 3-D
- A 117 Design: Color
- A 130 Beginning Drawing
- A 135 Beginning Life Drawing

All 400 level studio courses require a completed 300 level studio sequence in the concentration and must be taken in numerical order.

<b>Liberal Arts Core Curriculum</b> .....	55
<b>Art Major</b> .....	72
Core courses (36 hours)	
Art History courses .....	12
Drawing courses .....	6
A 130 Beginning Drawing	
A 131 Beginning Life Drawing	
Design courses .....	9
A 115 Beginning Design: 2-D	
A 116 Beginning Design: 3-D	
A 117 Beginning Design: Color	
Theory .....	9
A 315 Intermediate Design: 2-D	
A 316 Intermediate Design: 3-D	
A 498 Professional Concerns	
Contracted Courses Art Courses .....	9
(minimum of two 200 level studio courses)	
3 three-course studio sequences .....	27
(300 or 400 level courses)	
<b>Minor</b> .....	27
<b>Electives (may be in art)</b> .....	38

**Total required for degree** ..... 192

## BA/BS in The Arts (Art, Dance, Music, Theatre)

Students who major in the program may choose to concentrate their studies in any one of the component areas—Art, Dance, Music or Theatre. The background they build may lead to employment in public or private enterprises, to self-employment or to further study in one of the fine arts. Programs are designed individually by students and advisors to satisfy personal needs, interests and goals.

<b>Liberal Arts Core Curriculum</b> .....	55
<b>The Arts Major</b> .....	72
Area of Emphasis (21-24 upper-division) ...	39
Second Area (6 upper-division) .....	15
Third Area (3 upper-division) .....	12
Electives in the Arts .....	6
<b>Minor</b> .....	27
<b>Electives (may be in any discipline)</b> .....	38

**Total required for degree** ..... 192



# SCHOOL OF LIBERAL ARTS & SCIENCES

## DANCE—Sample Program

Liberal Arts Core Curriculum .....	55
Arts Major .....	72
1st Emphasis Area-Dance-39 hours	
D 180,181,182 Beg. Modern .....	3
D 185,186,187 Beg. Ballet .....	3
D 188,189,190 Beg. Jazz .....	3
D 251 Introduction to Dance .....	3
D 280,281,282 Intermed. Modern .....	3
D 351 Dance Composition I .....	3
D 352 Dance Composition II .....	3
D 399 SS: WOSC Dance Theatre .....	3
D 380,381,382 Advanced Modern .....	3
D 451 Dance Production .....	3
D 453 Ballet from the Courts to Balanchine ..	3
D 454 Evolution of Modern Dance .....	3
D 455 Group Choreography .....	3
2nd Emphasis Area-Theatre-15 hours	
TA 245 Tech. Theatre: Lighting .....	3
TA 250 Basic Movement & Vocal Dev. ....	3
TA 251 Elements of Acting .....	3
TA 356 Theory of Acting .....	3
TA 364 Play Direction .....	3
3rd Emphasis Area-Music-12 hours	
Music Performance Studies in Voice .....	12
Electives in the Arts-6 hours	
D 285,286,287 Intermediate Ballet .....	3
D 253 Labanotation .....	3
Minor .....	27
Electives (may be in any discipline or may include additional work in any area of the Arts) .....	38
<b>Total required for degree .....</b>	<b>192</b>

## BA/BS in Music

This program gives students an opportunity for broad study in music as well as a concentration in an area of particular interest. Students will be prepared for employment in such fields as the music industry, music journalism, studio music instruction, church music, the entertainment industry, and recreation and parks programs.

The program includes a 60-hour basic core and a 12-hour block of contracted courses. ALL MUSIC MAJORS MUST BE IN A MAJOR ENSEMBLE AND STUDY PRIVATELY EACH TERM. The 12-hour contract allows a student to choose a concentration suitable to future professional goals. Some examples are:

- Private studio teaching
- Performance
- Composition/arranging
- Conducting

The content of the contract will be determined through advisement. Each student will have a Music faculty advisor to aid in planning the total program.

Students must pass proficiencies in piano and voice.

Completion of two years (24 credit hours) of a foreign language leads to the Bachelor of Arts degree.

Liberal Arts Core Curriculum .....	55
Music Major .....	72
Basic Core (60 hours):	
Mus 111, 112, 113 Musicianship I (includes lab) .....	12
Mus 211, 212, 213 Musicianship II (includes lab) .....	15
Mus 314 Analysis .....	3
Mus 320 and 321 or 324 Conducting .....	5
Mus 360, 361, 362, 363 Music History .....	12
MuP Performance Studies (upper division) ..	6
Mus Ensembles .....	7
Contracted Courses (12 hours):	
Chosen by the student and advisor .....	12
Minor .....	27
Electives .....	38
<b>Total required for degree .....</b>	<b>192</b>

## Program Example

### Emphasis in Studio Teaching

The student who is majoring in music and desires to teach privately in a home or studio should follow the outline for the degree and include the following as contracted courses. The 12 hours must be in either piano or voice, but not a combination of both.

### Studio Emphasis/Piano

Mus 341 Piano Pedagogy .....	2
Mus 351 Accompanying .....	2
Mus 425 Piano Literature .....	2
MuP 371,471 Performance Studies: Piano ....	6
<b>Total hours in emphasis .....</b>	<b>12</b>

### Studio Emphasis/Voice

Mus 342 Vocal Pedagogy .....	2
Mus 424 Vocal Literature .....	2
Mus 455 Lyric Diction .....	2
MuP 374, 474 Performance Studies: Voice ...	6
<b>Total hours in emphasis .....</b>	<b>12</b>

## BA in Theatre Arts

Liberal Arts Core Curriculum .....	55
Theatre Arts Major .....	72
Required Core (43 hours):	
TA 110 Introduction to Theatre Arts .....	3
TA 244 Technical Theatre: Scenecraft .....	3
TA 245 Technical Theatre: Lighting .....	3
TA 246 Technical Theatre: Costuming .....	3
TA 250 Basic Movement and Vocal Development for the Theatre .....	3
TA 251 Elements of Acting .....	3
TA 252 Make-up .....	3
TA 253 Production Workshop (credit for participation in backstage or on-stage activities) .....	3
TA 301 History of the Theatre (Greece through 1650) .....	3
TA 302 History of the Theatre (1650-1850) ....	3
TA 303 History of the Theatre (1850 to Present) .....	3
TA 353 Advanced Production Workshop ....	3
TA 364 Directing .....	3
TA 444 Theory and Criticism of Dramatic Art .....	3

TA 406 Independent Study .....	1
Required choices from other theatre classes .....	17
(at least 6 hours in TA 407 seminars)	
Required choices from other allied fields in the creative arts .....	12
A. Students interested in acting/directing might choose classes in dance and vocal music	
B. Students interested in Technical Theatre and Design might choose classes in art history, design and drawing	
Minor .....	27
Electives* .....	38
<b>Total required for degree .....</b>	<b>192</b>

\* Because this is a BA program, students must complete two years of foreign language.

## Minors in The Arts

All minors must be planned with and approved by a Creative Arts Division advisor.

### Art Minor

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 electives .....	15
<b>Total hours in minor .....</b>	<b>30*</b>

\*Note: Prerequisites for upper division courses may be required.

### Dance Minor

D 180, 181, 182 Beginning Modern Dance ....	3
D 280, 281, 282 Intermediate Modern Dance .....	3
Elective technique courses chosen from Modern, Ballet, Jazz or Tap .....	6
D 251 Introduction to Dance .....	3
D 351 Dance Composition I .....	3
D 352 Dance Composition II .....	3
D 451 Dance Production .....	3
D 453 Survey of Dance History, or D 454 Evolution of Modern Dance .....	3
Electives in dance (3 hours must be upper division) .....	6
<b>Total hours in minor .....</b>	<b>33</b>

### Music Minor

Mus 221, 212, 213 Musicianship I .....	9
Mus 211L, 212L, 213L Musicianship Lab ....	3
Planned upper division electives (At least 6 hours, but no more than 12 hours must be in performance studies) .....	15
<b>Total hours in minor .....</b>	<b>27</b>



# SCHOOL OF LIBERAL ARTS & SCIENCES

## Theatre Minor

TA 110 Introduction to Theatre .....	3
TA 250 Basic Movement & Vocal Development .....	3
Select two from: .....	6
TA 244 Technical Theatre: Scenecraft	
TA 245 Technical Theatre: Lighting	
TA 246 Technical Theatre: Costuming	
TA 251 Elements of Acting	
TA 252 Technical Theatre: Make Up	
Select one from: .....	4
TA 301 History of Theatre(Greece through 1650)	
TA 302 History of Theatre (1650-1850)	
TA 303 History of Theatre (1850-Present)	
TA 353 Advanced Production Workshop .....	3
Upper division electives in Theatre .....	9
<b>Total hours in minor .....</b>	<b>27</b>

## Teacher Preparation

Faculty advise Elementary Education students in their teaching specialties, but these students are guided in their Elementary Education major by faculty advisors of the Elementary Education Division.

### Elementary Education

Academic Specialties: Art, Music, Theatre/Dance

## HUMANITIES DIVISION

Chair: Donald J. Weiss

**English and Writing:** *Professors*—Dennis Eddings, Joseph Soldati. *Associate Professors*—Thomas Ferte', Richard Meyer, Cornelia Paraskevas, Thomas Rand, M. Elizabeth Sargent. *Assistant Professor*—Kit Andrews, Ann Bliss, Uma Shrestha, George Slawson.

**Foreign Languages:** *Professor*—Frank Balke, German. *Associate Professor*—Barbara Firoozye, Eduardo Gonzalez-Viana, Spanish; Cheryl Strand, Spanish. *Assistant Professor*—Koichi Ando, Japanese; Isabelle Constant, French; Gudrun Hoobler, German; A. Martin Rodriguez-Perez, Spanish.

**Philosophy and Religious Studies:** *Professors*—Dale Cannon, John Minahan.

**Speech Communication:** *Professor*—Robert Martin. *Associate Professor*—Molly Mayhead, Marion Rossi. *Assistant Professor*—Frank Nevius.

The Humanities are several branches of learning, each concerned about the uniqueness of individual humans, and together leading to a deeper understanding of the relationship between oneself and the rest of the world.

At Western, Humanities programs include instruction in the literature, writing and linguistics of five languages (English, French, German, Japanese, and Spanish), and in



speech, philosophy and religious studies.

Central to the study of humanity is the consideration of that most distinctly human creation: language. Most courses in the division teach how language has been used (as in literature, philosophy and linguistics courses) and how it can be used (as in writing, the foreign languages, speech and journalism).

These courses can be combined in various ways to fulfill the intellectual and career needs of the students.

The facilities include the upper level of the Humanities and Social Science Building, where classrooms and offices of the English, foreign language, and philosophy staffs are located. Speech is located in West House.

The division serves students in these ways:

- Preparation for professional careers and graduate study, culminating in the Bachelor of Arts or the Bachelor of Science.
- Preparation of teachers of English (language arts), foreign languages, and speech. These studies lead to the Bachelor of Arts or Bachelor of Science in Secondary Education and Interdisciplinary Studies.
- Preprofessional preparation of students in journalism.
- Service to all students as a resource in their liberal education.

## Special Interest Groups

**Western Council of English.** The Western Council of English has been a chartered junior affiliate of the National Council of Teachers of English since 1965. So far, more than 500 Western students have joined their local, state and national professional organizations. Students who join the affiliate group at Western receive a journal of their choice: Elementary English, College English, or English Journal, according to the student's level of interest. All prospective teachers of language arts at any level are eligible for membership.

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

**Phi Sigma Iota.** This academic honorary is open to students studying modern languages at Western.

**Foreign Languages.** Many students participate in the French Club, German Club, Japanese Club or Spanish Club.

**Philosophy and Religious Studies.** The Philosophy Club sponsors many intellectually challenging events featuring visiting lecturers, panel discussions and informal discussion groups.

**Speech Communication.** The college's forensics (speech) team travels widely and has been one of the most successful such programs in the West over the past few years.

On-the-job experience through communication internships is available with private businesses and government agencies.

## Degrees in the Humanities

Degrees in the Humanities require completion of 72 credit hours in humanities courses, including 36 hours in upper-division courses. The major must be complemented by a 27-hour minor that includes 12 hours of upper-division courses. (All college degrees require an overall total of 62 hours of upper-division courses).

Four degrees are offered: English, Humanities, Spanish, and Speech Communication.



# SCHOOL OF LIBERAL ARTS & SCIENCES

## BA/BS in English

The English major is made up of 1.) a core of courses covering the major aspects of English (literature, writing, and language) and 2.) two tracks—one recommended for those preparing to teach English language arts in the secondary schools, the other for those with various other career goals.

<b>Liberal Arts Core Curriculum</b> .....	55
<b>English Major</b> .....	63
Literature Core (33 hours)	
Eng 304, 305, 306 English Literature I, II, III ..	9
Eng 307, 308, 309 American Literature I, II, III (Choose 2) .....	6
Eng 315 Approaches to Literature .....	3
Eng 345 Shakespeare .....	3
Choose 1: .....	3
Eng 318 The Bible as Literature	
Eng 385 Introduction to Folklore	
Eng 387 Studies in Mythology	
Eng 475 Studies in Folklore	
Choose 1: .....	3
Eng 351 The Short Story	
Eng 356 Studies in Poetry	
Eng 360 Studies in Drama	
Eng 366 Studies in the Novel	
Eng 457 Modern Poetry	
Eng 463 Modern Drama	
Eng 468 The Modern Novel	
Choose 1: .....	3
Eng 436 Advanced Shakespeare	
Eng 447 The Study of Major Figures in Literature	
Choose 1: .....	3
Eng 484 Comedy	
Eng 485 Tragedy	
Eng 486 Satire	
<b>Writing Core (9 hours)</b>	
Wr 414 Advanced Composition .....	3
Wr 430 The History of Composition and Rhetoric .....	3
Choose 1: .....	3
Wr 321 Business and Technical Communications	
Wr 341 Creative Writing	
Wr 399 Special Studies	
Wr 409 Writing Practicum and Seminar	
Wr 440 Teaching of Writing	
Wr 441 Advanced Creative Writing	
Wr 450 Writing for Publication	
Wr 311 Advanced Journalistic Writing	
<b>Language Core (9 hours)</b>	
Eng 215 Basic Grammar .....	3
Eng 310 The Nature of the English Language .....	3
Choose 1: .....	3
Eng 470 Modern American Usage	
Eng 490 History of the English Language	
Eng 492 The Structure of the English Language	

## Option for Liberal Arts English Major (12 hours)

Approved electives in English, writing, humanities, journalism, speech, philosophy, religion, theatre arts; OR foreign language.

## Option for English Language Arts Teaching (12 hours)

Sp 239 Oral Interpretation .....	3
Choose 1: .....	3
J 211 Introduction to Mass Communication	
Sp 236 Contemporary Issues in American Broadcasting	
Sp 342 TV and the Viewer	
Eng 456 Form and Meaning in Film	
Choose 1: .....	3
Sp 112 Interpersonal Communication	
Sp 323 Group Discussion and Leadership	
Choose 1: .....	3
Approved elective in English, writing, humanities, journalism, speech, religion, philosophy, theatre arts	

<b>Minor</b> .....	27
<b>Electives</b> .....	47

**Total required for degree** ..... 192

## BA/BS in the Humanities

The Humanities major is an interdisciplinary major combining study according to the student's needs and interests in two or more of the following fields: English, French, German, Japanese, Spanish, philosophy and religious studies, speech communication, or journalism. The emphasis in the major is determined with the help of an advisor. Possible emphases include communications, foreign languages, and philosophy/religion/mythology.

<b>Liberal Arts Core Curriculum</b> .....	55
<b>Humanities major</b> .....	63
<b>Minor</b> .....	27
<b>Electives</b> .....	47

**Total required for degree** ..... 192

## BA in Spanish

The degree in Spanish prepares students for graduate school or employment in business, governmental agencies, social work, or the travel industry. Proficiency in the Spanish language and knowledge of the Hispanic culture will assist the graduate of this program in many other areas of employment because of the increasing Hispanic population of this country.

<b>Liberal Arts Core Curriculum</b> .....	55
<b>Spanish Major</b> .....	63
Span 101,102,103 First Year Spanish .....	12
Span 201,202,203 Second Year Spanish .....	12
Span 301,302,303 Spanish Composition and Conversation .....	12
Span 338 Hispanic Culture and Civilization: Spain .....	3
Span 339 Hispanic Culture and Civilization: Latin America .....	3
Upper Division Spanish Electives (Choose seven, four must be 400 level) .....	21
Span 350 Spanish Pronunciation and Phonetics	
Span 361 Hispanic Poetry	
Span 362 Hispanic Drama	
Span 363 Hispanic Novel	
Span 380 Applied Linguistics	
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 480 History of the Spanish Language	
Span 490 Studies in Spanish Literature	
Span 491 Studies in Latin American Literature	

<b>Minor</b> .....	27
<b>Electives</b> .....	47

**Total Required for Degree** ..... 192



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## BA/BS in Speech Communication

The degree in Speech Communication prepares students for employment in an information-based economy or for graduate school. This degree program acquaints students with communication theories and their applications to interpersonal, small group, public, and mass media contexts.

<b>Liberal Arts Core Curriculum</b> .....	55
<b>Speech/Communication Major</b> .....	57
Interpersonal Communication (Choose three) .....	9
Sp 112 Interpersonal Communication	
Sp 120 Communicative Voice and Articulation	
Sp 325 Intercultural Communication	
Sp 350 Listening	
Sp 431 Nonverbal Communication	
Public Communication (Choose four) .....	12
Sp 239 Oral Interpretation of Literature	
Sp 321 Argumentation	
Sp 322 Persuasion	
Sp 323 Group Discussion and Leadership	
Sp 324 Business and Professional Speaking	
Theory and Criticism (Choose three) .....	9
Sp 326 Communication and Controversy: Freedom of Speech	
Sp 412 The Criticism of Public Discourse	
Sp 432 Rhetoric of Western Thought	
Sp 439 Contemporary Public Address	
Mass Communication .....	12
J 211 Introduction to Mass Media	
Sp 236 Contemporary Issues in American Broadcasting	
Sp 347 Television and the Viewer	
Sp 426 Language of the Mass Media	
Electives .....	15
Electives in Speech, Writing, Journalism, and those courses with HUM prefixes (Hum 409, Internship, not to exceed 6 hours). Students will be encouraged to take Wr 321, Business and Technical Writing, as a Writing elective.	
<b>Minor</b> .....	27
<b>Electives</b> .....	53
<b>Total Required for Degree</b> .....	192

## Minors in the Humanities

All minors must be planned with and approved by a Humanities Division advisor.

### English Minor

27 hours in English, including 12 upper-division.

### French Minor

27 hours in French, including 12 upper-division.

### German Minor

27 hours in German, including 12 upper-division.

## Humanities Minor

27 hours in Humanities, including 12 upper-division.

## Philosophy Minor

27 hours in Philosophy, including 12 upper-division.

## Spanish Minor

27 hours in Spanish, including 12 upper-division.

## Speech Communication Minor

27 hours in Speech Communication, including 12 upper-division.

## Writing Minor

27 hours in Writing, including 12 upper-division.

## Preprofessional Transfer Program in Journalism

Electives may include courses in journalism. However, the student is advised that these credits will be counted in the maximum total of 46 hours of journalism permitted by the National Accrediting Association of Professional Journalism Schools. Electives may be substituted for the journalism courses in the second year.

<i>First Year</i>	
Wr 121 English Composition .....	3
Sp 111 Fundamentals of Speech .....	3
Hst 101, 102, 103 History of Civilization, or Hst 201, 202, 203 History of the United States .....	9
Eng 104, 105, 106 Types of World Literature, or Eng 107, 108, 109 Literature of the Western World .....	9
Bi 101, 102 General Biology .....	8
Physical education courses .....	3
Electives .....	12
<b>Total first year</b> .....	47

<i>Second Year</i>	
Wr 222 English Composition, or Wr 224 The Research Paper .....	3
J 211 Introduction to Mass Communications .....	3
J 212 Reporting .....	3
J 213 Copyediting and Makeup .....	3
PS 201 American National Government .....	3
PS 202 State and Local Government .....	3
Social science or psychology sequence .....	9
Humanities sequence .....	9
GS 104, 105, 106 Foundations of Physical Science .....	12
<b>Total second year</b> .....	48

## Teacher Preparation

Faculty advisors in the Humanities Division assist students in the major programs in Secondary Education listed below. They also advise Elementary Education students in their academic specialties, but these students are guided in their Elementary Education major by faculty advisors in the Elementary Education Division.

### Secondary Education

Majors: English Language Arts, Foreign Language (French, German, Spanish)

### Elementary Education

Academic Specialties: English Language Arts, Foreign Language (French, German, Spanish)

## Foreign Study Program

The Oregon State System of Higher Education sponsors overseas study centers in France, Germany, Japan, Ecuador, China and Hungary. These programs usually are on a year-long basis. In addition, the State System participates in liberal arts programs of shorter duration in England, France, Germany, and Mexico. The programs are described below. Further information is available from Western's Office of International Education and Services.

### Study Centers

**France.** The Oregon Study Center in France is at the University of Poitiers, in Poitiers, a moderate-sized city in western France. The program concentrates on language, literature, and culture. Most students are placed in the Institute for Foreigners where they continue their study of the French language and literature. Those who are sufficiently qualified in French and prepared in subject matter may take some or all of their courses at the University of Poitiers.

**Germany.** The Oregon Study Center in Germany, with headquarters in Stuttgart, offers the opportunity to study at the universities of Stuttgart, Tübingen, Konstanz, Hohenheim, Freiburg and Ulm, as well as at a few other participating German universities and institutes in Baden-Württemberg. The program consists of language and general university courses. Classes begin in September with a four-week orientation course in Tübingen. Students who are proficient in German may then enroll in regular courses at the university of their choice in October. Other students will continue to take German language instruction along with their university classes.

**Japan.** The Oregon Study Center in Japan, with its headquarters at Waseda University in Tokyo, offers the opportunity to study Asian humanities and social sciences at Waseda's International Division from September through June; or, students may apply to study



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international business, management, international relations and economics at the School of International Politics, Economics and Business (SIPEB) at Aoyama Gakuin University in Tokyo from April to February with a summer break in July and August. All courses in both programs are taught in English with the exception of Japanese language which is a required course.

## One-term Programs

Programs are currently located in London, England; Avignon, France; Koln, West Germany; and Ecuador. Language proficiency requirements vary.

In these centers, which are sponsored by the Northwest Inter-Institutional Council on Study Abroad, students may attend any quarter or series of quarters at any site. Instruction is provided by faculty members from the Northwest and by British, French, German, and Mexican adjunct faculty members. Curriculum changes quarterly, with emphasis on civilization and culture, language, literature, art, history, political science, and general humanities. Excursions are an integral part of each program.

## NATURAL SCIENCES AND MATHEMATICS DIVISION

Chair: Jay Evett

**Biological Sciences:** *Professors*—Neal Bandick, J. Morris Johnson, David McCorkle, Robert Novak, Lowell Spring. *Associate Professor*—Lonnie Guralnick, Robert Turner.

**Earth and Physical Sciences:** *Professors*—Ray Brodersen, Geology; Jay Evett, Donald White, Physics; Guy Rooth, Geology. *Associate Professors*—Arlene Courtney, Chemistry; Rahim Kazerouni, Chemistry. *Assistant Professors*—Pete Poston, Chemistry.

**Mathematics:** *Professors*—James Barnard, Robert Main. *Associate Professors*—Steven Douglass, Donald Pierce, Leon Roland. *Assistant Professors*—Frank Benford, Thomas Linton, Dennis Williams.

Teaching scientists and mathematicians of the Natural Sciences and Mathematics Division are keenly aware of their responsibilities of absorbing, analyzing and communicating the elements of the information explosion in scientific fields. As teachers, they believe that their primary function is to explain the foundations and principles so students will become scientifically and mathematically literate. At the same time, they believe that students should understand the contributions of science and mathematics to the welfare of mankind and the environment.

Three departments make up this division: Biological Sciences, Earth and Physical Sciences, and Mathematics. Each is committed

to excellence in educating students. Faculty engage in research and participate in professional organizations, thus staying abreast of developments in their fields.

The division is housed in the Natural Sciences Building and in Arnold Arms. The faculty takes advantage of opportunities for field studies in Oregon's geographical setting. Their instruction is enriched by biological and physical illustrations taken while on these field trips. The Malheur Field Station is used frequently as a center for field activities.

The division serves students in four ways:

- Preparation for professional careers in various fields, and for further study in graduate schools. This preparation is validated by the awarding of the Bachelor of Arts or Bachelor of Science in Natural Sciences, Biology, Chemistry and Mathematics.
- Preparation of teachers in the Natural Sciences and Mathematics. Degree programs have been developed in each academic area to prepare students to teach Biology, Earth and Physical Sciences and Mathematics in secondary schools. For students planning to teach in elementary schools, a concentration is suggested in the Natural Sciences or Mathematics (see the following degree programs).
- Preparation of students for professional schools in the health sciences and technologically oriented fields.
- Service as one of the college resources in the liberal education of all Western students.

**Special Interest Groups.** Natural Sciences and Mathematics clubs exist to bring students and faculty together in both formal and informal settings.

**Mathematics Resource Center.** The center in Room 308 of Arnold Arms is designed primarily for teacher candidates. It contains materials of the Creative Publications catalog and the Cuisenaire catalog. All materials may be checked out.

## Degrees in the Sciences

The BA/BS degrees are offered in Biology, Chemistry, Natural Science (several options) and Mathematics. Students must complete major requirements in one field and a 27-hour minor (including 12 upper-division hours) in a second academic area. (All college degrees require an overall total of 62 upper-division hours.)

## BA/BS in Biology

Students seeking a strong background in biology may complete either the Biology Major with one of its two options or take the Molecular Biology/Biochemistry option under the BA/BS in Natural Sciences. The General Biology option under the Biology Major is recommended for persons seeking a strong general background. The Zoology, Botany, Ecology option is appropriate for persons planning to pursue graduate study in one or more of the listed areas.

<b>Liberal Arts Core Curriculum</b> .....	55
<b>Biology Major Core</b> .....	50-52
Bi 211, 212, 213 Principles of Biology .....	12
Bi 331 General Microbiology .....	4
Bi 341 Genetics .....	3
Bi 357 General Ecology .....	4
Bi 388 Cell Biology .....	4
Bi 446 Evolution .....	3
Ch 221, 222, 223 General Chemistry .....	12
Either CS 161 Survey of Computer Science, and	
Mth 243 Introduction to Probability and Statistics .....	8
OR	
Mth 251 and 252 Calculus I and II .....	10
<b>Option for General Biology</b> .....	23
Bi 321 Systematic Field Botany .....	4
G 351 Elements of Geology .....	3
Field Biology of Animals (choose 1): .....	4
Bi 317 Vertebrate Natural History	
Bi 361 Marine Biology	
Bi 474 Entomology	
Anatomy (choose 1): .....	4
Bi 371 Structure of Seed Plants	
Bi 324 Comparative Vertebrate Anatomy	
Physiology (choose 1): .....	4
Bi 330 Plant Physiology	
Bi 434 Animal Physiology	
Cell/Development/Immunology (choose 1): .....	4
Bi 438 Human Histology	
Bi 326 Vertebrate Embryology	
Bi 432 Immunology	
<b>Option for Zoology, Botany, Ecology</b> .....	24
Ch 334, 335, 336 Organic Chemistry .....	12
Upper-division biology courses to be selected with the approval of a Biology advisor .....	12
<b>Minor</b> .....	27
<b>Electives</b> .....	34-37

**Total required for degree** ..... 192

**Note:** If a Biology major selects Chemistry as a minor, the General Chemistry and Organic Chemistry sequences are to be replaced by either Ph 201, 202, 203 or Ph 211, 212, 213 plus 12 hours of additional upper-division Biology courses.

## Biology Minor

A Biology minor must include Bi 211, 212, and 213, or an equivalent sequence, and at least 12 hours of upper-division courses. Work beyond the introductory sequence must be approved by a Biology Department advisor before it is taken.



**BA/BS in Chemistry**

This program is designed as a preparation for professional work in chemistry, graduate work in pure or applied chemistry, or as a core for pre-professional training in the health science fields. Coupling this program with an appropriate minor allows students to enter related sciences such as biochemistry, forensics, oceanography, and the environmental or atmospheric sciences. The chemistry core curriculum consists of coursework in general, organic, analytical and physical chemistry accompanied by a significant laboratory component plus study in either inorganic, biochemistry or instrumentation via limited electives. The remainder of the program consists of career supportive electives. The elective courses offered, and their sequence, will depend on resources available and student demand.

The ideal high school preparation for a prospective chemistry major includes chemistry, physics and a minimum of three years of mathematics. To enter the chemistry program, students should have a minimum of Mth 101 equivalency. To enter the senior level (400) courses, students must have completed Ph 213\* and Mth 254.

<b>Liberal Arts Core Curriculum</b> .....	55
<b>Chemistry Major</b> .....	72
Chemistry Core. ....	63
Ch 221,222,223 General Chemistry .....	12
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 251,252,254 Calculus I, II, IV .....	14
Limited Electives: (6 hours from the following)	
Ch 411,412 Advanced Inorganic Chemistry .....	6
Ch 450,451 Biochemistry I & II .....	6
Ch 354 Computational Chemistry .....	2
Ch 471 Chemical Instrumentation .....	4
Electives in Science, Mathematics or Computer Science .....	3
<b>Minor</b> .....	27
<b>Electives</b> .....	38
<b>Total required for degree</b> .....	192

**BA/BS in Natural Science**

The division offers options for a BA/BS in Natural Science with concentrations in earth science, geology, chemistry/physics and molecular biology/biochemistry.

**Chemistry/Physics Option**

This program can be used to prepare the student for further study in such fields as chemistry, forensics, oceanography and some of the environmental sciences.

<b>Liberal Arts Core Curriculum</b> .....	55
<b>Natural Science/Chemistry/ Physics Option</b> .....	72
Ch 221, 222, 223 General Chemistry .....	12
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 (CS 211 may be substituted as an elective) .....	6
<b>Minor</b> .....	27
<b>Electives</b> .....	38

**Total required for degree** ..... 192

**Chemistry Minor**

This minor is offered for students wishing to gain a background in chemistry or who are preparing for careers in the biological sciences or health related fields.

Ch 221, 222, 223 General Chemistry .....	12
Ch 334, 335, 336 Organic Chemistry .....	12
Approved upper-division elective in chemistry .....	3-4

**Total in minor** ..... 27-28

**Earth Science Option**

This option is for students desiring a broad training in earth science for business, graduate school or governmental agencies.

<b>Liberal Arts Core Curriculum</b> .....	55
<b>Earth Science Option</b> .....	72
Lower-division core (32)	
Bi 101 General Biology .....	4
Bi 102 or 103 General Biology .....	4
Ch 104, 105, 106 Introductory Chemistry ....	12
Ph 201, 202, 203 General Physics .....	12
Upper-division core (23)	
G 351 Elements of Geology .....	4
GS 331 Introduction to Oceanography .....	3
GS 351 Elements of Astronomy .....	3
GS 390 Basic Meteorology .....	3
G 440 Fossils of Oregon .....	4
G 450 Rocks and Minerals .....	3
G 453 Geology of the Pacific Northwest ..	3
Upper-division Earth Science electives .....	9
Upper-division Science electives .....	21
<b>Electives</b> .....	21
<b>Minor</b> .....	44

**Total required for degree** ..... 192

**Earth Science Minor**

This minor is offered for students wishing a generalized background in Earth Science.

G 351 Elements of Geology .....	3
GS 331 Introduction to Oceanography .....	3
GS 351 Elements of Astronomy .....	3
GS 390 Basic Meteorology .....	3
G 453 Geology of the Pacific Northwest .....	3
Electives in Earth Science .....	12

**Total in minor** ..... 27



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## Geology Option

This option is for students wishing to attend graduate school to prepare for careers in Geology or Geological Oceanography. Students should discuss specific requirements for graduate programs with an advisor.

<b>Liberal Arts Core Curriculum</b> .....	55
<b>Geology Option</b> .....	72
Core courses:	
G 201, 202, 203 Geology .....	12
Choose 1 of the following sequences: .....	12
Ch 104, 105, 106 Introductory Chemistry	
Ch 221, 222, 223 General Chemistry	
Choose 1 of the following sequences: .....	12
Bi 101, 102, 103 General Biology	
Bi 211, 212, 213 Principles of Biology	
Ph 201, 202, 203 General Physics	
Ph 211, 212, 213 General Physics with	
Calculus	
Geology courses:	
G 321 Structural Geology .....	3
G 322 Geomorphology and Aerial Photo	
Interpretation .....	3
G 392 Stratigraphy and Sedimentation .....	3
G 440 Fossils of Oregon .....	4
G 453 Geology of the Pacific Northwest .....	3
G 450 Rocks and Minerals .....	3
Approved upper-division science or math	
electives .....	17
<b>Electives</b> .....	21
<b>Minor</b> .....	44

**Total hours required for degree .... 192**

## Geology Minor

This minor is offered for students wishing a broad geology background.

Choose 1: .....	3-4
G 201 Geology	
G 351 Elements of Geology	
G 450 Rocks and Minerals .....	3
G 453 Geology of the Pacific Northwest .....	3
Approved electives in geology .....	17-18

**Total in minor ..... 27**

## Geology/Resources Minor

This minor is offered for students in business, social science or other fields wishing a background in resources.

G 201, 202, 203 Geology .....	12
G 450 Rocks and Minerals .....	3
G 460 Mineral Resources .....	3
G 476 Water Resources .....	3
G 473 Environmental Geology .....	3
Elective in earth science .....	3

**Total in minor ..... 27**

## Molecular Biology/ Biochemistry Option

This major, which requires a Chemistry minor, will provide a broad background in molecular biology and biological chemistry. This program will prepare the student for graduate study in chemistry, biochemistry, molecular biology, physiology or pharmacology and for various health science professional schools. Students with this major will be prepared for employment in the rapidly expanding biotechnology field.

<b>Liberal Arts Core Curriculum</b> .....	55
<b>Molecular Biology/Biochemistry Major</b> ....	73
Bi 211, 212, 213 Principles of Biology .....	12
Bi 341 Genetics .....	3
Bi 388 Cell Biology .....	4
Bi 446 Evolution .....	3
Mth 251, 252 Calculus I and II .....	10
Ph 211, 212, 213 Physics .....	12
The above courses, and General and Organic	
Chemistry, will be completed during the	
first two years. The courses listed below will	
be completed during the last two years.	
Bi 475 Molecular Biology .....	4
Ch 450, 451 Biochemistry I and II .....	6
Mth 243 Introduction to Statistics .....	3
Bi 331 General Microbiology .....	4
Bi 432 Immunology .....	4
Bi 434 Animal Physiology .....	4
An additional 4 hours of upper-division	
courses in Biology, Chemistry, Computer	
Science or Mathematics are required to	
complete the major .....	4
<b>Minor - Chemistry</b>	
(required for this major) .....	28
Ch 221, 222, 223 General Chemistry .....	12
Ch 312 Quantitative Analysis .....	4
Ch 334, 335, 336 Organic Chemistry .....	12
<b>Electives</b> .....	36

**Total required for degree ..... 192**

## Technological Applications Minor

This minor is offered for students in Business, Law Enforcement or related areas.

Ch 104, 105, 106 Introductory Chemistry ....	12
or	
Ph 201, 202, 203 General Physics	
GS 361 Energy and Resources in	
Perspective .....	3
G 460 Geology of Mineral Resources .....	3
G 476 Water Resources .....	3
Upper-division science or mathematics	
electives .....	6

**Total in minor ..... 27**

## Physics Minor

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

**Total in minor ..... 27**

## Additional Minors in Natural Sciences

Additional minors may be designed with the help of a divisional advisor.

## BA/BS in Mathematics

The major in Mathematics is a flexible program which allows students to choose areas of concentration to meet their needs and interests.

<b>Liberal Arts Core Curriculum</b> .....	55
<b>Mathematics Major</b> .....	72

Lower-division Core: (25)

Mth 251 Calculus I .....	5
Mth 252 Calculus II .....	5
Mth 253 Calculus III Sequences and Series ..	3
Mth 254 Vector Calculus .....	4
Mth 257 Multivariate Calculus .....	4
CS 162 Intro Computer Science I .....	4

Upper-division Core: (20)

Mth 311 Advanced Calculus I .....	4
Mth 341 Linear Algebra I .....	4
Mth 344 Group Theory .....	3
Mth 345 Ring Theory .....	3
Mth 365 Mathematical Probability .....	3
Mth 366 Mathematical Statistics .....	3

Areas of Concentration (18-21)

Each Mathematics Major will select a minimum of three courses in each of two areas of concentration listed below, plus one advanced topics course in one of those areas.

**Areas of Concentration:**

- Algebra**
  - Mth 346 Number Theory
  - Mth 440 Advanced Topic: Algebra
  - Mth 441 Linear Algebra II
  - Mth 446 Abstract Algebra
  - Mth 482 Logic and Foundations
- Analysis**
  - Mth 312 Advanced Calculus II
  - Mth 314 Differential Equations
  - Mth 410 Advanced Topic: Analysis
  - Mth 416 Complex Analysis
  - Mth 437 Set Theory and Topology
  - Mth 451 Numerical Analysis



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## 3. Applied Mathematics

Mth 354 Discrete Structures I  
Mth 355 Discrete Structures II  
Mth 363 Linear Programming and Games  
Mth 420 Advanced Topic: Applied Mathematics  
Mth 441 Linear Algebra II  
Mth 451 Numerical Analysis  
Mth 460 Advanced Topic: Probability and Statistics

## 4. Mathematics Education

(also see Teacher Preparation, below)

Mth 337 Geometry  
Mth 338 Geometry  
Mth 397 Secondary Problem Solving  
Mth 430 Advanced Topic: Geometry  
Mth 438 Transformational Geometry  
Mth 472 History of Mathematics  
Mth 498 Computer Applications in Math

Upper-division electives in Mathematics... 6-9

Minor ..... 27

Electives ..... 38

Total required for degree ..... 192

Mathematics majors wishing to specialize in one of the following areas are strongly advised to include the courses suggested below in their programs:

## 1. Mathematics Education

Mth 337, 338 Geometry  
Mth 346 Number Theory  
Mth 397 Secondary Problem Solving  
Mth 354 Discrete Structures I

## 2. Preparation for graduate work in mathematics

Mth 312 Advanced Calculus II  
Mth 314 Differential Equations  
Mth 416 Complex Analysis  
Mth 446 Abstract Algebra

## 3. Applied Mathematics

Mth 314 Differential Equations  
Mth 416 Complex Analysis  
Mth 441 Linear Algebra II  
Mth 451 Numerical Analysis

## Mathematics Minor

The mathematics minor programs are designed to allow students to become competent in an area of mathematics related to their major programs at Western.

## Mathematics Option:

Mth 251 Calculus I ..... 5  
Mth 252 Calculus II ..... 5  
Mth 253 Calculus III Sequences and Series ... 3  
Mth 254 Vector Calculus ..... 4  
Mth 257 Multivariate Calculus ..... 4  
Mth 341 Linear Algebra I ..... 4  
Mth 344 Group Theory ..... 3  
Mth 365 Mathematical Probability ..... 3  
Mth 366 Mathematical Statistics ..... 3

Total hours in minor ..... 34

## Mathematics Education Option:

Mth 251 Calculus I ..... 5  
Mth 252 Calculus II ..... 5  
Mth 254 Vector Calculus ..... 4  
Mth 337 Geometry ..... 3  
Mth 346 Number Theory ..... 3  
Mth 354 Discrete Struct I ..... 3  
Mth 391 Math Models ..... 3  
Mth 393 Probability and Statistics ..... 3  
Mth 397 Sec Prob Solv ..... 3  
Upper Division Math Electives ..... 3

Total hours in minor ..... 35

## Business Option:

Mth 251 Calculus I ..... 5  
Mth 252 Calculus II ..... 5  
Mth 254 Vector Calculus ..... 4  
Mth 257 Multivariate Calculus ..... 4  
Mth 341 Linear Algebra I ..... 4  
Mth 354 Discrete Structures I ..... 3  
Mth 363\* Linear Programming and Games... 3  
Mth 365 Mathematical Probability ..... 3  
Mth 366 Mathematical Statistics ..... 3

Total hours in minor ..... 34

\*BA 368 Quantitative Methods II may be substituted





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## Computer Science Option:

Mth 251 Calculus I .....	5
Mth 252 Calculus II .....	5
Mth 253 Calculus III Sequences and Series ...	3
Mth 341 Linear Algebra I .....	4
Mth 254 Vector Calculus .....	4
Mth 257 Multivariate Calculus .....	4
Mth 355 Discrete Structures II .....	3
Choose 2: .....	6-7
Mth 314 Differential Equations .....	
Mth 451 Numerical Analysis .....	
Mth 441 Linear Algebra II .....	

Total hours in minor ..... 34-35

## Teacher Preparation

Faculty advisors in the division assist students in the major programs in Secondary Education, listed below. They also advise Elementary Education students in their teaching specialties, but these students are guided in the Elementary Education Major by faculty advisors of the Elementary Education Division.

## Secondary Education

Majors: Biology, Earth Science, Mathematics

## Elementary Education

Academic Specialties: Mathematics, Science

## Preprofessional Studies in: Dentistry\*, Medicine, Podiatry

The following curriculum is based upon the entrance requirements of the professional schools. Admission to all of these schools is highly competitive. Students should contact the schools of their choice as early as possible. Moreover, Western students should take advantage of the help the preprofessional advisor can provide in preparation for and during the admission process.

These professional schools strongly urge the undergraduate student to complete 1 to 3 credits of Bi 409, Practicum. Each credit of Practicum requires 33 hours of observation of an appropriate professional and prior approval of the appropriate Western advisor.

Very few students are admitted to these professional schools at the end of their third year. Therefore, all students should arrange their courses so that they may receive a bachelor's degree of their choice from Western.

\*Predental students may major in Biology, Natural Science (including customized options), or other disciplines. Western students who plan to enter dental school before receiving their bachelor's degree should arrange their courses so that they may qualify for the Western bachelor's degree in Natural Sciences after they enter dental school. This can be accomplished if the three-year predental program includes at least 144 credit hours and meets all degree requirements

except for upper-division sciences courses. These may be transferred from the OHSU Dental School to complete the Natural Sciences major and the total number of hours needed for graduation.

### First Year

Wr 121 English Composition .....	3
Bi 211, 212, 213 Principles of Biology .....	12
Ch 221, 222, 223 General Chemistry .....	12
Mth 111 College Algebra .....	4
Mth 112 Elementary Functions .....	4
*Mth 251 Calculus I .....	5
Sp 111 Fundamentals of Speech .....	3
Physical Education activity courses .....	3
Electives .....	4

Total hours first year ..... 50

### Second Year

Wr 222 English Composition .....	3
or	
Wr 224 The Research Paper	
Sequence in Psychology .....	9
Sequence in Literature .....	9
*Ch 312, 313 Quantitative Analysis .....	8
Mth 252 Calculus II .....	5
Ph 201, 202, 203 General Physics .....	12
PE 131 Individual Health and Fitness .....	2
Electives .....	6

Total hours second year ..... 54

### Third Year

Wr 323 English Composition .....	3
or	
Wr 414 Advanced Composition	
Sequence in Social Science .....	9
Bi 324 Comparative Vertebrate Anatomy ....	4
Bi 326 Vertebrate Embryology .....	4
Bi 341 Genetics .....	3
Bi 434 Comparative Animal Physiology .....	4
Ch 334, 335, 336 Organic Chemistry .....	12
Electives .....	9

Total hours third year ..... 48

\*Not needed for predentistry

## Veterinary Medicine

Oregon residents are eligible for admission to a tri-state veterinary program to which Oregon, Idaho, and Washington cooperatively provide financing and facilities. The following curriculum is based on requirements for admission to the tri-state program. Facilities are located at Oregon State University, Washington State University and the University of Idaho Veterinary Teaching Center in Caldwell, Idaho. Oregon residents admitted to the tri-state program will spend their first year at OSU and their second year and a half at WSU. The location(s) for their last year and a half varies in accordance to student interest and goals.

Western Oregon State College's preveterinary curriculum is designed so students can enter the professional program after three years of preveterinary work.

(Currently the tri-state program is admitting students with an average of 3.3 years of college work.) With proper planning students who transfer to the tri-state program after three years can earn a Bachelor's Degree from WOSC after finishing the first year of Veterinary School.

Schools of Veterinary Medicine strongly urge the undergraduate student to complete 1 to 3 credits of Bi 409, Practicum. Each credit of Practicum requires 33 hours of observation of an appropriate professional and prior approval of the appropriate Western advisor.

### First Year

Wr 121 English Composition .....	3
Bi 211, 212, 213 Principles of Biology .....	12
Ch 221, 222, 223 General Chemistry .....	12
Mth 111 College Algebra .....	4
Sp 111 Fundamentals of Speech .....	3
Sequence in Literature or Social Science .....	9
Philosophy or Religion Course .....	3
PE 131 Individual Health and Fitness .....	2

Total hours first year ..... 48

### Second Year and Third Years

In addition to the Liberal Arts Core and courses counting toward a Natural Science major, students should complete the following courses that are specifically required for admission to the tri-state school:

Ch 334, 335, 336 Organic Chemistry .....	12
Ch 450 Biochemistry I .....	3
Ph 201 General Physics .....	4
Bi 341 Genetics .....	3

## Prenursing

Western offers two years of prenursing study. Two more years of preparation at one of the four campuses of the Oregon Health Sciences University (OHSU) School of Nursing lead to the bachelor's degree and qualification for the state examination of nursing registration.

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

The OHSU School of Nursing requires 91 credit hours in the two prenursing years before a student may be admitted to the nursing program. The courses required during these two years are included in the suggested schedule shown below. Since there is some flexibility in these course requirements, students interested in nursing are strongly urged to contact Western's prenursing advisor as soon as they select this course of study.



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Following is Western's recommended prenursing program:

## First Year

Bi 101, 102 General Biology .....	8
Bi 218 Microbiology .....	3
Ch 104, 105, 106 Introductory Chemistry .....	12
HE 325 Nutrition .....	3
Mth 111 College Algebra .....	4
Psy 201 General Psychology .....	3
Wr 121, 222, 321 English .....	9
Composition I, II, III .....	3
English Literature .....	3

**Total hours first year ..... 42**

## Second Year

Anth 216 Introduction to Cultural Anthropology .....	3
Bi 334, 335 Human Anatomy and Physiology .....	6
Bi 438 Human Histology .....	4
Mth 243 Introduction to Probability and Statistics .....	4
Psy 201 General Psychology .....	3
Psy 311 Developmental Psychology .....	3
Soc 223 Theoretical Foundations of Sociology .....	3
Sp 111 Fundamentals of Speech .....	3
Sp 112 Interpersonal Speech Communication .....	3
Social Science Elective .....	3
Arts, Literature, or Humanities Electives .....	12

**Total hours second year ..... 47**

## Dental Hygiene

This four-year program is offered jointly by Western and the Oregon Health Sciences University Dental School. Students take their first two years at Western, completing certain liberal arts requirements for the bachelor's degree in Dental Hygiene, which is granted by the Health Sciences University upon completion of the junior and senior years at the Dental School.

Admission to the junior year of the program is highly competitive, and students should make early contact with the Dental School.

The following courses meet requirements for admission to the junior year of the program. A minimum of 93 credit hours must be completed for admission. Additional information may be found in the Dental School catalog.

Schools of Dentistry and Dental Hygiene strongly urge the undergraduate student to complete 1 to 3 credits of Bi 409, Practicum. Each credit of Practicum requires 33 hours of observation of an appropriate professional and prior approval of the appropriate Western advisor.

## First Year

Anth 216 Introduction to Cultural Anthropology .....	3
Bi 101, 102, 103 General Biology, OR	
Bi 211, 212, 213 Principles of Biology .....	12
Ch 104, 105, 106 Introductory Chemistry .....	12
Psy 201 General Psychology .....	3
Sp 111 Fundamentals of Speech .....	3
Wr 121 English Composition I .....	3
Physical Education activity courses .....	3
Electives .....	8

**Total hours first year ..... 47**

## Second Year

HE 250 Personal Health .....	3
HE 325 Nutrition .....	3
Ph 201, 202, 203 General Physics .....	12
Soc 225 Social Problems .....	3
Wr 222, 323 English Composition II, III .....	6
Humanities courses .....	6
Electives .....	18

**Total hours second year ..... 51**

## Premedical Technology

Western offers the courses required for application for admission into the Oregon Health Science University's Medical Technology Program. The OHSU program requires successful completion of 135 quarter hours (about 3 years) before entrance into the 12-month Medical Technology Program at the OHSU campus in Portland. A student interested in this program must submit a completed application to OHSU by December 1 of his/her third year at Western.

Medical Technology schools strongly urge the undergraduate student to complete 1 to 3 credits of Bi 409, Practicum. Each credit of Practicum requires 33 hours of observation of an appropriate professional and prior approval of the appropriate Western advisor.

Interested students should contact Western's Premedical Technology advisor for information on recommended elective courses.

## First Year

Bi 211, 212, 213 Principles of Biology .....	12
Ch 221, 222, 223 General Chemistry .....	12
Mth 251 Calculus I .....	5
Wr 121, 222 English Composition I, II .....	6
Electives .....	10

**Total ..... 45**

## Second Year

Bi 331 Microbiology .....	4
Bi 432 Immunology .....	4
Biology elective .....	4
Ch 334, 335, 336 Organic Chemistry .....	12
Specified Humanities electives .....	9
Specified Social Science electives .....	9
Electives .....	3

**Total ..... 45**

## Third Year

Electives .....	45
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**Total hours in program ..... 135**

## Prepharmacy

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

The OSU bachelor's degree in pharmacy requires completion of five academic years (240 credit hours). The last three years must be spent at OSU. Prepharmacy students at Western should earn at least 96 credit hours to avoid having to register for more than 16 hours per term at OSU. Students should enroll in mathematics at the level indicated by placement test scores.

Schools of Pharmacy strongly urge the undergraduate student to complete 1 to 3 credits of Bi 409, Practicum. Each credit of Practicum requires 33 hours of observation of an appropriate professional and prior approval of the appropriate Western advisor.

Information on the Prepharmacy program and application procedures for the OSU School of Pharmacy may be obtained through the Western Prepharmacy advisor.

## First Year

Bi 211, 212, 213 Principles of Biology .....	12
Ch 221, 222, 223 General Chemistry .....	12
Wr 121 English Composition I .....	3

## Second Year

Bi 331 General Microbiology .....	4
Ch 334, 335, 336 Organic Chemistry .....	12
Wr 222 English Composition II .....	3

## First and/or Second Year

(Distribution at student's discretion)

Choose 1: ..... 4-5

Mth 242 Calculus for Management and Social Sciences  
Mth 251 Calculus I

Ec 201 Principles of Economics ..... 3  
Psy 201 General Psychology ..... 3

Choose 2: ..... 6

Soc 223 Theoretical Foundations of Sociology  
Psy 202 General Psychology  
Ec 202 Principles of Economics  
Sp 111 Fundamentals of Speech ..... 3  
Electives—Students are encouraged to consider courses in Humanities and/or Creative Arts to meet OSU's general education requirement ..... 27

**Total hours in program ..... 96**



# SCHOOL OF LIBERAL ARTS & SCIENCES

## Prephysical Therapy or Occupational Therapy

Most professional schools are now converting to a graduate, Master's program. Therefore, Western students should plan to earn a bachelor's degree before matriculating to the professional school. The courses listed below should be fit into their class schedule before applying to the professional school.

Physical Therapy and Occupational Therapy Schools require the undergraduate student to complete 2 to 3 credits of Bi 409, Practicum. Each credit of Practicum requires 33 hours of observation of an appropriate professional and prior approval of the appropriate Western advisor.

## Prephysical Therapy

Bi 211, 212 Principles of Biology .....	8
Bi 331 General Microbiology .....	4
Bi 334, 335 Human Anatomy and Physiology .....	6
Bi 438 Human Histology .....	4
Ch 221, 222, 223 General Chemistry .....	12
Ch 334, 335, 336 Organic Chemistry .....	12
GS 409 Practicum (100 hours) .....	3
Mth 111 College Algebra .....	4
Mth 112 Elementary Functions .....	4
Ph 201, 202, 203 General Physics .....	12
Psy 201, 202 General Psychology .....	6
Psy 450 Abnormal Psychology .....	3
Psy 467 Quantitative Methods OR Mth 243 Introduction to Probability and Statistics .....	4
<b>Total .....</b>	<b>82</b>

## Preoccupational Therapy

Applied Art .....	9
Bi 211, 212 Principles of Biology .....	8
Bi 334, 335 Human Anatomy and Physiology .....	6
CS 101 Computers and Society .....	2
GS 409 Practicum .....	2
Mth 111 College Algebra .....	4
Mth 112 Elementary Functions .....	4
Ph 201 General Physics .....	4
Psy 201, 202 General Psychology .....	6
Psy 217 Introduction to Research Methods ...	3
Psy 311 Developmental Psychology .....	3
Psy 450 Abnormal Psychology .....	3
Soc 223 Theoretical Foundations of Sociology	3
Sp 111 Fundamentals of Speech .....	3
Psy 467 Quantitative Methods OR Mth 243 Introduction to Probability and Statistics .....	4
<b>Total .....</b>	<b>64</b>

## Preoptometry

Oregon residents are eligible for tuition assistance through the Western Interstate Commission for Higher Education (WICHE) if they are accepted at any of three West Coast colleges of optometry.

Most students do not gain admission to a school or college of optometry until they have completed three years of undergraduate work. Students should plan their programs to complete a bachelor's degree if they do not gain admission to the professional school at the end of their third year.

Optometry Schools strongly urge the undergraduate student to complete 1 to 3 credits of Bi 409, Practicum. Each credit of Practicum requires 33 hours of observation of an appropriate professional and prior approval of the appropriate Western advisor.

The courses listed below are required for admission to Pacific University's College of Optometry in Forest Grove, Ore. Admission requirements for the other two WICHE schools (Southern California College of Optometry and the School of Optometry at the University of California, Berkeley) are similar. However, there are differences and their catalogs should be consulted by those intending to apply at these schools.

Bi 211, 212, 213 Principles of Biology .....	12
Bi 331 General Microbiology .....	4
Bi 334, 335 Human Anatomy and Physiology .....	6
Bi 438 Human Histology .....	4
Ch 221, 222, 223 General Chemistry .....	12
Ch 334, 335, 336 Organic Chemistry .....	12
Ph 201, 202, 203 General Physics .....	12
Mth 251 Calculus I .....	5
Approved courses in statistics .....	6
Psy 201, 202 General Psychology .....	6
Wr 121, 222, 323 English Composition .....	9
Electives in Social Science and Humanities ..	9
<b>Total hours required .....</b>	<b>97</b>





## SOCIAL SCIENCE DIVISION

**Chair:** Roshani Shay

**Anthropology:** *Professor*—Kenneth Jensen.  
*Associate Professor*—Robin Smith.

**Criminal Justice:** *Professor*—Ernest Ogard.  
*Associate Professor*—Stephen Gibbons.  
*Assistant Professor*—Carl Stevenson.

**Economics:** *Professors*—Ron Finster, Ajmer Singh.

**Geography:** *Professor*—Denis Moran. *Associate Professors*—Keith Hadley, Wayne White.

**History:** *Professor*—Narasingha Sil. *Associate Professor*—John Rector. *Assistant Professor*—Max Geier, Gerd-Rainer Horn, Kimberly Jensen, Michael McGlade.

**Political Science/Public Policy and Administration:** *Professors*—Edwin Dover, Roshani Shay. *Associate Professor*—Mark Henkels.

**Psychology:** *Professors*—Eric Cooley, Merle Kelley, Victor Savicki, Maxine Warnath. *Associate Professor*—Kathryn Thompson. *Assistant Professor*—Tamina Toray.

**Sociology:** *Professor*—Peter Callero. *Assistant Professors*—Dean Braa, Maureen Dolan.

The social sciences are a cluster of disciplines concerned with the characteristics and interactions of humans in their social and physical settings. These include anthropology, economics, geography, history, political science, psychology, and sociology.

At Western, the Social Science Division also includes programs in criminal justice, fire services administration, and public policy and administration.

Courses in these disciplines can be combined by individual students to help them prepare for various academic and professional careers.

Division facilities include the second level of the Humanities and Social Science Building, where classrooms and offices of the anthropology, corrections and law enforcement, economics, geography, history, political science, sociology, and public policy and administration faculties are located; and Todd Hall with psychology faculty offices.

The division serves students in these ways:

- Preparation for professional careers and graduate study through the Bachelor of Arts and Bachelor of Science in Corrections, Economics, Fire Services Administration, Geography, History, Law Enforcement, Political Science, Psychology, Public Policy and Administration, and Social Science.
- Preparation of teachers of social studies with the Bachelor of Arts or Bachelor of Science in Education.

- Preprofessional preparation for further study in law.
- Participation in the societal and behavioral aspects of the college's programs in bilingual/multi-cultural education.
- Service to all students as a resource in their liberal education.

## Special Interest Groups

**Model United Nations.** Studies the functions and actions of the United Nations, the foreign policy positions of selected countries and current international problems; participates in regional conferences.

**Psychology Club.** Offers all interested students an opportunity to meet fellow students and share activities specifically relevant to psychology. Activities have included field trips, speakers, and conference attendance. In addition Psi Chi, the undergraduate National Honorary Society in Psychology, is open to qualified majors and minors in psychology. See the Psi Chi advisor for more information.

**Business/Economics Club.** This club brings students and faculty together to explore current issues and careers in business and economics.

## Degrees in the Social Sciences

BA/BS degrees in Corrections, Economics, Fire Services Administration, Geography, History, Law Enforcement, Political Science, Psychology, Public Policy and Administration, and Social Science are awarded to students who complete majors in those fields and a 27-hour minor (including 15 upper-division hours) in a second academic area. (All college degrees require an overall total of 62 upper-division hours). Requirements for individual degrees are outlined below.

## BA/BS in Corrections

This broad based liberal arts degree in Social Science with a major in corrections prepares students with theory and practice in the study of crime, delinquency and corrections. Numerous employment opportunities exist for corrections majors. Graduates from this program are employed in a variety of governmental and private agencies that deal with delinquent, dependent, neglected and abused children; and adult criminal law offenders. Position titles include: juvenile court counselor, camp counselor, youth child care and/or boy's ranch counselor, group life supervisor and institutional counselor, adult probation officer, adult parole officer, prison counselor, pre-sentence investigation specialist, and other related social service jobs.

CJ 407 Seminar: Corrections and CJ 409 Practicum: Corrections are taken concurrently. The practicum is a block placement in a correctional-related social service agency.

Liberal Arts Core Curriculum .....	55
Corrections Major .....	72
* CJ 211 Introduction to Careers in Criminal Justice .....	3
* CJ 213 Survey Juvenile/Criminal Justice Systems .....	3
CJ 450 Criminology .....	3
CJ 451 Juvenile Delinquency: Prevention and Control .....	3
CJ 453 Penology .....	3
CJ 454 Parole and Probation .....	3
CJ 455 Correctional Casework, Counseling and Treatment .....	3
CJ 463 Juvenile Issues .....	3
CJ 407 Seminar .....	3
***CJ 409 Practicum .....	12
Electives in social science .....	33
**Minor .....	27
Electives .....	38

**Total required for degree ..... 192**

\* These two courses should be taken first, and in sequence.

\*\*The minor should be selected with an advisor. Students interested in Counseling should consider Sociology, Human Services or Psychology as a minor. Students interested in Agency Administration should consider Public Policy and Administration or Business/Economics as a minor.

\*\*\*Practica include orientation role, operations and administration.



## BA/BS in Economics

The Economics degree program focuses on a balanced and relevant curriculum in preparation for career opportunities in both the private and public sectors of the economy and for graduate training in economics, business, law, public policy administration, and other related graduate programs. Economics majors build on a broad liberal arts foundation in the core curriculum. They are required to complete 45 hours of coursework in economics. Students learn basic economic principles and theoretical concepts and develop skills in the applied areas of economics, international economics, public finance, consumer economics, and economic development.

<b>Liberal Arts Core Curriculum</b> .....	55
<b>Economics Major</b> .....	72
Ec 201, 202, 203 Principles of Economics .....	9
Ec 315 Economic Analysis and Report .....	
Writing .....	3
Ec 318 Money and Banking .....	3
Ec 319 Public Finance .....	3
Ec 457 Microeconomic Theory and Policy .....	3
Ec 458 Macroeconomic Theory and Policy .....	3
Ec 487 Technology and American Economic History, or .....	
Ec 395 Managerial Economics .....	3
Ec 440 International Economics .....	3
Ec 444 Human Resource Economics .....	3
Elective in Economics .....	12
Approved electives .....	27
<b>Minor</b> .....	27
<b>College electives</b> .....	38

**Total required for degree** ..... 192

## BA/BS in Fire Services Administration

This degree is offered by Western Oregon State College and Eastern Oregon State College, and is approved by the Oregon State Fire Standards and Accreditation Board.

Junior and senior level classes at Western are built upon the associate degree in fire science or fire protection offered by most Oregon community colleges. The 24-credit lower division fire science requirement must be completed prior to acceptance into Western's program. In addition, Western will accept as electives the transfer of 21 additional credits of vocational-technical courses.

Western develops management skills of fire services administrators through the completion of 21 credit hours of professional fire service administration courses and 27 hours of social science courses as outlined below.

Western requires a minimum grade point average of 2.5 in the 72-hour major and a minimum GPA of 2.0 in all college work. At least 45 credit hours must be completed through Western or Eastern Oregon State College.

Acceptance into the program is limited to persons who are Oregon Firefighter II or equivalent, and who have completed the required 24 hours of lower division fire science coursework prior to transferring into the program.

Those in the program must also complete the Liberal Arts Core Curriculum.

<b>Liberal Arts Core Curriculum</b> .....	55
<b>Fire Services Administration Major</b> .....	72
Community College Professional Courses ..	24
Approved courses in associate degree program in fire science or fire protection, completed before admission to the degree program.	
Western Professional Courses .....	21*
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 321 Fire Protection Master Planning ..	3
Elective professional course (consult your Western advisor) .....	3
Western related courses in Social Science and/or Business (Selected with your advisor's help) .....	27
<b>Minor</b> .....	27
<b>Electives</b> .....	32

**Total required for degree** ..... 186

\*Open Learning Fire Courses may be substituted at the discretion of the department.

FOR ALASKA STUDENTS: The BA/BS degree in Fire Services Administration is available to Alaska students through a cooperative agreement with the University of Alaska-Anchorage. Up to 72 semester hours (108 quarter hours) including all FSA courses taken at UAA can transfer into this program. The remaining 78 quarter hours, including the professional upper division core curriculum courses, can be completed through Western's Open Learning Program via correspondence courses.

NOTE: Western Oregon State College is authorized by the Washington State Higher Education Coordinating Board, pursuant to the Degree Authorization Act (RCW 28B.85). The institution's chief administrative officer has agreed to comply with all requirements of the Act.

Any person desiring information about the requirements of the Act, or the applicability of those requirements to this institution may contact the Board office at 917 Lakeridge Way, Olympia, WA 98504--(206)586-4595.

Western Oregon State College is also authorized by the Alaska Commission on Postsecondary Education to operate the Fire Services Administration BA/BS degree program in the State of Alaska. Any person desiring information regarding requirements relative to that authorization may contact the Alaska Commission on Postsecondary Education Office at 3601 C St., Suite 478, Anchorage, Alaska 99503--(907)561-4207.

## BA/BS in Geography

The primary objective of the geography program is to provide students with intellectual maturity, geographic information and theory, and skills related to the solutions of problems in a professional career. Those careers, in governments, corporations, and education, are based on understanding the intricate relationships between places, people, and cultures. The program is a foundation for prospective employment in the state, nation, foreign areas and for graduate study.

Students interested in the geography major, minor or upper division sequence must contact the geography academic advisor to ensure orderly progress in the program. This will allow exploration of career objectives and selection of appropriate geography courses. Early advising and planning are essential because some courses are offered every other year, some have limited enrollment, and some advanced technical courses may be more relevant than others. Also, inclusion of a practicum in the geography major or minor requires three months advance planning.

Of the 72 credit hours in the major, 45 must be in geography, including 27 hours in upper division geography courses. (Thirty-six of the total 72 hours must be in upper-division courses.)

<b>Liberal Arts Core Curriculum</b> .....	55
<b>Geography Major</b> .....	72
Geog 105, 106, 107 Introductory Geography .....	9
Geog 221 Field Geography .....	3
Geog 240 Map and Air Photo Interpretation .....	3
Geog 340 Cartography .....	4
Geog 385 Quantitative Methods in Geography .....	4
Geog 495 History and Philosophy of Geography .....	3
Physical systematic course (choose from Geog 390, 391, 393, 394, 490, 492) .....	3
Cultural systematic course (choose from Geog 318, 411, 412, 413, 416, 417, 418, 425, 433) .....	3
Regional course (choose from Geog 310, 312, 313, 314, 410, 414, 426, 429, 432, 450, 451, 461, 463) .....	3
Electives in geography (planned with advisor) .....	15
Approved Electives (planned with advisor) .....	22
<b>Minor</b> .....	27
<b>Electives (planned with advisor)</b> .....	38

**Total required for degree** ..... 192



# SCHOOL OF LIBERAL ARTS & SCIENCES

## BA/BS in History

This program prepares students for employment in private and public agencies and for graduate study. Of the 72 credit hours in the major, 45 must be in history, including 27 hours in upper-division history courses. (Of the total 72 hours, 36 must be in upper-division courses.)

<b>Liberal Arts Core Curriculum</b> .....	55
<b>History Major</b> .....	72
Hst 101, 102, 103 History of Western Civilization, OR	
Hst 104, 105, 106 World History .....	9
Hst 201, 202, 203 History of the United States .....	9
Hst 301 History Research and Writing .....	3
Hst 420 Philosophies of History .....	3
Hst 499 Senior Seminar .....	3
Upper-division history courses, including 9 hours of world or European history and 9 hours of United States history .....	24
Electives in social science (including one 9-hour upper-division sequence) .....	21
<b>Minor</b> .....	27
<b>Electives</b> .....	38

**Total required for degree** ..... 192

## BA/BS in Law Enforcement

The program in Law Enforcement prepares students for employment opportunities in municipal, county, state and federal law enforcement agencies and in investigatory and security occupations related to law enforcement.

Students completing the 192-hour degree program at Western must meet the following requirements:

<b>Liberal Arts Core Curriculum</b> .....	55
<b>Law Enforcement Major</b> .....	72
CJ 211 Introduction to Careers in Criminal Justice .....	3
CJ 212 History and Development of American Law Enforcement .....	3
CJ 213 Survey of Juvenile/Criminal Justice Systems .....	3
CJ 331 Police and the Community .....	3
CJ 351 Police Organization and Administration .....	3
CJ 423 Middle Management in Law Enforcement .....	3
CJ 450 Criminology .....	3
CJ 452 Legal Aspects of Law Enforcement ....	3
CJ 454 Parole and Probation .....	3
CJ 456 Contemporary Issues in Criminal Justice .....	3
CJ 407 **Seminar .....	3
CJ 409 *Practicum (four, three-hour practica) .....	12
Electives in Social Science .....	27
<b>***Minor</b> .....	27
<b>Electives</b> .....	38

**Total required for degree** ..... 192

A community college transfer student with an associates degree should transfer with Junior class standing.

\*Practica include: Orientation, Role, Operations, and Administration of Law Enforcement.

\*\*CJ 407 Seminar: Law Enforcement and CJ 409 Practicum: Law Enforcement are taken concurrently. The practicum is a block placement in a law enforcement-related agency.

\*\*\*The minor should be selected with an advisor. Students interested in Criminalistics should consider Science or Computer Science as a minor. Those with an interest in Administration should consider Political Science, Economics or Business as a minor. Students interested in Human Resources might pursue Sociology, Psychology, or Anthropology as a minor. Those interested in Generalist Skills may wish to consider Social Science as a minor. A foreign language is strongly advised.

## BA/BS in Political Science

The program in Political Science prepares students for careers in local, state, federal, and international agencies, for the law and for service in private-sector organizations. It is also designed to provide a solid subject matter background for those who may wish to become certified teachers in the Social Science area. Western's program emphasizes three major subfields of Political Science: International Relations and Comparative Politics; Administration and Political Processes; Public Policy and Law (the latter two focusing on American Government).

Of the 72 quarter hour major, 15 hours consist of a required core of courses, 18 hours are in upper division distribution requirements, 12 hours are electives in Political Science, and 27 hours are electives in Social Science (including Political Science), which students can select in consultation with an advisor to tailor the major to their own particular needs and career plans. (Thirty-six of the total 72 hours must be in upper-division courses.)

<b>Liberal Arts Core Curriculum</b> .....	55
<b>Political Science Major</b> .....	72
<b>Core:</b>	
PS 201 American National Government .....	3
PS 202 State and Local Government .....	3
PS 203 International Relations .....	3
PS 350 Introduction to Public Policy .....	3
PS 351 Introduction to Public Administration .....	3
<b>Distribution Requirements:</b>	
Two courses each in three subfield areas ..	18*
Electives in Political Science .....	12
Electives in Social Science/Political Science .....	27
<b>Minor</b> .....	27
<b>Electives</b> .....	38

\*Political Science courses outside the core fall into three subfield areas as follows:

International Relations and Comparative Politics  
PS 303, 460, 461, 463, 478, 492, 493, 497 and depending on content  
PS 199, 399, 406, 407, 409, 410  
Administration and Political Processes  
PS 414, 415, 416, 419, 426, 466, 469, 490 and depending on content  
PS 199, 399, 406, 407, 409, 410  
Public Policy and Law  
PS 352, 423, 424, 435, 445, 446, 447, 480 and depending on content  
PS 199, 399, 406, 407, 409, 410





# SCHOOL OF LIBERAL ARTS & SCIENCES

## BA/BS in Psychology

The Psychology degree provides a broadly based program in behavioral science. The major may be a component of a general liberal arts background, preparation for service-oriented occupations, or a basis for graduate study in psychology and related fields.

The emphasis of this degree program differs from the usual undergraduate major offered in many other institutions. A primary concern at Western is the understanding of human behavior and experience with a focus on applications of this knowledge. We are continually concerned with the implications that theoretical conceptualizations and experimental results have for understanding and influencing behavior in the practical setting.

The major requires 45 credit hours in psychology, including 21 hours in a common core and 24 hours in electives. Any course used for the LACC or any other program cannot be counted for the 45-hour psychology major.

A minor which is selected to support a student's interests and/or career goals is also required. Any recognized college minor may be taken including the Severely Handicapped Learner Basic Norm in Special Education. Specific courses are selected with the help of an advisor in the minor field.

<b>Liberal Arts Core Curriculum</b> .....	55
<b>Psychology Major (minimum of 36 hours upper-division)</b> .....	45
Basic Core (required of all Psychology Majors)	
Psy 201, 202 General Psychology .....	6
Psy 217 Introduction to Research Methods ...	3
Psy 311 Developmental Psychology .....	3
Psy 334 Social Psychology (Soc 334 does not apply) .....	3
Psy 467 Quantitative Methods .....	3
Psy 468 Research Methods in Human Behavior .....	3
Additional electives .....	24
Students should choose these additional 24 hours with an advisor's assistance.	
<b>Minor</b> .....	27
<b>Electives</b> .....	65

Total required for degree ..... 192

## BA/BS in Public Policy and Administration

The Public Policy and Administration program is designed for those students wishing to pursue administrative careers in government and for those already employed in government who seek training for possible advancement into administrative roles.

While much of the coursework is drawn from Political Science, relevant subject matter from other disciplines is included. A major must complete 72 credit hours. Forty-three hours are in the required core area. This consists of 18 hours Political Science, 12 hours Economics, Business and Psychology, and 13 hours speech, writing, statistics and computer science.

Students must also complete 27 hours in one of six possible areas of concentration. The coursework is adapted to the needs and interests of individual students. An internship with a governmental agency, oriented to giving students practical work experience, may be included within this area of concentration.

<b>Liberal Arts Core Curriculum</b> .....	55
<b>Public Policy and Administration Major</b> ...	73
Core Area: (46 hours)	
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 466 Governmental Budgeting .....	3
PS 480 Administrative Law .....	3
Ec 201,202 Principles of Economics .....	6
CS 121 Computer Applications in Business ..	4
BA 390 Management .....	3
Wr 321 Business and Technical Communications .....	3
Sp 324 Business and Professional Speaking ..	3
Psy 334 Social Psychology .....	3
or	
Soc 334 Self and Society .....	3
Psy 445 Organizational Psychology .....	3
Soc 327 Introduction to Social Research .....	3

Area of Concentration (select 27 hours in one of the following options):

<b>Corrections/Law Enforcement Policy and Administration</b>	
CJ 211 Introduction to Careers in Criminal Justice .....	3
CJ 212 History and Development of American Law Enforcement .....	3
CJ 450 Criminology .....	3
CJ 451 Juvenile Delinquency: Prevention and Control .....	3
CJ 453 Penology .....	3
CJ 454 Parole and Probation .....	3
BA 391 Personnel Management .....	3
PS 352 Constitutional Law .....	3
PS 424 Policy Making in the States .....	3
PS 426 Federalism and Intergovernmental Relations .....	3
PS 490 Community Politics .....	3
PS 409/410 Practicum or Internship .....	3-6
SOC 454 Deviant Behavior .....	3

## Fiscal Policy and Administration

BA 315 Financial Management I .....	3
BA 316 Financial Management II .....	3
BA 340 Business Fluctuations and Forecasting .....	3
BA 450 State & Local Government Finance ..	3
Ec 315 Economic Analysis and Report Writing .....	3
Ec 430 Economics of Public Policy .....	3
Ec 458 Macroeconomic Theory and Policy ...	3
PS 423 Issues in National Policy, or	
PS 424 Policy Making in the States .....	3
PS 426 Federalism and Intergovernmental Relations .....	3
PS 445 Program Implementation and Policy Analysis .....	3
BA/Ec/PS 409/410 Practicum or Internship .....	3-6

## Human Resources Policy and Administration

BA 361 Organizational Behavior, or	
Soc 420 Political Sociology .....	3
BA 391 Personnel Management .....	3
Ec 444 Introduction to Human Resource Economics .....	3
Psy 423 Interviewing and Appraisal .....	3
Psy 443 Group Processes .....	3
*Psy 446 Strategic Human Resources Planning .....	3
*Psy 447 Organizational Structure and Functions .....	3
Psy 465 Motivation .....	3
Psy 472 Psychological Assessment .....	3
Soc 320 Industrial Society .....	3
Soc 338 Sociology of the Family .....	3
Soc 437 Sociology of Race/Ethnic Relations .....	3
SP 323 Group Discussion & Leadership	
PS 415 Politics and Psychology .....	3
PS 416 Politics and Communication	
PS 426 Federalism and Intergovernmental Relations .....	3
PS 435 Women and Politics .....	3
PS 409/410 Practicum or Internship .....	3-6
*Students should consider taking Psy 445, 446, 447 as a yearlong sequence.	

## International Policy and Administration

Anth/Soc 440 Women & Development .....	3
BA 391 Personnel Management .....	3
Hst 492 World Problems .....	3
PS 203 International Relations .....	3
Soc 350 Food & Hunger .....	3
Soc 400 International Development .....	3
Geog 106,107 Introductory Geography .....	6
Selected course(s) in Geography .....	3-6
(Choose from Geog 310,313, 314, 410,411, 412, 426, 427, 428, 429, 432, 450, 451,461, 463)	
Selected course(s) in Regional/International Political Science .....	3-6
(Choose from PS 303, 460, 461, 463, 492, 493, 497)	
Selected course(s) in International Business/Economics .....	3-6
(Choose from BA 484, 485, 486, or Ec 440)	
Geog/PS 409/410 Practicum or Internship .....	3-6



# SCHOOL OF LIBERAL ARTS & SCIENCES

## State and Federal Policy and Administration

PS 352 Constitutional Law .....	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 445 Program Implementation and 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 490 Community Politics .....	3
Ec 430 Economics of Public Policy, or Ec 436 Environmental Economics and Public Policy .....	3
Soc 434 Social Stratification .....	3
Soc 437 Sociology of Race/Ethnic Relations ..	3
PS 409/410 Practicum or Internship .....	3-6

## Urban Policy and Administration

Geog 413 Urban Geography .....	3
Geog 416 Location Analysis and Marketing ..	3
Geog 425 Environmental Planning and Policy .....	3
PS 426 Federalism and Intergovernmental Relations .....	3
PS 445 Program Implementation and Policy Analysis .....	3
PS 490 Community Politics .....	3
Ec 432 Urban Economics .....	3
Soc 330 Urban Sociology .....	3
Soc 437 Sociology of Race/Ethnic Relations ..	3
CJ 450 Criminology .....	3
Anth 461 Urban Anthropology .....	3
Anth 462 Cultural Transformation .....	3
PS/Geog 409/410 Practicum or Internship ..	3-6

Minor .....	27
Electives .....	37

Total required for degree ..... 192

## BA/BS in Social Science

The BA/BS degree in Social Science is an interdisciplinary major in social science that prepares students for a variety of responsibilities in both private and governmental agencies. Students can specialize by choosing courses, with the approval of an advisor, that best meet their goals and needs. Courses should be chosen from at least two of the following areas: anthropology, corrections, economics, geography, history, law enforcement, political science, psychology and sociology. (Of the total 72 hours, 36 must be in upper-division courses.)

Liberal Arts Core Curriculum .....	55
Social Science Major .....	72
Minor .....	27
Electives .....	38

Total required for degree ..... 192

## BA/BS in Sociology

Sociology is the study of social life, its characteristics, changes, causes and consequences. It combines scientific and humanistic perspectives in the study of historical and contemporary features of social organization. Sociological analyses include the examination of social stratification and inequality, work and industrial relations, family forms and relationships, deviant behavior, social movements, political relations and institutions, demographic processes, and the relationship between the individual and society.

The program provides a strong foundation for graduate studies in the social sciences and is a competitive major for those students planning careers in education, law enforcement, social service agencies, market research, labor relations, community service and organizing, and politics.

Sociology at Western offers an excellent selection of substantive areas as well as a series of theory and research methodology classes that prepare students for a senior, research project. The sociology faculty are committed to the development of students' critical and analytical abilities.

Liberal Arts Core Curriculum .....	55
Sociology Major .....	72
Soc 223 Theoretical Foundations of Sociology	3
Soc 224 Empirical Foundations of Sociology ..	3
Soc 225 Social Problems .....	3
Soc 327 Introduction to Social Research .....	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 .....	15
Interdisciplinary Electives .....	27*

\*The Sociology Department encourages the development of interdisciplinary specialties within their sociology major, although most students satisfy this requirement with upper-division sociology courses. See Sociology advisor.

Minor .....	27
Electives .....	38

Total required for degree ..... 192

## Minor Programs

The following 27-hour programs must include 12 upper-division hours.

### Anthropology Minor

Anth 214, 215, 216 .....	9
Methods Courses: choose from Anth 311, 312, 325, 327, 328, 350, 352, 450 .....	6
Area Courses: choose from Anth 310, 313, 314, 461, 490, 492, 494, 496 .....	6
Theory Courses: choose from Anth 340, 375, 440, 462, 463, 471, 472, 473, 475, 480 .....	6

Total hours in minor ..... 27

### Economics Minor

Ec 201, 202, 203 Principles of Economics .....	9
Ec 318 Money and Banking .....	3
Ec 319 Public Finance .....	3
Ec 457 Microeconomic Theory and Policy .....	3
Ec 458 Macroeconomic Theory and Policy ....	3
Upper division electives in economics .....	6

Total hours in minor ..... 27

### Geography Minor

(See statement under Geography Program.)	
Geog 105, 106, 107 Introductory Geography .....	9
Technique courses: Geog 240 and either 321 or 440 .....	6
Physical systematic courses: choose from Geog 390, 391, 392, 393, 394, 490, 492 .....	3
Cultural systematic courses: choose from Geog 318, 411, 412, 413, 416, 417, 418, 425, 433 ...	3
Regional courses: choose from Geog 313, 314, 414, 426, 427, 429, 432, 450, 451, 461, 463 ..	3
Upper division elective in geography .....	3

Total hours in minor ..... 27

### History Minor

Twenty-seven hours in history, including 15 upper-division.

### Human Services (Sociology) Minor

Soc 225 Social Problems .....	3
Choose 2: .....	6
Soc 315 Social Inequality .....	
Soc 338 Sociology of the Family .....	
Soc 437 Sociology of Race/Ethnic Relations ..	
Soc 454 Sociology of Deviant Behavior .....	
Electives in sociology to be selected in consultation with a Sociology advisor (at least 15 upper-division) .....	18

Total hours in minor ..... 27



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## Planning (Geography) Minor

(See statement under Geography Program)

Geog 105, 106 Introductory Geography .....	6
Geog 221 Field Geography .....	3
Geog 222 The World in Maps, or .....	3
Geog 340 Cartography .....	3
Geog 413 Urban Geography .....	3
Geog 425 Environmental Planning and Policy .....	3
Choose 1: .....	3
Geog 313 The Pacific Northwest	
Geog 416 Location Analysis and Marketing	
Geog 417 Global Economic Geography	
Geog 418 International Trade and Transportation .....	6
Electives in Geography (upper-division) .....	6
<b>Total hours in minor .....</b>	<b>27</b>

## Political Science Minor

PS 201 American National Government .....	3
PS 202 State and Local Government .....	3
PS 203 International Relations .....	3
PS 350 Introduction to Public Policy .....	3
PS 351 Introduction to Public Administration .....	3
Upper division electives in Political Science	12
<b>Total hours in minor .....</b>	<b>27</b>

## Psychology Minor

The psychology minor consists of Psy 201, 202 and 21 additional hours of psychology courses (15 hours must be upper division). Any courses used for the Lacc or any other program cannot be counted for the 27-hour psychology minor. Thus, the psychology minor may be developed from many different course arrangements. The minor should be designed with a psychology advisor to meet individual needs of students. Below is a suggested minor course sequence for those considering careers in the helping professions or other applied fields:

Psy 201, 202 General Psychology .....	6
Psy 217 Introduction to Research Methods in Psychology .....	3
Psy 311 Developmental Psychology .....	3
Psy 334 Social Psychology .....	3
Psy 423 Interviewing and Appraisal .....	3
Psy 435 Theories of Personality .....	3
Psy 450 Abnormal Psychology .....	3
Psy 472 Psychological Assessment .....	3
<b>Total hours in minor .....</b>	<b>27</b>

## Psychology Minor for Majors in Business and Public Policy and Administration

Students considering applications of psychology in business and management are recommended the following minor. The minor should be specifically planned with a psychology advisor.

Basic Courses:

Psy 201, 202 General Psychology .....	6
Psy 217 Introduction to Research Methods in Psychology .....	3
Psy 445 Organizational Psychology .....	3
Psy 446 Strategic Human Resource Planning .....	3
Psy 447 Organizational Structure and Functions .....	3
Select 3 additional courses from below:	
Psy 311 Developmental Psychology .....	3
Psy 390 Learning and Memory .....	3
Psy 423 Interviewing and Appraisal .....	3
Psy 435 Theories of Personality .....	3
Psy 437 Advanced Social Psychology .....	3
Psy 448 Topics in Organizational Psychology .....	3
Psy 472 Psychological Assessment .....	3
Psy 483 Adulthood and Aging .....	3
Psy 496 Program Evaluation .....	3
<b>Total hours in minor .....</b>	<b>27</b>

## Public Policy and Administration Minor

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 466 Governmental Budgeting .....	3
PS 480 Administrative Law .....	3
BA 390 Management .....	3
Psy 445 Organizational Psychology .....	3
Electives in Public Policy and Administration	3
<b>Total hours in minor .....</b>	<b>27</b>

## Social Science Minor

A 27 hour minor in Social Science may be designed with the help of a divisional advisor (15 hours must be upper-division.)

## Sociology Minor

Soc 223 Theoretical Foundations .....	3
Soc 327 Introduction to Social Research .....	3
Choose 1: .....	3
Soc 471 Classical Sociological Theory	
Soc 472 Contemporary Sociological Theory	
Electives in sociology must be selected in consultation with a Sociology advisor (at least 15 upper-division). .....	18
<b>Total hours in minor .....</b>	<b>27</b>

## Teacher Preparation

Faculty advisors in the division help students in Secondary Education. Students should also seek an advisor in the Secondary Education Division. They also advise Elementary Education students in their academic specialties and support areas, but these students are guided in the Elementary Education major by faculty advisors in the Elementary Education Division.

## Secondary Education

Major: Social Science

## Elementary Education

Academic Specialties: Anthropology, Economics, Geography, History, Political Science, Sociology

## Preprofessional Study

Department advisors are assigned to students who intend to transfer later to other schools for further study in such fields as business education, law, management and sociology. Western requirements for prelaw are outlined below.



# SCHOOL OF LIBERAL ARTS & SCIENCES

## Prelaw: 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 usually suggested that students take some coursework in the following areas: accounting, economics, history, political science, philosophy, psychology, sociology, and writing. For more specific information on an appropriate course of study see the prelaw advisor, 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 prelaw advisor.

## SPECIAL PROGRAMS IN THE LIBERAL ARTS AND SCIENCES

The School of Liberal Arts and Sciences also offers several inter-divisional and special programs. These programs are coordinated by the Office of the Dean of Liberal Arts and Sciences.

## BA in International Studies

**Director: Frank Balke**

The International Studies degree program has three elements: a core of courses that provides a comparative look at the world's geography, economics, social patterns and political affairs; a core of courses from the social sciences that concentrates on the history, geography and culture of particular countries speaking one of the languages presently offered by the college's Foreign Languages Department (French, German, Japanese and Spanish); and an intensive study of one of these languages. Western requires a minimum grade point average of 2.5 in the 63-hour International Studies major and a minimum GPA of 2.0 in all college work. Contact the office of the Dean of Liberal Arts and Sciences for further information.

Liberal Arts Core Curriculum .....	55
Major .....	63
(The major should include 48 hours of upper-division courses.)	
International Studies Core (Select 18 hours; at least three hours in each discipline)	
Anth 312 Social Anthropology .....	3
Geog 310 World Regional Geography .....	3
Geog 410 Global Issues .....	3
Geog 433 Political Geography .....	3
Hst 492 World Problems .....	3
PS 203 Introduction to International Relations .....	3
PS 492 Ideologies of the Twentieth Century ..	3
PS 493 International Organizations .....	3
Soc 400 International Development .....	3
Soc 427 Revolutionary Social Movements .....	3

## French Studies

Anth 490 Contemporary European Culture ..	3
Geog 426 Geography of Europe (France) .....	3
PS 303 Politics and Government of Europe ..	3
Any 6 hours of the following:	
Hst 442 Modern France: Revolution/Napoleon .....	3
Hst 450 Modern France: 19th Century .....	3
Hst 451 Modern France: 20th Century .....	3

## German Studies

Anth 490 Contemporary European Culture ..	3
Geog 428 Geography of Germany, Switzerland and Austria .....	3
PS 303 Politics and Government of Europe ..	3
Any 6 hours of the following:	
Hst 437 Modern Germany .....	3
Hst 438 Modern Germany .....	3
Hst 439 Modern Germany .....	3

## Asian Studies

Anth 314 Pre-Literate Societies .....	3
Geog 450 Geography of Asia .....	3
PS 460 Politics and Government of Asia .....	3
Any 6 hours of the following:	
Hst 391 History of the Far East .....	3
Hst 392 History of the Far East .....	3
Hst 393 History of the Far East .....	3

## Latin American Studies

Anth 490 Contemporary European Culture ..	3
Geog 461 Geography of South America .....	3
PS 497 American Foreign Relations, or .....	3
Hst 491 History of Inter-American Relations	
Any 6 hours of the following:	
Hst 350 Pre-Columbian and Colonial Latin America .....	3
Hst 351 Mexico and Caribbean Since Independence .....	3
Hst 352 South America Since Independence .....	3
Foreign Language Specialization .....	30
(French, German, Japanese or Spanish—does not include credit for first-year level courses)	

Minor .....	27
Electives .....	47

**Total required for degree ..... 192**

## International Studies Minor

A student minoring in International Studies may choose either a foreign language/culture emphasis or a social science emphasis consisting of 27 hours (12 hours upper-division).

## Foreign Language/Culture Emphasis

Select any 12 hours from International Studies Core (see International Studies major) ....	12
Sp 325 Intercultural Communication .....	3
Culture and Civilization (in specific language courses) .....	3
Foreign Language (beyond second-year college courses) .....	9

**Total hours in minor ..... 27**

## Social Science Emphasis

Select any 12 hours from International Studies Core (see International Studies major) ....	12
Sp 325 Intercultural Communication .....	3
Additional coursework selected from the approved list of Social Science courses with the aid of the International Studies advisor .....	
	12

**Total hours in minor ..... 27**

## BA/BS in Interdisciplinary Studies

**Director: John P. Minahan**

Interdisciplinary Studies is a tailor made program which incorporates coursework from a variety of disciplines to meet the student's individual career goals. Because this is a non-traditional degree program, students interested in entering the program need to make special application to the Interdisciplinary Studies Admissions Committee after being admitted to Western. The program is administered by the Dean of the School of Liberal Arts and Sciences.

This non-traditional and personalized program requires that students have specific career goals prior to applying. At least two special emphasis areas with a minimum of 27 hours each are required. In addition, at least 48 hours of upper-division coursework are required within the total program. Areas of emphasis containing 45 or more hours of coursework are specifically named on the transcript.

The number of career possibilities could be as varied as student interests and career goals require. Some examples of interdisciplinary programs include corporate fitness, biological illustration, American studies, travel and tourism, and art management.



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<b>Liberal Arts Core Curriculum .....</b>	<b>55</b>
<b>Integrated Major .....</b>	<b>54-120</b>
The major must include study from two or more academic areas with a minimum of 27 hours in each and a minimum of 48 upper-division hours in the major.	
<b>Electives .....</b>	<b>17-83</b>

**Total required for degree .....** 192

Students interested in such individualized programs should contact Dr. John Minahan, Dean of the School of Liberal Arts and Sciences, Western Oregon State College, Monmouth, Ore., 97361, (503)838-8226.

## Interdisciplinary Minor in Gender Studies

This program introduces students to a field of scholarship which focuses on the study of women and gender by employing historical and cross-cultural perspectives, critical theory and interdisciplinary approaches 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 transform our lives and the world we live in.

There are many areas of employment in which special knowledge of women and gender may enhance a student's career opportunities and ability to contribute. These include the arts, law, public policy and administration, criminal justice, science and math, social work, counseling, medical services, child and elder care, education business, personnel management, and the ministry.

<b>Required Foundation Courses .....</b>	<b>9</b>
Hst 410 Gender Issues in Premodern History	
Hst 411 Gender Issues in Modern History	
Soc 360 Sociology of Gender	
<b>Elective Courses .....</b>	<b>18</b>
Select from the following (Include work in at least two Divisions):	
A 405 Art History: Women in Art	
Anth 375 Women in Anthropology	
Anth 340 Mothers and Daughters	
CA 310 Women in Dance and Music: 1800-Present	
Eng 445/545 Women Writers	
PS 435 Women and Politics	
Psy 492/592 Psychology of Women	
Soc 338 Sociology of the Family	
Soc 437 Sociology of Race/Ethnic Relations	
Soc 440/Anth 440 Women and Development	
Soc 460 Feminist Theory	
SSc 201 Introduction to Gender Studies	
Sp 435 Rhetoric of the Women's Movement	
Also, any seminar that focuses on adding content on/by women to the curriculum, or that 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.

**Total hours in minor .....** 27

## AA in the Liberal Arts

The Associate of Arts degree may be awarded to students who complete a two-year, 93 credit hours program in the general area of the Liberal Arts and Sciences. Completion of the Liberal Arts Core Curriculum is recommended with the other 20 hours being focused on one or two disciplines of special interest to the student.

Entry into the program requires the preparation of an approved selection of courses under the guidance of Anne F. Larmer Director of Advisement. Students interested in the program should contact that office for further information.

## Honors Program

The Honors Program at Western Oregon State College is designed to challenge and enrich the intellectual life of students of outstanding ability and high academic achievement: the best our faculty is able to offer for the best of our students. It offers a distinctive interdisciplinary curriculum and an intellectual community among students and faculty not available to students outside the program.

### Program Description

Honors students participate in a special, general education program of coursework which substitutes for the regular liberal arts core curriculum required of all other students. Honors courses are designed to confront students with problems, concepts and perspectives which transcend the confines of any single academic discipline with content studies. Honors Program students are not required to take Wr 121 or Wr 222; these classes are built into the freshman year courses. Except for the 6 hours in the junior and senior years (seminar and thesis), honors program courses are, in effect, LACC courses.

During the first two years, honors students become acquainted with the great philosophic, religious, literary, artistic and scientific traditions of the world (54 hours of LACC credit). In the junior year students will take an interdisciplinary seminar (3 hours). In their senior year, students will write a senior honors thesis on a topic in a discipline of their choice (3 hours). With a thesis advisor, the student will begin work on the thesis in the fall term and complete and present it the following spring term.

Officially enrolled Honors Program students are allowed to use the 60-hour program requirement as a substitute for Western's 55-hour LACC. This alternative allows Honors Program students to pursue and broaden their

studies in major, minor and elective disciplines. However, the Honors Program director will advise any Honors Program student to enroll in a course or courses in any discipline(s) in which the student has exhibited an obvious deficiency, and the student will be expected to enroll and attend.

Any student who drops out of the Honors Program, at any time, reverts to "regular student" status and must complete the normal 55 hour LACC, the computer science and mathematic requirements in order to graduate.

In addition to the honors curriculum, a student will also enroll in a traditional academic major or, if the student chooses, an interdisciplinary program of study. At graduation, she/he will receive a BA or BS degree with special recognition as an Honors Program student.

### Honors Core Curriculum

#### Freshman Year Courses

CA 101H, 102H, 103H Correlated Study of the Arts .....	9
Eng 107H, 108H, 109H Literature of the Western World .....	9
Hst 101H, 102H, 103H History of World Civilization .....	9
Phl 207H, 208H 209H Philosophy in the Western World .....	9

**Total hours .....** 36

#### Sophomore Year Courses

GS 201H, 202H, 203H Natural Science: The Search for Order .....	12
Social Science Courses	
Psychology or Sociology .....	3
Anthropology, Geography or Political Science .....	3

**Total hours .....** 18  
(54 LACC hours)

#### Junior and Senior Year Courses

Seminar .....	3
H 403 Senior Thesis .....	3

**Total hours .....** 6

**Total hours in program .....** 60

(Honors Courses will be designated in the Schedule of Classes with an "H".)



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## Admission to Honors Program

Entering freshmen will be considered for admission to the program on the basis of high school grade point average (GPA), Scholastic Aptitude Test Score (SAT), letters of recommendation from two of their high school instructors, and their completed application. Students with a GPA of 3.5 or higher or SAT scores of 1100 or more are eligible to apply.

Transfer students or those already attending Western will be considered for the program on the basis of their college grade point average, recommendations from two of their instructors, and the completed application.

## Application

Qualified students interested in the program are encouraged to apply. Application forms and further information may be obtained from:

Honors Program Director  
Western Oregon State College  
Monmouth, OR 97361

or the office of the Dean of Liberal Arts and Sciences at (503)838-8226.

## Military Science (Army ROTC)

Western offers credit for a four-year program in Military Science. Students interested in obtaining an officer's commission may contact the Army ROTC department. Classes may be taught at Western or Oregon State University in Corvallis. The program is designed to produce regular and reserve junior officers in the United States Army. The basic military education provides the background and attributes for an Army officer while the student completes the regular course of study.

The Army ROTC commissioning program consists of:

- Either the basic course (MS 111, 112, 113 and MS 211, 212, 213); or the basic summer camp (MS 214); or the Fundamentals of Military Science course (MS 215); or the summer basic orientation course (MS 216, taught only at OSU).
- The advanced course (MS 311, 312, 313 and MS 411, 412, 413).
- The advanced summer camp (MS 314, taken between the junior and senior years).
- The student's regular program of study.

Students completing the commissioning program will have received up to 36 hours of elective credit in Military Science. Courses are graded and included in the student's grade-point average.

## Military Science Minor

At least 18 of the 27 hours required in the minor must be military science courses.

### Military Science

MS 111, 112, 113 Military Science I .....	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
Up to nine hours may be taken within the following electives.	

### Political Science

PS 203 International Relations .....	3
PS 351 Introduction to Public Policy .....	3
PS 352 Constitutional Law .....	3

### Economics

Ec 318 Money and Banking .....	3
Ec 319 Public Finance .....	3
Ec 395 Managerial Economics .....	3

**Total hours in minor .....** 27





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The basic course has several entry points. These are the options:

- Freshman classes (MS 111, 112, 113) and sophomore classes (MS 211, 212, 213).
- Outdoor adventure and skill-developing activities scattered over the freshman and sophomore years.
- Attendance at the six-week basic summer camp (MS 214) at Ft. Knox, Ky.
- A summer basic orientation course (MS 216), a combination of classroom instruction and field training, taught at OSU.

The advanced course is less flexible. It requires completion of junior and senior classes (MS 311, 312, 313 and MS 411, 412, 413) and the advanced summer camp (MS 314).

Cadets attending the basic and advanced camps are paid one-half of a second lieutenant's monthly salary, plus a mileage allowance or the cost of a round trip airline ticket to camp. Advanced course cadets receive a subsistence allowance of \$100 per school month, excluding the advanced camp period.

Advanced students are selected by the following criteria:

- Acceptance by the professor of Military Science and the Western Provost.
- Ability to complete commission requirements before age 30 (may be waived for applicants with exceptional ability).
- Successful completion of prescribed survey and general screening tests.
- Completion of the basic course (or credit for previous honorable active service in a branch of the armed services or Coast Guard).
- United States citizenship.
- Physically qualified under Army standards (certain correctable defects allowed).
- Acceptance by Western as a regularly enrolled student.
- Agreement to complete the advanced course (contingent upon remaining in college).
- Attend summer camp at a specified time.
- Agreement to accept a commission, if offered.

**Commissions.** The branch of the Army in which the student is commissioned will be determined by academic standing, the candidate's desires, and the needs of the Army. Having received a reserve commission, the new officer may be selected for three years of extended active duty or may stay on active duty only long enough to attend the officer's basic course. The active-duty-for-training-only option is guaranteed to cadets who request it.

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

**Scholarships.** Army ROTC offers four types of scholarships. Each pays full tuition and fees, \$150 for books, and \$100 subsistence pay per school month for the term of the scholarship. The pay is not paid in addition to the subsistence pay that all advanced course cadets receive, but is an alternative financial aid program. Four-year scholarships are awarded to selected applicants from among high school seniors. Two- and three-year scholarships are available to freshman and sophomore students. Further information about Army ROTC scholarships and other aspects of the program may be obtained from Western Oregon State College, Military Science Department, HSS 201, Monmouth, Ore., 97361, (503)838-8356 or 838-8280; or contact Oregon State University, Army ROTC, 201 McAlexander Field House, Corvallis, Ore., 97331, (503)737-3511.

## Curriculum

<b>Basic Course (or previous honorable active service)</b> .....	<b>3-9</b>
MS 111, 112, 113 Military Science I (3 credits) and MS 211, 212, 213 Military Science II (6 credits), plus one Cadet Corps activity per term, or	
MS 214 Basic Summer Camp (6 credits), or	
MS 215 Fundamentals of Military Science (3 credits, plus specified Cadet Corps activities, or	
MS 216 Basic Military Science (6 credits), summer only.	
<b>Advanced Course</b> .....	<b>24</b>
MS 311, 312, 313 Military Science III .....	<b>9</b>
MS 314 Advanced Summer Camp .....	<b>6</b>
MS 411, 412, 413 Military Science IV .....	<b>9</b>

**Total hours in program** ..... **27-33**

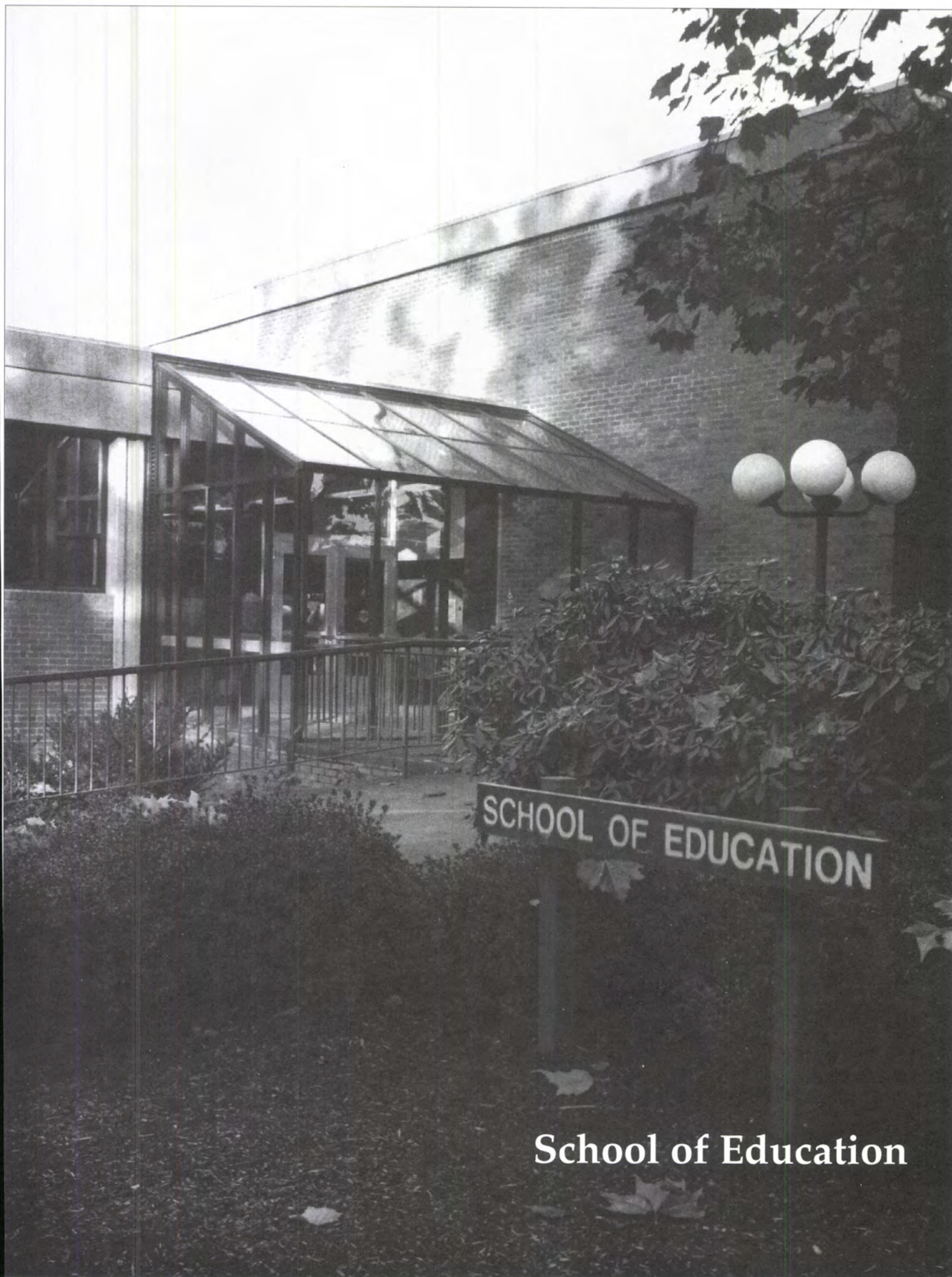
## Aerospace Studies (Air Force ROTC)

For information on Air Force ROTC, contact Oregon State University, Air Force ROTC, 308 McAlexander Field House, Corvallis, Ore., 97331, (503)754-3291.

## Naval Science (Naval ROTC)

Students interested in Naval ROTC may contact the Oregon State University Naval ROTC unit, Corvallis, Ore., 97331.





**School of Education**



## School of Education

Dean: Gerald R. Girod

The Western Oregon State College School of Education prepares teachers and educational leaders, exceeding standards set by the National Council for Accreditation of Teacher Education (NCATE) and the Oregon Teacher Standards and Practices Commission (TSPC). Graduates are prepared to enhance the quality of the teaching profession and not merely maintain the status quo. Together with other educators, they are prepared to transform schools into communities where students process information through reasoned judgment, make decisions with available information and employ strategies in problem solving.

Specifically, we strive to equip our graduates with the knowledge, skills and strategies to guide children who are culturally, socially, economically, linguistically and cognitively diverse. Western's graduates are trained in alternative ways of knowing/learning and in making use of new technologies and communications. In addition, they are prepared to justify, with data, the effectiveness of their teaching. Finally, they are well-grounded in historical, philosophical, social and legal issues involving schools and schooling.

## OBJECTIVES OF TEACHER EDUCATION

Teacher education at Western provides an opportunity for the student to understand and communicate the importance of the search for knowledge.

The Western graduate is expected to have gained understanding of the following:

- individual differences in the classroom
- principles of the teaching-learning process
- the purpose of education
- various cultures in our society and how these cultures influence learning

The Western graduate is expected to have acquired these attitudes:

- a sense of worth of the individual and of human acceptance
- a conviction that his or her teaching specialty is important to society and to the students
- a desire to help students obtain maximum benefit from their education
- a respect for the intellectual curiosity in self and others
- an appreciation of the diversity that exists in American culture

The Western graduate is expected to have acquired the ability to:

- draw appropriately upon data in the various areas of human learning
- select appropriate media to enhance learning possibilities
- construct and employ learning strategies
- designate for students and groups of students goals that are meaningful and realistic
- assist student learning
- analyze classroom teaching-learning situations
- bring about learning gains in pupils.

## Student Professional Organization

Many students who plan to teach are introduced to professional concerns and conduct when they join the Student Oregon Education Association (SOEA), which is affiliated with the Oregon Education Association.

## Definition of Terms

**Licensure:** The process of obtaining a license to teach in the public schools. A basic license and endorsement is the initial license and is based on a four-year preparation program and a bachelor's degree. It is valid for three years and is renewable. A Standard License requires additional preparation (generally a minimum of 45 credit hours); specific requirements vary with the teaching specialty. It is valid for five years and is renewable.

**Endorsement:** A phrase added to the teaching License that indicates the grade level (elementary or secondary) or teaching specialty or subject matter the teacher is qualified to teach. A license may have more than one endorsement.

**Specialty:** Area of academic preparation.  
**Teacher Standards and Practices Commission (TSPC):**

The agency authorized by the Oregon Legislature to license (certify) persons to teach or administer in Oregon's public schools. Licensure and endorsement programs must be approved by the TSPC. The TSPC issues the appropriate certificate or endorsement upon recommendation of the college that the applicant has successfully completed the relevant program the college is authorized to offer and, in the judgment of the institution, has the personal qualities to serve as a teacher, administrator, or in personnel services.

The program requirements listed in this catalog fulfill the requirements for the Oregon Teacher License that were in effect at the time this catalog was printed. Legal responsibility and authority for the licensing of teachers in the State of Oregon is vested in the Oregon TSPC. Candidates seeking an Oregon Teacher License must satisfy the rules and regulations in effect at the time of application.

## Programs

Listed below are the programs offered in the School of Education. Graduate study leading to advanced degrees and/or standard endorsements is available in most programs. Some are offered only at the graduate level. For additional information about graduate programs offered at Western, see the Graduate Study section of this catalog.

Biology  
Early Childhood Education (graduate program)  
Educational Media PP-12 (post-baccalaureate/graduate program)  
Elementary Education PP-9  
French PP-12  
German PP-12  
Handicapped Learner (post-baccalaureate/graduate program)  
Health Education PP-12  
Hearing Impaired PP-12 (post-baccalaureate/graduate program)  
Integrated Science  
Language Arts  
Basic Mathematics  
Advanced Mathematics PP-12  
Physical Education PP-12  
Reading PP-12 (post-baccalaureate/graduate program)  
Severely Handicapped Learner  
Social Studies  
Spanish PP-12

Specialty programs offered at Western, but not recognized by TSPC as endorsement areas in the State of Oregon:

American Sign Language/English Interpreting  
Bilingual/Multicultural Education  
Computer Science Education  
Educational Interpreting  
Health: Non-Teaching  
Middle Level Education  
Physical Education: Non-Teaching  
Rehabilitation Counseling  
Sports Leadership  
Talented and Gifted



## Student Preparation

In the elementary program there are opportunities for choices within the professional core to broaden student preparation in professional areas of interest. Secondary students may use their electives to pursue a second endorsement in an academic or education specialty area. All teaching endorsements require passing the specialty and professional knowledge areas of the National Teacher Examination.

## Teacher Licenses

All Oregon teacher licenses are issued by the Teacher Standards and Practices Commission (TSPC) upon recommendation of the college.

The program requirements listed in this catalog fulfill the requirements for the Oregon Teacher License that were in effect at the time this catalog was printed. Legal responsibility and authority for the licensing of teachers in the State of Oregon is vested in the Oregon Teacher Standards and Practices Commission. Candidates seeking an Oregon Teacher License must satisfy the rules and regulations in effect at the time of application.

Western undergraduates must successfully complete an approved degree program to obtain the college's recommendation. Graduate students must follow planned programs they have filed in the Graduate Office.

Students, prior to being licensed, must also pass the Professional knowledge component of the NTE.

## ELEMENTARY EDUCATION DIVISION

**Chair: Norman E. Koch**

*Professors—* David Wright, Norman Koch, Gary Welander. *Assistant Professor—* Jean Behrend, Susan Dauer.

Students wishing to teach in elementary, middle or junior high schools from preprimary through the ninth grade should enroll in the Elementary Teacher Education Program. The long history of excellence in elementary education makes this a popular and successful program for persons considering a career in teaching.

## BA/BS in Elementary Education and Interdisciplinary Studies

### Program Components

<b>Liberal Arts Core Curriculum</b> .....	55
<b>One Academic Specialty area of 21 hours</b> .	45
<b>and two Academic Support Areas of 12 hours each</b>	
<b>Specialty courses</b> .....	15
(PE, health, music, art and science)	
<b>Preprofessional Courses</b> .....	3
<b>The Professional Core</b> .....	44
<b>Electives</b> .....	30*

**Total required for degree** ..... 192

\*Includes additional math courses required for this degree.

Admission to Elementary Teacher Education Professional Core includes an interview. To qualify for admission, the candidate must have:

- 2.75 cumulative GPA on all academic coursework
- passed the General Knowledge and Communications Skills portions of the NTE
- verified success in working with children
- completed Ed 312 Students, Teachers, Schools and Society (3 hours)
- completed Ed 335 Instructional Technology (2 hours)
- completed Liberal Arts Core Curriculum (76 hours)
- completed substantial portion of academic concentrations and specialty courses (60 hours)

Students may explore their interest in teaching during their freshman and sophomore years by enrolling in Ed 100, 111, 199, 358, and 399.

The college has found it necessary to evaluate a person's background to determine his or her likelihood of maintaining standards of professional conduct that are 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.

### Academic Specialty and Support Options

The Academic Specialty Area is comprised of 21 hours, 12 of which must be upper-division.

The two Academic Support Areas include 12 hours each for a total of 24 hours. Each Support Area must include 6 hours of upper-division course work.

<b>Academic Specialty Areas</b> .....	21
Anthropology	
Art	
Economics	
English/Language Arts	
Foreign Language	
French	
German	
Spanish	
Geography	
Health	
History	
Mathematics	
Music	
Physical Education	
Political Science	
Science	
Sociology	
Theatre/Dance	

### Academic Support Areas ..... 12 (Choose 2)

Anthropology	
Art	
Biology	
Chemistry	
Computer Science	
Earth Science	
Economics	
English/Language Arts	
Foreign Languages	
French	
German	
Japanese	
Spanish	
Geography	
Geology	
Health	
History	
Literature	
Mathematics	
Music	
Philosophy	
Physical Education	
Political Science	
Psychology	
Religious Study	
Sociology	
Speech Communication	
Theatre/Dance	
Writing/Language Arts	

### Specialty Courses

Choose 1: .....	3
GS 311 Biological Science for Elementary Schools .....	3
GS 312 Physical Science for Elementary Schools .....	3
GS 313 Earth Science for Elementary Schools .....	3
PE 433 PE in the Elementary School (K-6) .....	3
HE 351 School Health Program: Elementary	3
Mus 371 Music Fundamentals and Activities for the Elementary Teacher .....	3
ArE 433 Art Education: Elementary .....	3

**Total in specialty courses** ..... 15



# SCHOOL OF EDUCATION

## Preprofessional Courses

Ed 312 Students, Teachers, Schools and Society ..... 3

## Professional Core

Ed 387 Reading, Writing and Children's Literature I ..... 3  
 Ed 388 Reading, Writing and Children's Literature II ..... 3  
 Ed 391 Decision Lab I - Establishing a Personalized Classroom Climate ..... 3  
 Ed 392 Decision Lab II - Planning for Instruction and Assessment ..... 3  
 Ed 407 Seminar ..... 2  
 Ed 414 Student Teaching I ..... 3  
 Ed 415 Student Teaching II ..... 6  
 Ed 416 Student Teaching III ..... 12  
 Ed 435 Instructional Technology ..... 3  
 Ed 452 Applied Human Learning I- The Social Arts ..... 3  
 Ed 453 Applied Human Learning II- Mathematics/Science ..... 3

**Total in PreProfessional & Professional Core ..... 47**

The Elementary Professional Core consists of three terms including the following:

### Term I

Ed 387, 391, 392, 387, 414 and 435

### Term II

Ed 388, 452, 453, and 415

### Term III

Ed 407 and 416

## BA/BS in Elementary Education and Interdisciplinary Studies Academic Specialty and Support Areas

## CREATIVE ARTS

### Art

#### Academic Specialty

##### Option 1:

##### 2-Dimensional Emphasis

**Foundation (lower-division):** ..... 9

A 115 Beginning Design: 2-D, and

Choose two from the following:

A 220 Introduction to Typography

A 270 Introduction to Printmaking

A 280 Introduction to Painting

**Discipline (upper-division):** ..... 12

Choose two of the following sequences:

A 320 Typographical Layout and A 321 Graphic Design I

A 370 Printmaking: Relief and A 371

Printmaking: Screen Printing

A 380 Intermediate Painting and A 381

Intermediate Painting

##### Option 2:

##### 3-Dimensional Emphasis

**Foundation (lower-division):** ..... 9

A 115 Beginning Design: 2-D, and

Choose two from the following:

A 255 Introduction to Ceramics

A 260 Introduction to Jewelry

A 290 Introduction to Sculpture

**Discipline (upper-division):** ..... 12

Choose two of the following sequences:

A 355 Intermediate Ceramics I and A 356 Intermediate Ceramics II

A 360 Intermediate Jewelry I and A 361 Intermediate Jewelry II

A 390 Intermediate Sculpture: Papermaking and A 391 Intermediate Sculpture I

## Academic Support Areas

### DRAWING:

A 130 Beginning Drawing ..... 3

A 135 Beginning Life Drawing ..... 3

A 330 Intermediate Drawing ..... 3

A 335 Intermediate Life Drawing ..... 3

**Total in support area ..... 12**

### ART HISTORY

Choose two from the following: ..... 6

A 204 Art History: Prehistoric through Gothic

A 205 Art History: Renaissance through Baroque

A 206 Art History: The 18th Century through Realism

Choose two from the following: ..... 6

A 304 Art History: Impressionism through Cubism

A 305 Art History: Fantastic Art through Abstract Expressionism

A 306 Art History: Pop to Present

A 404 Art History: Non-European Art

A 405 Art History: Women in Art

A 406 Art History: Special Topics

**Total in support area ..... 12**

### GRAPHICS:

A 115 Beginning Design: 2-D ..... 3

A 220 Introduction to Typography ..... 3

A 320 Typographical Layout ..... 3

A 321 Graphic Design I ..... 3

**Total in support area ..... 12**

### CERAMICS:

A 115 Beginning Design: 2-D ..... 3

A 255 Introduction to Ceramics ..... 3

A 355 Intermediate Ceramics I ..... 3

A 356 Intermediate Ceramics II ..... 3

**Total in support area ..... 12**

### JEWELRY:

A 115 Beginning Design: 2-D ..... 3

A 260 Introduction to Jewelry ..... 3

A 360 Intermediate Jewelry I ..... 3

A 361 Intermediate Jewelry II ..... 3

**Total in support area ..... 12**

### PRINTMAKING:

A 115 Beginning Design: 2-D ..... 3

A 270 Introduction to Printmaking ..... 3

A 370 Printmaking: Relief ..... 3

A 371 Printmaking: Screen Printing ..... 3

**Total in support area ..... 12**





# SCHOOL OF EDUCATION

## PAINTING:

A 115 Beginning Design: 2-D .....	3
A 280 Introduction to Painting .....	3
A 380 Intermediate Painting I .....	3
A 381 Intermediate Painting II .....	3

**Total in support area .....** 12

## SCULPTURE:

A 115 Beginning Design: 2-D .....	3
A 290 Introduction to Sculpture .....	3
A 390 Intermediate Sculpture: Papermaking .....	3
A 391 Intermediate Sculpture I .....	3

**Total in support area .....** 12

## Music

LACC: If taking either the Academic Specialty or the Support Area in Music, Mus 201 Introduction to Music Literature should be the LACC requirement. Other students with little or no background in music reading/keyboard skills should take Mus 125 Basic Music and Lab.

### Academic Specialty in Music

Mus 111, 112, 113 Musicianship I .....	12
Class lessons (lower-division) .....	3
Performance/Ensembles (upper-division) ....	6

**Total in specialty .....** 21

### Academic Support Area in Music

(6 hours upper-division)	
Mus 111 Musicianship I .....	4
Class lessons (lower-division) .....	2
Performance/Ensembles (upper-division) ...	6

**Total in support area .....** 12

## Theatre/Dance

LACC suggested courses: TA 110 or TA 250; D 251, a technique sequence or D 253 Labanotation.

### Academic Specialty in Theatre/Dance

(12 hours upper-division)	
TA 240 Creative Drama for Elementary Teachers .....	3
Choose 1: .....	3
TA 244 Scenecraft .....	
TA 245 Lighting .....	
TA 246 Costuming .....	
TA 252 Make-up .....	
TA 364 Play Direction .....	3
TA 414 Children's Theatre .....	3
D 491 Creative Dance for Children .....	3
Electives in theatre or dance (3 hours upper-division) .....	6

**Total in specialty .....** 21

### Academic Support Area in Theatre/Dance

(6 hours upper-division)	
TA 240 Creative Drama for Elementary Teachers .....	3
D 491 Creative Dance for Children .....	3
Choose 1: .....	3
TA 244 Scenecraft .....	
TA 245 Lighting .....	
TA 246 Costuming .....	
TA 252 Make-up .....	
Choose 1: .....	3
TA 364 Play Direction .....	
TA 414 Children's Theatre .....	

**Total in support area .....** 12

## HEALTH, PHYSICAL EDUCATION AND ATHLETICS

### Academic Specialty in Health

(12 hours upper-division)	
HE 250 Personal Health .....	3
HE 325 Nutrition .....	3
HE 462 Contemporary Health Issues .....	3
HE 466 Drugs and Alcohol .....	3
HE 467 Human Sexuality .....	3
Elective (upper-division) .....	3
Choose 1: .....	3
HE 252 First Aid, CPR and Safety .....	
HE 491 Stress Management .....	
HE 211 Techniques of Relaxation .....	

**Total in specialty .....** 21

### Academic Support Area in Health

(6 hours upper-division)	
HE 250 Personal Health .....	3
HE 325 Nutrition .....	3
Elective (upper-division) .....	3
Choose 1: .....	3
HE 462 Contemporary Health Issues .....	
HE 466 Drugs and Alcohol .....	

**Total in support area .....** 12

### Academic Specialty in Physical Education

(12 hours upper-division)	
PE 170 Games and Relays .....	1
PE 171 Gymnastics and Self Testing .....	1
PE 172 Basic Rhythms: Elementary .....	1
PE 246 Fundamentals of Movement .....	1
HE 252 First Aid, CPR and Safety .....	3
PE 301 Basic Exercise Sciences .....	3
PE 310 Motor Development and Learning ....	3
PE 361 Coaching Youth Sports .....	2
PE 444 Adaptive and Corrective Applications of PE .....	3
PE 446 Tests and Measurement .....	3

**Total in specialty .....** 21

### \*Academic Support Area in Physical Education

(6 hours upper-division)	
PE 170 Games and Relays .....	1
PE 171 Gymnastics and Self Testing .....	1
PE 172 Basic Rhythms: Elementary .....	1
PE 246 Fundamentals of Movement .....	1
PE 301 Basic Exercise Sciences .....	3
PE 310 Motor Development and Learning ...	3
PE 361 Coaching Youth Sports .....	2

**Total in support area .....** 12

## HUMANITIES

### Academic Specialty in English / Language Arts

(12 hours upper-division)	
Eng 110 Introduction to Language Study .....	3
Sp 239 Oral Interpretation .....	3
300-level Literature Electives .....	6
Wr 440 Teaching of Writing .....	3
Choose 1: .....	3
Eng 270 The Vocabulary of English .....	
Eng 215 Basic Grammar .....	
Electives .....	3
(may include English, journalism, philosophy, religion, speech, theatre arts, writing)	

**Total in specialty .....** 21

## Foreign Language

To complete an Academic Specialty or Support Area in Foreign Language, students must have completed the first and second year of the language. Students may use second-year language credits as electives in the foreign language Academic Specialty Area.

### Academic Specialty in French

(12 hours must be upper-division)	
<b>Intermediate French*</b>	
Choose 2: .....	8
Fr 301, 302, 303 Introduction to French Composition and Conversation .....	

\*Intermediate French courses must be taken sequentially

#### French Literature

Choose 1: .....	3
Fr 411 French Lit. I: Medieval/Renaissance .....	
Fr 412 French Lit. II: Neoclassical and Age of Enlightenment .....	
Fr 413 French Lit III: Modern Period-Revolution to Present .....	
Fr 423 Studies in French Lit.: Medieval to Renaissance .....	
Fr 424 Studies in French Lit.: Classical to Age of Enlightenment .....	

#### French Culture

Choose 1: .....	3
Fr 429 or 430 French Culture and Civilization .....	
Electives in French .....	7
(not to include first year language)	

**Total in specialty .....** 21



# SCHOOL OF EDUCATION

## *Academic Specialty in German*

(12 hours upper-division)

### **Intermediate German**

Choose 2: .....	6
GL 301 Intermediate Composition in German	
GL 302 Intermediate Spoken German	
GL 303 Intermediate German Comp. and Conv.	

### **German Literature**

Choose 1: .....	3
GL 411 German Lit. I: Medieval to Classical	
GL 412 German Lit II: Naturalism to Present	

### **German Culture**

Choose 1: .....	3
GL 340 or 341 Survey of German Culture and Civilization	
Electives in German .....	9
(not to include first year language)	

**Total in specialty .....** 21

## *Academic Specialty in Spanish*

(12 hours upper-division)

### **Intermediate Spanish\***

Choose 2: .....	8
Span 301, 302, 303 Intermediate Spanish Composition and Conversation	

\*Intermediate Spanish courses must be taken sequentially

### **Spanish Literature**

Choose 1: .....	3
Span 361 Hispanic Poetry	
Span 362 Hispanic Drama	
Span 363 Hispanic Novel	
Span 370, 371 Intro to Latin American Literature	

### **Spanish Culture**

Choose 1: .....	3
Span 338 Hispanic Culture and Civilization: Spain	
Span 339 Hispanic Culture and Civilization: Latin America	

Electives in Spanish .....	7
(not to include first year language)	

**Total in specialty .....** 21

## *Academic Support Areas in English /Language Arts*

(6 hours must be upper-division)

### **Language Option:**

Eng 110 Introduction to Language Study .....	3
Choose 1: .....	3
Eng 270 The Vocabulary of English	
Eng 215 Basic Grammar	

Choose 2: .....	6
Eng 470 Modern American Usage	
Eng 490 History of the English Language	
Eng 492 The Structure of the English Language	

**Total in support area .....** 12

### **Writing/Language Option:**

Eng 110 Introduction to Language Study .....	3
Wr 440 Teaching of Writing .....	3
Choose 1: .....	3
Eng 270 The Vocabulary of English	
Eng 215 Basic Grammar	
Elective in writing .....	3

**Total in support area .....** 12

### **Literature Option:**

Electives in literature (six upper-division) ..	12
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**Total in support area .....** 12

## *Academic Support Area in Philosophy*

(6 hours upper-division)

Phl 232 Introduction to Non-Formal Reasoning .....	3
Phl 433 Philosophy for Children .....	3
Approved elective (upper-division) .....	3
Choose 1: .....	3
Phl 201 Introduction to Philosophy: Being and Knowing	
Phl 202 Introduction to Philosophy: Personal Morality and Social Justice	

**Total in support area .....** 12

## *Academic Support Area in Religious Studies*

(6 hours upper-division)

R 201 Introduction to the World's Religions: Eastern .....	3
R 204 Introduction to the World's Religions: Western .....	3
R 315 Interpreting Religious Phenomena .....	3
Choose 1: .....	3
Eng 387 Studies in Mythology	
Eng 318 The Bible as Literature	
R 460 Comparative Religion or other approved upper-division course	

**Total in support area .....** 12

## *Academic Support Area in Speech Communication*

(6 hours upper-division)

Sp 112 Interpersonal Communication .....	3
Sp 239 Oral Interpretation .....	3
Choose 2: .....	6
Sp 323 Group Discussion and Leadership	
Sp 325 Intercultural Communication	
Sp 350 Effective Listening	
Sp 431 Nonverbal Communication	

**Total in support area .....** 12

## *Academic Support Area in French*

(6 hours upper-division)

### **Intermediate French\***

Choose 2: .....	8
Fr 301, 302, 303 Intermediate French Composition and Conversation	

\*Intermediate French courses must be taken sequentially.

Electives in French .....	4
(not to include first year language)	

**Total in support area .....** 12

## *Academic Support Area in German*

(6 hours upper-division)

### **Intermediate German**

Choose 2: .....	6
GL 301 Intermediate Composition in German	
GL 302 Intermediate Spoken German	
GL 303 Intermediate German Composition and Conversation	

Electives in German .....	6
(not to include first year language)	

**Total in support area .....** 12

## *Academic Support Area in Japanese*

(6 hours upper-division)

### **Intermediate Japanese\***

Choose 2: .....	6
Jpn 314, 315, 316 Third Year Japanese	

\*Intermediate Japanese courses should be taken sequentially.

Electives in Japanese .....	6
(not to include first year language)	

**Total in support area .....** 12

## *Academic Support Area in Spanish*

(6 hours upper-division)

### **Intermediate Spanish\***

Choose 2: .....	8
Span 301, 302, 303 Intermediate Spanish Composition and Conversation	

\*Intermediate Spanish courses must be taken sequentially

Electives in Spanish .....	4
(not to include first year language)	

**Total in support area .....** 12



# SCHOOL OF EDUCATION

## NATURAL SCIENCES AND MATHEMATICS

### *Academic Specialty in Mathematics*

(12 hours upper-division)

Mth 292 College Algebra for Elementary Teachers .....	3
Mth 391 Math Models .....	3
Mth 396 Elementary Problem Solving .....	3
Choose 4: .....	12
Mth 392 Introduction to Abstract Algebra	
Mth 393 Probability and Statistics for Elementary Teachers	
Mth 394 Introduction to Geometry	
Ed 475 Innovations in General Math Education	
CSE 436 LOGO as a Learning Tool	

**Total in specialty ..... 21**

### *Academic Support Area in Mathematics*

(6 hours upper-division)

Core courses: .....	6
Mth 391 Math Models	
Mth 396 Elementary Problem Solving	
Choose 2: .....	6
Mth 292 College Algebra for Elementary Teachers	
Mth 392 Introduction to Abstract Algebra	
Mth 393 Probability and Statistics for Elementary Teachers	
Mth 394 Introduction to Geometry	
CSE 436 LOGO as a Learning Tool	
Ed 475 Innovations in General Mathematics Education	

**Total in support area ..... 12**

### *Academic Specialty in Science*

(12 hours upper-division)

**Core courses:**

Bi 102 General Biology, or	
Bi 103 General Biology .....	4
GS 105 Foundations of Physical Science .....	4

**Biology (choose 2): ..... 6-7**

Bi 102 General Biology, or	
Bi 103 General Biology .....	4
Bi 321 Systematic Field Botany .....	4
Bi 361 Marine Biology .....	4
Bi 370 Man and the Ecosystem .....	3
Bi 458 Field Biology .....	3-4
Bi 465 Natural History of the Mushroom ..	3
Bi 471 Whales, Dolphins and Porpoises ....	3

**Earth/Physical Science (choose 2): ..... 6-7**

GS 321 Musical Acoustics .....	4
GS 331 Intro. Oceanography .....	3
GS 351 Elements of Astronomy .....	3
GS 390 Basic Meteorology .....	3
G 440 Fossils of Oregon .....	4
G 450 Rocks and Minerals .....	3
G 453 Geology of the Pacific Northwest ...	4

**Total in specialty ..... 21**

*Note: Bi 101, GS 104, GS 106 should be taken as the LACC requirement in Natural Science.*

### *Academic Support Areas in Science*

\*Select 12 hours of course work, including at least 6 hours upper-division, from one of the following disciplines: biology, chemistry, geology or earth science (astronomy, meteorology, oceanography and one geology course)

*Note: student should work with an advisor from Natural Science to establish approved course work.*

## SOCIAL SCIENCE

### *Academic Specialty in Anthropology*

(12 hours upper-division)

Anth 463 Culture and Education .....	3
Additional hours in Anthropology .....	18

**Total in specialty ..... 21**

### *Academic Support Area in Anthropology*

(6 hours upper-division)

Any 12 hours in Anthropology

**Total in support area ..... 12**

### *Academic Specialty in Economics*

(12 hours upper-division)

Ec 201, 202, 203 Principles of Economics .....	9
Ec 318 Money and Banking .....	3
Ec 487 Technology and American Economic History .....	3
Ec 488 Consumer Economics .....	3
Choose 1: .....	3

Ec 436 Environmental Economics and Public Policy	
Ec 417 Problems of Economic Development of Nations	
Ec 440 Introduction to International Economics	

**Total in specialty ..... 21**

### *Academic Support Area in Economics*

(6 hours upper-division)

Ec 201, 202 Principles of Economics .....	6
Ec 487 Technology and American Economic History .....	3
Ec 488 Consumer Economics .....	3

**Total in support area ..... 12**





# SCHOOL OF EDUCATION

## Academic Specialty in Geography

(12 hours upper-division)

### Skills: 3

Geog 222 The World in Maps

Region (choose 1): ..... 3

Geog 312 Oregon

Geog 313 Pacific Northwest

U.S. (choose 2): ..... 6

Geog 413 The City (Urban Geography)

Geog 414 Geographic Backgrounds of American History

Geog 429 Geography of Anglo-America

Cultural (choose 1): ..... 3

Geog 411 or 412 Cultural Geography

Other Cultures, Regions (choose 2): ..... 6

Geog 426 Geography of Europe

Geog 427 Geography of Soviet Union

Geog 432 Geography of Africa

Geog 450 East Asia

Geog 451 South Asia

Geog 461 South America

Geog 463 Middle America

Total in specialty ..... 21

## Academic Support Area in Geography

(6 hours upper-division)

Geog 105 Introduction to Physical

Geography ..... 3

Geog 106 Introduction to Economic

Geography ..... 3

Geog 107 Introduction to Cultural

Geography ..... 3

Any upper division topical or regional course ..... 3

Total in support area ..... 12

NOTE: Education student who use Geography to fulfill their LACC Social Science requirement will be allowed to substitute any 4 upper division Geography classes to fulfill the support area.

## Academic Specialty in History

(12 hours upper-division)

Hst 201, 202, 203 United States History ..... 9

Hst 478 Pacific Northwest History ..... 3

Elective in U.S. History (upper-division) ..... 3

Electives in World History (upper-division) 6

Total in specialty ..... 21

## Academic Support Area in History

Hst 201, 202, 203 United States History ..... 9

Hst 478 Pacific Northwest History ..... 3

Total in support area ..... 12

## Academic Specialty in Political Science

(12 hours upper-division)

PS 201 American National Government ..... 3

PS 202 State and Local Government ..... 3

PS 203 International Relations ..... 3

Electives in Political Science

(upper-division) ..... 12

Total in specialty ..... 21

## Academic Support Area in Political Science

(6 hours upper-division)

PS 201 American National Government ..... 3

PS 202 State and Local Government, or ..... 3

PS 203 International Relations

Electives in Political Science

(upper-division) ..... 6

Total in support area ..... 12

## Academic Support Area in Psychology

(6 hours upper-division)

Psy 202 General Psychology ..... 3

Psy 311 Developmental Psychology ..... 3

Psy 334 Social Psychology ..... 3

Psy 349 Intro. to Behavior Modification ..... 3

Total in support area ..... 12

## Academic Specialty in Sociology

(12 hours upper-division)

Electives approved by sociology advisor .... 21

Total in specialty ..... 21

## Academic Support Area in Sociology

(6 hours upper-division)

Electives approved by sociology advisor .... 12

Total in support area ..... 12

Note: Some upper-division courses in sociology have a lower-division prerequisite. Consult catalog course descriptions.

## Academic Specialty in Social Science

(12 hours upper-division)

Electives approved by social science advisor ..... 21

Total in specialty ..... 21

## COMPUTER SCIENCE

### Academic Support Area in Computer Science

(6 hours upper-division)

CS 162 Computer Science I ..... 4

CS 260 Computer Science II ..... 4

CS 311 Data Structures ..... 3

Elective (upper-division) ..... 3

Total in support area ..... 14

## INITIAL STUDIES IN BILINGUAL/MULTICULTURAL EDUCATION

In a state (and region) whose language minority population is growing rapidly every year, teachers with this specialization are highly sought after. This program prepares teachers with a special expertise in the field of teaching limited English proficient/language minority students; they can teach in ESL, bilingual, and "newcomer" settings, or design and develop programs for integrating such students into regular classes. (No second language is required.)

### Core Courses in Bilingual/Multicultural

Education ..... 15-18

Ed 409 Practicum ..... 3-6

Ed 481 Introduction to Education Linguistics:

Second Language Teaching ..... 3

Ed 482 Bilingual/ESL Education Principles

and Practices ..... 3

Ed 483 Cultural and Community Needs of

LEP Students in the Instructional Process. 3

Ed 484 First and Second Language Acquisition in the Bilingual/ESL

Program. .... 3

### Elementary Concentration ..... 9

Ed 491 Curriculum Models and Instructional

Strategies of Bilingual Classrooms ..... 3

Ed 492 Classroom Strategies in First and

Second Language Reading and Language

Arts ..... 3

Ed 493 Bilingual Teaching Methods in

Content Area Instruction ..... 3

Core Courses ..... 15-18

Electives ..... 6

Total Hours ..... 30-33



## SECONDARY EDUCATION DIVISION

**Chair:** Richard Forcier

*Professors*—George Cabrera, Richard Forcier, Gerald Girod, Marcelene Ling. *Associate Professor*—Lynn Reer, Gwenda Rice, Helen Woods.

Students wishing to teach in departmentalized schools from grades 5 through 12 should enroll in the secondary teacher education program. During the freshman and sophomore years, students should take course work from the Liberal Arts Core Curriculum and from subject areas in which they desire certification. Students may explore their interest in teaching early in their college careers through an orientation course (Ed 312) and/or practicum courses involving observing and assisting teachers in the public classroom and resource centers (Ed 111, Ed 199 and Ed 358).

## Admission to Secondary Teacher Education

Students wishing to be admitted to the Secondary Teacher Education program should apply for admission to teacher education in their junior year. Admission is competitive; general guidelines of requirements for the program are:

- Verified success in working with children in a public school or agency setting.
- Completion of Ed 312 Students, Teachers, Schools and Society and Ed 357 Assessment and Evaluation.
- 2.75 cumulative GPA on all academic coursework
- 2.75 GPA in teaching major
- Passing scores on California Basic Educational Skills Test (CBEST) or the National Teacher's Examination (NTE) General Knowledge and Communication Skills.
- Passing scores in the National Teacher's Exam in the Specialty Core exam designated for the teaching major.

The college's Teacher Education Committee establishes policies and standards that students must meet before being admitted to teacher education courses. The Secondary Education Handbook lists specific admission requirements and procedures to follow in enrolling in the professional core classes. This handbook is available in the Secondary Education Division.

The program requirements listed in this catalog fulfill the requirements for the Oregon Teaching License that were in effect at the time this catalog was printed. Legal responsibility and authority for the licensing

of teachers in the State of Oregon is vested in the Oregon Teacher Standards and Practices Commission. Candidates seeking an Oregon Teaching License must satisfy the rules and regulations in effect at the time of application for the license.

## Proficiency in Basic Skills

All students enrolling in teacher education must demonstrate proficiency in the skill areas of reading, writing and mathematics. A **condition of entry to a teacher education program** requires students to demonstrate their proficiency by examination. The required examination in this state is the California Basic Educational Skills Test (CBEST) or the National Teachers Exam (NTE): General Knowledge and communication Skills. Additionally, applicants are also required to provide passing scores on the NTE Specialty Core designated for the specific major in which the applicant is seeking an endorsement. Passing scores should be submitted with the application for admission to the program.

Academic performance is not the sole criterion of admission to and continuation in the Secondary Teacher Education program at Western. The College may find it necessary to evaluate a person's background to determine his or her likelihood of maintaining standards of professional conduct that are 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.

## Advisement

Secondary education students must complete a teaching major to become eligible for a subject matter endorsement in their teaching area(s). Subject areas are listed below.

Students should seek an advisor in their subject area, as well as an advisor in the Secondary Education Division. Advisors for specific subjects may be located in the following areas:

**Health and Physical Education:** physical education, health education.

**Humanities:** English, language arts, speech, French, German, Spanish.

**Natural Sciences and Mathematics:** biology, integrated science, mathematics.

**Secondary Education:** professional program advising, bilingual/multicultural education, reading, media and technology.

**Social Science:** social science.

**Special Education:** speech impaired, handicapped learner, severely handicapped learner.

## Transfer Students

Education majors transferring from other institutions should declare their level of certification (Elementary or Secondary) and the intended specialty area with the Registrar's office, the School of Education, and each academic department involved prior to the first term at Western.

## Student Teaching

Students should submit an application for student teaching one quarter before they plan to do their *pre-student* teaching to ensure their assignments. Before student teaching, students must have completed professional education and subject area course work and met divisional, departmental and teacher education requirements.

Application forms for student teaching are available in the Education Office, Ed 201. Specific information regarding requirements and procedures are explained in the Secondary Education Handbook.

## BA/BS in Secondary Education and Interdisciplinary Studies

Students who **successfully** complete the degree requirements for their specialty areas, prerequisites to and the prescribed course work of the Secondary Education Division become eligible for recommendation for state certification to teach grades 5-12 in Oregon's public schools.

All students in Secondary Education take the following course work. Advisors in Education and in the specialty areas should be consulted by students in order to complete requirements in the most efficient manner.

Liberal Arts Core Curriculum .....	55
Academic Teaching Major .....	64
Professional Core .....	42
Electives .....	31

Total required for degree ..... 192



# SCHOOL OF EDUCATION

## Preprofessional Core

Ed 312 Students, Teachers, Schools and Society*	3
Ed 357 Assessment and Evaluation*	3

## Professional Core

Ed 420 Learning and Teaching Models**	4
Ed 425 Curriculum and Planning**	3
Ed 430 Management and Motivation**	2
Ed 435 Technology and Computer Applications**	3
Ed 451 Reading and Writing in Secondary Schools	3
Ed 496 Advanced Strategies	3
Ed 497 Pre-Student Teaching	3
Ed 498 Student Teaching	12
Ed 499 Applied Research	3

**Total in Preprofessional and Professional  
Core ..... 42**

\* Prerequisite

\*\*Students take these courses concurrently

## HEALTH AND PHYSICAL EDUCATION

### Health Education (K-12)

#### Major

<b>Common Core</b> .....	14
HE 250 Personal Health .....	3
HE 252 First Aid, CPR and Safety .....	3
HE 325 Nutrition .....	3
PE 230 Introduction to Health and PE .....	2
PE 463 Computer Applications in PE and Health .....	3
<b>Major Theory Core</b> .....	50
Bi 218 Elements of Microbiology .....	3
Bi 370 Man and the Ecosystem .....	3
Psy 311 Developmental Psychology .....	3
Psy 328 Mental Health .....	3
Psy 349 Introduction to Behavior Modification .....	3
Soc 338 Sociology of the Family .....	3
HE 427 Community and Public Health .....	3
HE 434 Diseases .....	3
HE 433 School Health Programs (K-12) .....	3
HE 462 Contemporary Health Issues .....	3
HE 466 Drugs and Alcohol .....	3
HE 467 Human Sexuality .....	3
HE 491 Stress Management .....	3
Approved electives .....	11

**Total in major ..... 64**

NOTE: It is recommended that students take BI 101, 102 General Biology, and BI 334, 335 Human Anatomy and Physiology to fulfill the Natural Science requirement in the LACC. Bi 334 and 335 are prerequisites for several major core classes and divisional electives. See course descriptions for specific prerequisite requirements.

### Physical Education (K-12)

#### Major

<b>Common Core</b> .....	14
HE 250 Personal Health .....	3
HE 252 First Aid, CPR and Safety .....	3
HE 325 Nutrition .....	3
PE 230 Introduction to Health and PE .....	2
PE 463 Computer Applications in PE and Health .....	3
<b>Professional Activity Core</b> .....	14
Choose 1: .....	1
PE 130 Archery, PE 137 Racquetball, PE 133 Bowling, PE 208 Recreational Games	
Choose 1: .....	1
PE 218 Teach: Wrestling, PE 138 Self Defense	
Choose 2: .....	2
PE 134 Golf, PE 202 Teach: Badminton, PE 213 Teach: Tennis, PE 214 Teach: Track and Field	
Choose 1: .....	1
PE 205 Teach: Field Sports, PE 211 Teach: Soccer	
Choose 2: .....	2
PE 203 Teach: Basketball, PE 212 Teach: Softball, PE 216 Teach: Volleyball, PE 170 Games and Relays	
Choose 2: .....	2
PE 141 Fishing, PE 142 Backpacking, PE 112 Jogging/Walking, PE 204 Teach Aerobics or PE 114 Aerobics	
Choose 1: .....	1
PE 206 Teach: Folk and Square Dance, PE 210 Teach: Social Dance, PE 209 Teach: Basic Rhythms	

Choose 1: .....	1
PE 215 Tumbling, PE 171 Gymnastics and Self Testing	
Each of the following:	
PE 246 Fundamentals of Movement .....	1
PE 217 Teach: Weight Training and Conditioning .....	1
PE 161 Aquatics II (or higher level) .....	1
<b>Major Theory Core</b> .....	36
PE 310 Motor Learning and Development ...	3
PE 343 Organization and Administration of PE .....	3
PE 349 Sport Skill Analysis .....	2
PE 359 Care and Prevention of Athletic Injuries .....	3
PE 371 Kinesiology .....	3
PE 440 Legal Issues in PE and Sport .....	2
PE 444 Adaptive and Corrective Applications in Physical Education .....	3
PE 445 The Physical Education Curriculum .	3
PE 446 Tests and Measurements in PE .....	3
PE 473 Physiology of Exercise .....	3
Approved electives .....	8

**Total in major ..... 64**

NOTE: PE 433 PE in the Elementary School (K-9) is taken as part of the Education Core.

NOTE: It is recommended that students take BI 101, 102 General Biology, and BI 334, 335 Human Anatomy and Physiology to fulfill the Natural Science requirement in the LACC. Bi 334 and 335 are prerequisites for several major core classes and divisional electives. See course descriptions for specific prerequisite requirements.





# SCHOOL OF EDUCATION

## HUMANITIES

### English Language Arts Education Major

#### Literature Core (33 hours)

Eng 304, 305, 306 English Literature I, II, III .....	9
Choose two:	
Eng 307, 308, 309 American Literature I, II, III .....	6
Eng 315 Approaches to Literature .....	3
Eng 345 Shakespeare .....	3
Choose 1: .....	3
Eng 318 The Bible as Literature	
Eng 385 Introduction to Folklore	
Eng 387 Studies in Mythology	
Eng 475 Studies in Folklore	
Choose 1: .....	3
Eng 351 The Short Story	
Eng 356 Studies in Poetry	
Eng 360 Studies in Drama	
Eng 366 Studies in the Novel	
Eng 457 Modern Poetry	
Eng 463 Modern Drama	
Eng 468 The Modern Novel	
Choose 1: .....	3
Eng 436 Advanced Shakespeare	
Eng 447 The Study of Major Figures in Literature	
Choose 1: .....	3
Eng 484 Comedy	
Eng 485 Tragedy	
Eng 486 Satire	

#### Writing Core (9 hours)

Wr 414 Advanced Composition .....	3
Wr 430 The History of Composition and Rhetoric .....	3
Choose 1: .....	3
Wr 321 Business and Technical Communications	
Wr 341 Creative Writing	
Wr 399 Special Studies	
Wr 409 Writing Practicum and Seminar	
*Wr 440 Teaching of Writing	
Wr 441 Advanced Creative Writing	
Wr 450 Writing for Publication	
J 311 Advanced Journalistic Writing	

\*Recommended for prospective teachers.

#### Language Core (9 hours)

Eng 215 Basic Grammar .....	3
Eng 310 The Nature of the English Language .....	3
Choose 1: .....	3
Eng 470 Modern American Usage	
Eng 490 History of the English Language	
Eng 492 The Structure of the English Language	

#### Option for English Language Arts Teaching (12 hours)

Sp 239 Oral Interpretation .....	3
Choose 1: .....	3
J 211 Introduction to Mass Communication	
Sp 236 Contemporary Issues in American Broadcasting	
Sp 342 TV and the Viewer	
Eng 456 Form and Meaning in Film	
Choose 1: .....	3
Sp 112 Interpersonal Communication	
Sp 323 Group Discussion and Leadership	
Choose 1: .....	3
Approved elective in English, writing, humanities, journalism, speech, religion, philosophy, theatre arts	

Total in major ..... 63

### Foreign Language Education Major

(64 hour major: 52 hours beyond first year language)

#### French

Fr 201, 202, 203 Second Year French .....	12
Fr 301, 302, 303 Intro. to French Composition and Conversation .....	12
Fr 331 French Pronunciation and Phonetics ..	3
Choose 2: .....	6
Fr 411, 412, 413 French Literature	
Fr 423, 424 Studies in French Literature	
Fr 416 Language Teaching Practicum .....	2
Fr 429, 430 French Culture and Civilization .....	6
Electives (upper-division) .....	11

Total in major ..... 52

#### German

GL 201, 202, 203 Second Year German .....	12
GL 301 Intermediate Composition in German .....	3
GL 302 Intermediate Spoken German .....	3
GL 303 Intermediate Composition and Conversation .....	3
GL 331 German Pronunciation/Phonetics ....	3
GL 340, 341 Survey of German Culture and Civilization .....	6
GL 411, 412 German Literature .....	6
GL 416 Language Teaching Practicum .....	2
Electives (upper-division) .....	14

Total in major ..... 52

## Spanish

Span 201, 202, 203 Second Year Spanish .....	12
Span 301, 302, 303 Intermediate Spanish Composition .....	12
Span 350 Spanish Pronunciation/Phonetics .....	3
Span 338, 339 Spanish Culture and Civilization .....	6
Span 416 Language Teaching Practicum .....	2
Choose 2: Spanish Literature .....	6
Span 361, 362, 363, 370, 371, 411, 412, 413, 414, 415, 441, 442, 443, 490, 491	
Electives (upper-division) .....	11

Total in major ..... 52

## NATURAL SCIENCES AND MATHEMATICS

### Biology Education Major

Core .....	42
*Bi 211, 212, 213 Principles of Biology .....	12
*Ch 221, 222, 223 General Chemistry .....	12
*Ph 201, 202, 203 General Physics .....	12
Bi 331 General Microbiology .....	4
Bi 341 Genetics .....	3
Bi 357 General Ecology .....	4
Bi 388 Cell Biology .....	4
Bi 446 Evolution .....	3
Options for Teaching Major .....	23
Bi 321 Systematic Field Botany .....	4
G 351 Elements of Geology .....	3
Choose 1: .....	4
Bi 317 Vertebrate Natural History	
Bi 361 Marine Biology	
Bi 474 Entomology	
Choose 1: .....	4
Bi 371 Structure of Seed Plants	
Bi 324 Comparative Vertebrate Anatomy	
Choose 1: .....	4
Bi 330 Plant Physiology	
Bi 434 Animal Physiology	
Choose 1: .....	4
Bi 438 Human Histology	
Bi 326 Vertebrate Embryology	
Bi 432 Immunology	

Total in major ..... 65

\*Bi 211, 212, 213; Ch 221, 222, 223 or Ph 201, 202, 203 are to be counted as the 12 hours of the LACC requirement in the Natural Sciences and Mathematics.



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## Integrated Science Education Major

*Bi 211, 212, 213 Principles of Biology .....	12
Ch 221, 222, 223 General Chemistry .....	12
Ph 201, 202, 203 General Physics .....	12
G 351 Elements of Geology .....	3
GS 331 Introduction to Oceanography .....	3
GS 351 Elements of Astronomy .....	3
GS 390 Basic Meteorology .....	3
G 440/540 Fossils of Oregon .....	4
G 450/550 Rocks and Minerals .....	3
G 453/553 Geology of the Pacific Northwest .....	3
Electives in Earth Science (upper-division) ..	9
Electives in Science (upper-division) .....	8

**Total in major .....** 63

\*Bi 211, 212, 213 are to be counted as the 12 hours LACC requirement in the Natural Sciences and Mathematics.

## Mathematics Education Major

<b>Lower-division core:</b> .....	25
Mth 251, 252 Calculus I, II .....	10
Mth 253 Calculus III Sequences and Series ...	3
Mth 254 Vector Calculus .....	4
Mth 257 Multivariate Calculus .....	4
CS 162 Computer Science I .....	4
<b>Upper-division core:</b> .....	20
Mth 311 Advanced Calculus I .....	4
Mth 341 Linear Algebra I .....	4
Mth 344 Group Theory .....	3
Mth 345 Ring Theory .....	3
Mth 365 Mathematical Probability .....	3
Mth 366 Mathematical Statistics .....	3
<b>Secondary Core:</b> .....	9
Mth 337 Geometry .....	3
Mth 346 Number Theory .....	3
Mth 354 Discrete Structures I .....	3
<b>*Area of Concentration</b> .....	12

**Total in major .....** 66

\*Each mathematics education major must complete a minimum of three courses in each of two areas of concentration listed below. One of these areas must be mathematics education. (The coursework in the Secondary Core may be used for this purpose.)

### Areas of Concentration:

<b>1. Algebra</b> .....	12
Mth 346 Number Theory .....	
Mth 440 Advanced Topic: Algebra .....	
Mth 441 Linear Algebra II .....	
Mth 446 Abstract Algebra .....	
Mth 482 Logic and Foundations of Math .....	
<b>2. Analysis</b> .....	12
Mth 312 Advanced Calculus II .....	
Mth 314 Differential Equations .....	
Mth 416 Complex Analysis .....	
Mth 437 Set Theory and Topology .....	
Mth 451 Numerical Analysis .....	
Mth 410 Advanced Topic: Analysis .....	

<b>3. Applied Mathematics</b> .....	12
Mth 354 Discrete Structures I .....	
Mth 355 Discrete Structures II .....	
Mth 363 Linear Programming and Games .....	
Mth 441 Linear Algebra II .....	
Mth 451 Numerical Analysis .....	
Mth 420 Advanced Topic: Applied Math .....	
Mth 460 Advanced Topic: Probability and Statistics .....	

<b>4. Mathematics Education</b> .....	12
Mth 337 Geometry .....	
Mth 338 Geometry .....	
Mth 397 Secondary Problem Solving .....	
Mth 472 History of Mathematics .....	
Mth 498 Computer Applications in Math .....	
Mth 439 Transformational Geometry .....	
Mth 490 Advanced Topic: Math Education .....	
Mth 430 Advanced Topic: Geometry .....	

## SOCIAL SCIENCE

### Social Studies Education Major

The student must complete 63 credit hours in the Social Sciences. At least 30 hours must be completed at the upper-division course level. The 63 hours are to be distributed as follows:

United States History .....	9
Choose 1: .....	3
Geog 414 Geographic Backgrounds of American History .....	
Geog 429 Geography of Anglo-America .....	
Choose 1: .....	3
Any Non-Anglo-America regional geography course .....	
Choose 1: .....	3
Geog 318 Geography of Religion .....	
Geog 411 Cultural Geography .....	
Geog 412 Cultural Geography .....	
Geog 413 Urban Geography .....	
Geog 433 Political Geography .....	
Economics (choose 2): .....	6
PS 201 American National Government .....	3
PS 202 State and Local Government, or .....	3
PS 203 International Relations .....	
6 hours each in 2 of the following: .....	12
Anthropology, Criminal Justice, Psychology, Sociology .....	
Area of Concentration* .....	21
*The student may choose to concentrate in any one of the following disciplines: history, geography, economics, or political science.	

**Total in major .....** 63

NOTES: Education majors must complete the following as part of their LACC requirement: Psy 225, Hst 101, 102, and 103. A GPA of 2.75 is required in the above coursework in order to be recommended for student teaching.

## Initial Studies in Bilingual/Multicultural Education

In a state (and region) whose language minority population is growing rapidly every year, teachers with this specialization are highly sought after. This program prepares teachers with a special expertise in the field of teaching limited English proficient/ language minority students; they can teach in ESL, bilingual, and "newcomer" settings, or design and develop programs for integrating such students into regular classes. (No second language is required.)

<b>Core Courses in Bilingual/Multicultural Education</b> .....	15-18
Ed 409 Practicum .....	3-6
Ed 481 Introduction to Education Linguistics: Second Language Teaching .....	3
Ed 482 Bilingual/ESL Education Principles and Practices .....	3
Ed 483 Cultural and Community Needs of LEP Students in the Instructional Process ..	3
Ed 484 First and Second Language Acquisition in the Bilingual/ESL Program .....	3

<b>Secondary Concentration</b> .....	6
Ed 486/586 First and Second Language Approaches to Teaching and Subject Matter in Secondary Schools .....	3
Ed 487/587 Alternative Secondary Curricula and Materials for Second Language Learners .....	3
<b>Core Courses</b> .....	15-18
<b>Electives</b> .....	6

**Total Hours .....** 27-30

## HEALTH, PHYSICAL EDUCATION AND ATHLETICS DIVISION

**Chair and Athletic Director: Jon Carey**

*Professors*—Wilma Hein. *Associate Professor*—Jon Carey, Norman Eburne. *Assistant Professors*—Robert Bass, JoAnn Brandhorst, Tom Kelly, John Knight, Judy Lovre, Randy Navalinski, Randy Wegner. *Instructors*—Blaine Bennett, Kurtis Kidd.

The Division of Health, Physical Education and Athletics contributes to the general health and well being of all Western students. Students develop an understanding of, and appreciation for, the various components of a healthy life-style through their involvement in the Physical Education portion of the Liberal Arts Core Curriculum.

The academic programs offered within the division prepare students for a variety of professional pursuits. Students preparing to teach Physical Education or Health will complete a major course of study in one of these areas and then enter of School of



# SCHOOL OF EDUCATION

Education professional preparation program. Western graduates in Physical Education have a strong background in the scientific and theoretical aspects of Physical Education as well as experience with a wide range of activities. Health education majors complete a rigorous Health Science Foundation that prepares them for the study of current health trends, issues and problems.

Students interested in Health or Physical Education have a variety of non-teaching options. These non-teaching majors prepare students for careers in areas of Physical Education or Health that are outside the field of education. Students, in consultation with an advisor, may select an academic emphasis that prepares them for their specific interest. Students with a non-teaching major must also select a minor area of study.

The complexity of the various academic programs offered within the Division of Health, Physical Education, and Athletics makes it very important for students to seek academic advisement very early.

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.

Academic, recreational and athletic facilities used by the Division are unsurpassed among small colleges within the region. Two large physical education buildings house the various classes, intramural and athletic teams. One, built in 1936, contains offices, classrooms, locker rooms, dance studios, training room, handball courts, gymnasium and Wolverton Memorial Swimming Pool. Built in 1971, the other facility features the main gymnasium (which seats 2,200), lecture classrooms, locker rooms, a small field house for outdoor activities, training room, equipment room and office space.

The football stadium complex, completed in 1980, includes permanent seating for 2,300 and a state-of-the-art football field, built in 1987. The field maintains its excellent condition during the entire season through the development and implementation of a scientifically designed drainage and watering system which allows for extensive play on the perfectly flat field.

A 1988 addition to the stadium complex has been the 8-lane synthetic surface track. The running surface maintains its resilience through the development of a flexible foundation base. The running track and surrounding field event area provide modern facilities for the serious competitor or the casual recreationalist.

Underneath the stadium, a weight training area in excess of 4,000 square feet is available. The weight room serves as an educational classroom, athletic lifting area and the recreational exercise and weight lifting source for the student body, making it one of the most widely used facilities on campus. Additionally, the area underneath the stadium houses an indoor short distance

running track and training areas for various field events.

The Division maintains a complete physiology lab which serves students enrolled in Kinesiology, Physiology of Exercise, Motor Development, and various teaching classes.

A large area for activity and athletic fields has been developed on the west side of campus, including a varsity baseball field, two softball diamonds, a soccer field, various practice areas and several fields used for intramural recreation.

It is basic in the college's philosophy that participation in athletics can serve as an integral part of the educational experience. Western sponsors 10 intercollegiate varsity sports, five men's and five women's. Men's sports include football, cross country, basketball, baseball, and track and field. Women's sports are cross country, volleyball, basketball, softball, and track and field. Intercollegiate sports programs at Western adhere to the rules and regulations provided by the National Association of Intercollegiate Athletics (NAIA). Western Oregon's Athletic teams compete in the Cascade Collegiate Conference and the Columbia Football Association.

## Health Non-Teaching Major

This is an undergraduate non-licensure major comprised of a BA/BS in Education with a major in Health, but without a teaching license.

<b>Common Core</b> .....	<b>14</b>
HE 250 Personal Health .....	3
HE 252 First Aid, CPR and Safety .....	3
HE 325 Nutrition .....	3
PE 230 Introduction to Health and PE .....	2
PE 463 Computer Applications in PE and Health .....	3
<b>Major Core</b> .....	<b>50</b>
Choose 1: .....	3-4
Bi 218 Elements of Microbiology	
Bi 331 General Microbiology	
Soc 338 Sociology of the Family .....	3
Psy 311 Developmental Psychology .....	3
Psy 328 Mental Health .....	3
Choose 1: .....	3
Psy 349 Behavior Modification	
Psy 465 Motivation	
Bi 370 Man and the Ecosystem .....	3
HE 434 Diseases .....	3
HE 427 Community and Public Health .....	3
HE 462 Contemporary Health Issues .....	3
HE 466 Drugs and Alcohol .....	3
HE 467 Human Sexuality .....	3
PE 473 Physiology of Exercise .....	3
HE 491 Stress Management .....	3
Approved electives .....	10-11
<b>Total in major</b> .....	<b>64</b>

*NOTE: It is recommended that students take Bi 101, 102, General Biology, and Bi 334, 335, Human Anatomy and Physiology, to fulfill the Natural Science requirement in the LACC. Bi 334 and 335 are prerequisites for several major core classes and divisional electives. See course descriptions for specific prerequisite requirements.*

## Physical Education Non-Teaching Major

This is an undergraduate non-licensure major comprised of a BA/BS in Education with a major in Physical Education, but without a teaching license.

<b>Common Core</b> .....	<b>14</b>
HE 250 Personal Health .....	3
HE 252 First Aid, CPR and Safety .....	3
HE 325 Nutrition .....	3
PE 230 Introduction to Health and PE .....	2
PE 463 Computer Applications in PE and Health .....	3
<b>Major Core</b> .....	<b>31</b>
PE 161 Aquatics II (or higher) .....	1
Choose 1: .....	1
PE 171 Gymnastics and Self-Testing	
PE 215 Teach: Tumbling	
Choose 1: .....	1
PE 204 Teach: Aerobics .....	
PE 114 Aerobics	
Choose 1: .....	1
PE 206 Teach: Folk and Square Dance	
PE 210 Teach: Social Dance	
PE 209 Teach: Basic Rhythms	
PE 217 Teach: Weight Training and Conditioning .....	1
PE 246 Fundamentals of Movement .....	1
PE 310 Motor Development and Learning ...	3
PE 349 Sport Skill Analysis .....	2
PE 359 Care and Prevention of Athletic Injuries .....	3
PE 371 Kinesiology .....	3
PE 440 Legal Issues in PE and Sport .....	2
PE 444 Adaptive and Corrective Application in PE .....	3
PE 446 Tests and Measurements in PE .....	3
HE 466 Drugs and Alcohol .....	3
PE 473 Physiology of Exercise .....	3
<b>Area of Emphasis</b> .....	<b>19</b>
<b>Total in major</b> .....	<b>64</b>
<b>Areas of Emphasis</b>	
<b>A-General</b>	
HE 211 Techniques of Relaxation .....	3
PE 343 Organization and Administration of PE 3	
Psy 415 Psychology of Sport .....	3
Selected activity courses .....	4
Approved electives .....	6
<b>Total in emphasis</b> .....	<b>19</b>



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## B-Sports Leadership

PE 375 Athletic Coaching and Administration .....	3
PE 361 Coaching Youth Sports .....	2
Psy 415 Psychology of Sport .....	3
Choose 1: .....	3
PE 320 Fitness and Recreation Programs for the General Population	
PE 343 Organization and Administration of Physical Education	
PE 409 Practicum in Coaching .....	2
Coaching courses or practicum .....	6
<b>Total in emphasis</b> .....	<b>19</b>

## C-Fitness Management\*

PE 320 Fitness and Recreation Programs .....	3
PE 343 Organization and Administration of Physical Education .....	3
PE 409 Practicum in Fitness Management ....	4
*Additionally, a student will choose one of the following 9-hour sequences:	
1. BA 101 Introduction to Business .....	3
Choose 1 .....	3
BA 217 Accounting for Non-Accountants	
BA 211 Fundamentals of Accounting	
Choose 1: .....	3
BA 310 Marketing	
BA 390 Management	
or	
2. Choose 1: .....	3
Psy 349 Behavior Modification	
Psy 465 Motivation	
Psy 423 Interviewing and Appraisal .....	3
Choose 1: .....	3
Psy 443 Group Processes	
Psy 445 Organizational Psychology	
<b>Total in emphasis</b> .....	<b>19</b>

NOTE: It is recommended that students take Bi 101, 102, General Biology, and Bi 334, 335, Human Anatomy and Physiology, to fulfill the Natural Science requirement in the LACC. Bi 334 and 335 are prerequisites for several major core classes and divisional electives. See course descriptions for specific prerequisite requirements.

## Minors

### Health Minor

HE 250 Personal Health .....	3
An additional 24 hours will be chosen from the following:	
HE 211 Techniques of Relaxation .....	3
PE 230 Introduction to PE and Health .....	2
HE 252 First Aid, CPR and Safety .....	3
HE 253 First Aid - Instruction .....	3
HE 325 Nutrition .....	3
HE 427 Community and Public Health ....	3
HE 434 Diseases .....	3
HE 462 Contemporary Health Issues .....	3
PE 463 Computer Applications in Physical Education and Health .....	3
HE 466/566 Drugs and Alcohol .....	3
HE 467 Human Sexuality .....	3
HE 491/591 Stress Management .....	3
<b>Total in minor</b> .....	<b>27</b>



### Physical Education Minor

PE 230 Introduction to Physical Education and Health .....	2
PE 310 Motor Development and Learning ...	3
Selected activity courses .....	6
Approved electives from theory core .....	10
An additional 6 hours will be chosen from one of the following three options:	
1. Bi 334 Human Anatomy and Physiology ..	3
PE 371 Kinesiology .....	3
2. PE 301 Basic Exercise Sciences .....	3
PE 246 Fundamentals of Movement .....	1
PE 349 Sport Skill Analysis .....	2
3. PE 301 Basic Exercise Sciences .....	3
PE 343 Organization and Administration of Physical Education .....	3
<b>Total in minor</b> .....	<b>27</b>

### Sports Leadership Minor

HE 252 First Aid, CPR and Safety .....	3
PE 361 Coaching Youth Sports .....	2
PE 375 Athletics: Coaching and Administration .....	3
PE 359 Care and Prevention of Athletic Injuries .....	3
PE 301 Basic Exercise Sciences .....	3
PE 310 Motor Development and Learning ....	3
Psy 415 Psychology of Sport .....	3
Activity course .....	1
Choose 1 option: .....	6
Three coaching classes, or	
Two coaching classes and a 2-hour practicum	
<b>Total in minor</b> .....	<b>27</b>

NOTE: It is recommended that students take Bi 101, 102, General Biology, and Bi 334, 335, Human Anatomy and Physiology, to fulfill the Natural Science requirement in the LACC. Bi 334 and 335 are prerequisites for several major core classes and divisional electives. See course descriptions for specific prerequisite requirements.



# SCHOOL OF EDUCATION

## Teacher Preparation

Faculty advisors within the Division of Health, Physical Education and Athletics assist students in the development of their major programs in Secondary Education, as well as Elementary Education majors seeking an endorsement in health education, physical education or sports leadership.

## Secondary Education

*Majors:* Health Education (K-12), Physical Education (K-12).

## Elementary Education

*Endorsements:* Health Education, Physical Education

Detailed outlines of course requirements in the health, physical education and sports leadership endorsements are found under HPEA minors.

The Health and Physical Education undergraduate courses within the School of Education have been divided into the following separate but related areas:

### 1. Common Core: 14 hours

This group of classes represents a common base of knowledge required of both Health and Physical Education majors.

### 2. Major Core: 36-50 hours

This group of classes is made up of the courses specific to each major.

### 3. Professional Activity Core

(PE Certification Majors ONLY): 14 hours

This group of classes provides a student the opportunity to choose specific courses from a variety of similarly grouped activities.

## Health Education Major: Teaching Endorsement (K-12)

<b>Common Core</b> .....	<b>14</b>
HE 250 Personal Health .....	3
HE 252 First Aid, CPR and Safety .....	3
HE 325 Nutrition .....	3
PE 230 Introduction to Health and PE .....	2
PE 463 Computer Applications in PE and Health .....	3
<b>Major Core</b> .....	<b>50</b>
Bi 218 Elements of Microbiology .....	3
Bi 370 Man and the Ecosystem .....	3
Psy 311 Developmental Psychology .....	3
Psy 328 Mental Health .....	3
Psy 349 Introduction to Behavior Modification .....	3
Soc 338 Sociology of the Family .....	3
HE 427 Community and Public Health .....	3
HE 434 Diseases .....	3
HE 433 School Health Programs (K-12) .....	3
HE 462 Contemporary Health Issues .....	3
HE 466 Drugs and Alcohol .....	3
HE 467 Human Sexuality .....	3
HE 491 Stress Management .....	3
Approved electives .....	11

**Total hours in major** ..... **64**

*NOTE: It is recommended that students take Bi 101, 102, General Biology, and Bi 334, 335, Human Anatomy and Physiology, to fulfill the Natural Science requirement in the LACC. Bi 334 and 335 are prerequisites for several major core classes and divisional electives. See course descriptions for specific prerequisite requirements.*

## Physical Education Major: Teaching Endorsement (K-12)

<b>Common Core:</b> .....	<b>14</b>
HE 250 Personal Health .....	3
HE 252 First Aid, CPR and Safety .....	3
HE 325 Nutrition .....	3
PE 230 Introduction to Health and PE .....	2
PE 463 Computer Applications in PE and Health .....	3
<b>Professional Activity Core</b> .....	<b>14</b>
Choose 1: .....	1
PE 130 Archery, PE 137 Racquetball, PE 133 Bowling, PE 208 Recreational Games	
Choose 1: .....	1
PE 218 Teach: Wrestling, PE 138 Self Defense	

Choose 2: .....	2
PE 134 Golf, PE 202 Teach: Badminton, PE 213 Teach: Tennis, PE 214 Teach: Track and Field	
Choose 1: .....	1
PE 205 Teach: Field Sports, PE 211 Teach: Soccer	
Choose 2: .....	2
PE 203 Teach: Basketball, PE 212 Teach: Softball, PE 216 Teach: Volleyball, PE 170 Games and Relays	
Choose 2: .....	2
PE 141 Fishing, PE 142 Backpacking, PE 112 Jogging/Walking, PE 204 Teach: Aerobics, PE 114 Aerobics	
Choose 1: .....	1
PE 206 Teach: Folk and Square Dance, PE 210 Teach: Social Dance, PE 209 Teach: Basic Rhythms	
Choose 1: .....	1
PE 215 Tumbling, PE 171 Gymnastics and Self Testing	
•Each of the Following:	
PE 246 Fundamentals of Movement .....	1
PE 217 Teach: Weight Training and Conditioning .....	1
PE 161 Aquatics II (or higher level) .....	1
<b>Major Core</b> .....	<b>36</b>
PE 310 Motor Learning and Development ....	3
PE 343 Organization and Administration of PE .....	3
PE 349 Sport Skill Analysis .....	2
PE 359 Care and Prevention of Athletic Injuries .....	3
PE 371 Kinesiology .....	3
PE 440 Legal Issues in PE and Sport .....	2
PE 444 Adaptive and Corrective Applications in Physical Education .....	3
PE 445 The Physical Education Curriculum .	5
PE 446 Tests and Measurements in PE .....	3
PE 473 Physiology of Exercise .....	3
Approved electives .....	8

**Total hours in major** ..... **64**

*NOTE: It is recommended that students take Bi 101, 102, General Biology, and Bi 334, 335, Human Anatomy and Physiology, to fulfill the Natural Science requirement in the LACC. Bi 334 and 335 are prerequisites for several major core classes and divisional electives. See course descriptions for specific prerequisite requirements.*

## Other Careers

In addition to preparation for a teaching career, students interested in health or physical education may combine studies in these fields with such other disciplines as psychology or business. These interdisciplinary non-teaching degrees equip students with the knowledge and skills to pursue careers as fitness directors or health promotion specialists in public or private agencies, corporations, health clubs, and spas.



## SPECIAL EDUCATION DIVISION

**Chair:** Richard Walker

**Handicapped Learner:** *Professor*—Bonnie Staebler. *Associate Professor*—Steve Isaacson.

**Severely Handicapped Learner:** *Professor*—Meredith Brodsky, Beverly Herzog (Program Coordinator).

**Regional Resource Center on Deafness:** *Professors*—Joe Sendelbaugh (Program Coordinator, Rehabilitation Counseling). *Associate Professor*—John Freeburg (Director, RRCD). *Assistant Professors*—Bill Burt (Coordinator, Interpreter Education Center), Sandra Gish (Program Coordinator, American Sign Language/English Interpreting). *Instructors*—Deborah Duren, Kent Olney.

The Special Education Division is part of the Western Oregon State College School of Education and houses those programs which prepare personnel to work in the education and rehabilitation of individuals having disabilities. The philosophy of Special Education Division programs at Western is based on the principle of placement of all persons having disabilities in the least restrictive environment. Field experiences include public school settings, where students having disabilities may be mainstreamed into regular classes or integrated into regular program activities with support from specialists. Other field experiences may include both public and private agencies which serve children and/or adults having handicaps.

Job opportunities in special education and related fields are abundant, with continuing shortages of special education teachers for all endorsement areas in Oregon and throughout the nation. Job possibilities in education include classroom teacher, resource room specialist, consultant-itinerant teacher, work experience coordinator, parent educator, and educational diagnostician. In addition, jobs are available in human services through various public and private agencies.

All special education teacher preparation programs are accredited by the Oregon Teacher Standards and Practices Commission (TSPC), and by the National Council for Accreditation of Teacher Education (NCATE). The Hearing Impaired Program is also accredited by the National Council on Education of the Deaf. The Rehabilitation Counseling: Deafness program is accredited by the National Council on Rehabilitation Education.

## BS in Education ASL/English Interpretation

The ASL/English Interpretation major is designed to prepare its graduates to enter the interpreting field as professionals who make a significant contribution to the service delivery team. These interpreters work with a variety of consumers in a wide range of settings, including business, education, social service, government agencies, the justice system and medical/mental health environments.

Graduates receive a non-teaching degree in education with program coursework distributed over the Sophomore, Junior and Senior levels. Freshmen and Sophomores may declare their intention to enter the program, and must complete Freshman prerequisites and Sophomore major courses, but all students must apply for admittance to the major through a competitive process that occurs in the spring of the Sophomore year. To be admitted to the major, students must demonstrate academic success, a knowledge of American and American Deaf culture, spoken English fluency, and American Sign Language competency.

The major combines classes in language development, linguistics, education and professional practices, as well as interpreting theory, technique and the application of knowledge and skills to the interpreting performance. The program culminates in a final internship that requires student to transfer their knowledge and skills to a professional setting. By selecting a minor to support the interpretation major, student have the opportunity to add depth and breadth to their base of knowledge while they specialize in specific content areas that are congruent with their professional goals.

<b>Liberal Arts Core</b> .....	72
<b>Interpreting Major</b> .....	61
Ed 312 Students, Teachers, Schools & Society .....	3
Ed 481 Introduction to Educational Linguistics 3	
Ed 484 First & Second Language Acquisition .....	3
SpEd 201,202, 203 American Sign Language IV, V, VI .....	9
SpEd 253 Comparative Linguistics: ASL/English .....	3
SpEd 254 Introduction to the Profession of Interpreting .....	3
SpEd 330 Theory & Process of Interpreting ..	3
SpEd 340 Ethics & Decision Making for Interpreters .....	3





# SCHOOL OF EDUCATION

SpEd 341, 342 Interpreting I, II .....	6
SpEd 341L, 342L Interpreting Lab I, II .....	0
SpEd 420 Deaf History: Social & Cultural Issues .....	3
SpEd 441, 442 Interpreting III, IV .....	6
SpEd 441L, 442L Interpreting Lab III, IV .....	0
SpEd 468 Specialized Interpreting Techniques .....	1
SpEd 492 Sign Systems in the Classroom .....	3
SpEd 410 Internship .....	12
Minor .....	27
Recommended Electives .....	9
Electives .....	23

**Total required for degree ..... 192**

NOTE: SpEd 101, 102, and 103, *American Sign Language I, II, III*; or a demonstration of equivalent skill are prerequisites to the *ASL/English Interpretation degree program*.

## Graduate Programs

Master's degree programs in Special Education are available in the following areas:

- Learning Disabilities (Handicapped Learner)
- Multihandicapped (Severely Handicapped Learner)
- Teacher Preparation: Deafness

Non-degree endorsement programs at the Basic and Standard level include:

- Handicapped Learner (Basic and Standard)
- Severely Handicapped (Basic and Standard)
- Teacher Preparation: Deafness (Standard only)

Areas of emphasis also may be taken in teaching the Talented and Gifted and Mainstreaming Students Having Handicaps.

## Rehabilitation Counseling

This program is designed to prepare students to become rehabilitation counselors who serve disabled clients in a variety of public and private agencies.

The primary objective of the multidisciplinary curriculum is to provide knowledge and competencies in the following areas:

- Counseling skills
- The rehabilitation process

For those electing the Rehabilitation Counseling: Deafness program, competencies are developed in the additional areas of:

- American Sign Language and communication strategies with disabled clients
- Implications of hearing impairment and other disabling conditions.

Specific graduate programs and course work are listed in the Graduate Study section of this catalog. Interested students should contact program advisors to identify procedures for admission to the program of their choice and to develop a program plan. (Both program level admission and School of Education admission are required, in addition to admission to graduate study.)

## Related Programs and Services

The Special Education Division includes a variety of externally funded or self-supporting projects and services that are integrally related to the teacher preparation programs. Following are ongoing programs and services:

## Summer Basic Skills Clinic

This summer clinic provides assistance to children with problems in reading and basic skills. It is staffed by students in the Learning Disabilities/Handicapped Learner program under the supervision of Special Education Division faculty.

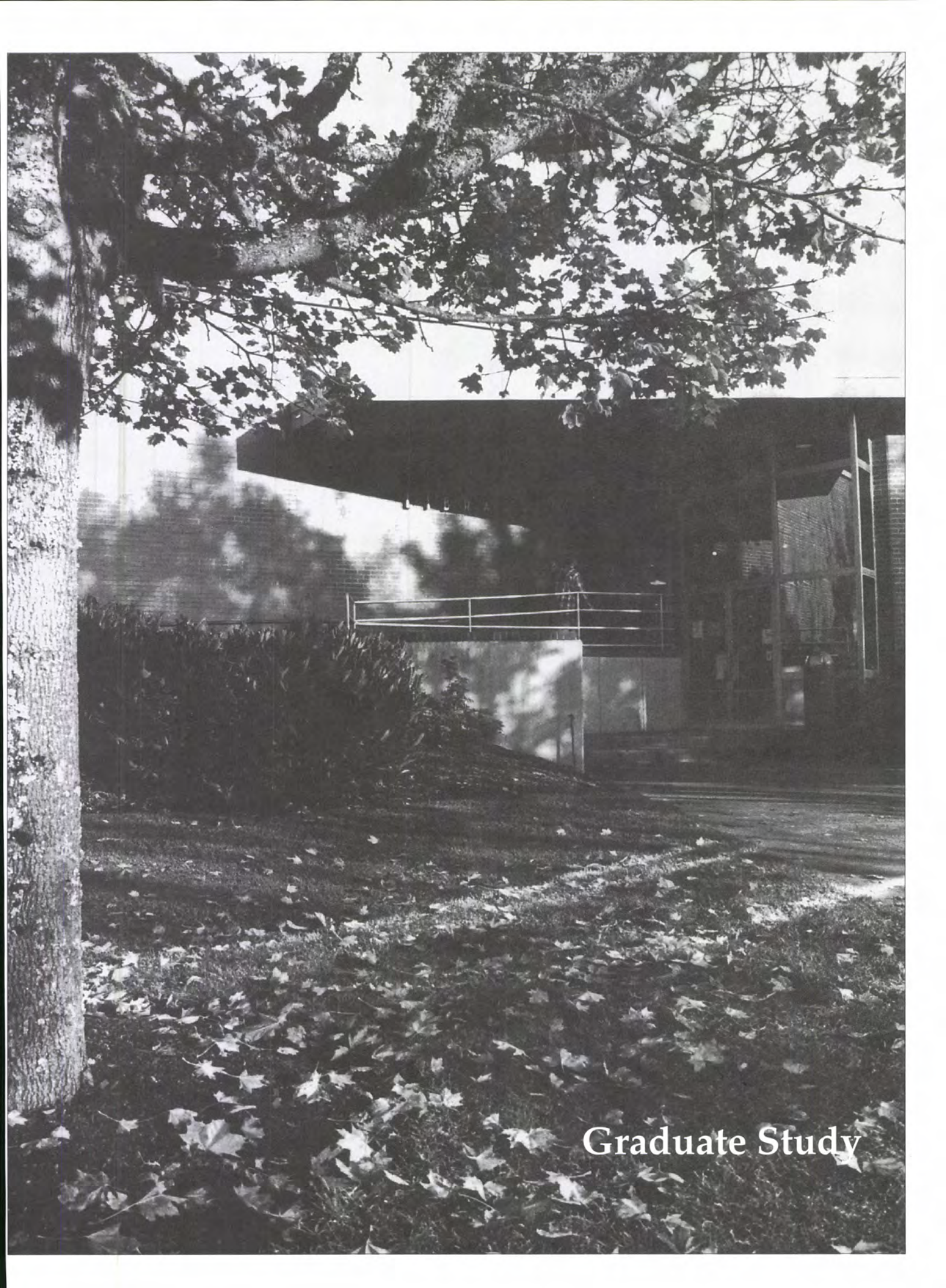
## Regional Resource Center on Deafness

The RRCD has two primary roles: 1) the preparation of individuals for various professions in the field of deafness, and 2) the provision of deafness information and referral services for the four Northwest states of Alaska, Idaho, Oregon, and Washington. Through its training, consultation and advocacy efforts, the center has also contributed to the development of many effective community-based programs and services for deaf and hard of hearing people. The Western campus has become known throughout the Northwest for its comprehensive support services for deaf and other disabled students who have enrolled in both undergraduate and graduate programs at the college.

Professional preparation programs in deafness offered through or in conjunction with the RRCD include:

- American Sign Language/English Interpretation. A B.S. degree in Education (non-teaching) with a major in ASL/English Interpretation that prepares interpreters to work in a variety of settings.
- Rehabilitation Counseling. An eight quarter master's degree program that prepares counselors to work with people with disabilities (see Graduate Study section).
- Teacher Preparation: Deafness. A graduate level program that leads to K-12 certification as a teacher of hearing impaired students (see Graduate Study section).
- Rehabilitation Counseling with Deaf and Hard of Hearing Adults. An intensive four-week program offering nine quarter hours of course work to current practitioners in rehabilitation and related social services.
- Interpreter Education Center. An inservice training program for working sign language interpreters in the states of Alaska, Idaho, Washington and Oregon.





Graduate Study



## Graduate Study

Gary T. Hunt  
Director of Graduate Programs

## PROGRAMS

Master of Science in Education

Early Childhood Education

Elementary Education

(option in Middle School)

Secondary Education (options in Humanities, Mathematics, Science and Social Science)

Rehabilitation Counseling

Teacher Preparation: Deafness

Learning Disabilities

Multihandicapped

Socially and Educationally Different

Information Technology

Master of Arts in Teaching

Humanities

Mathematics

Science

Social Science

Master of Arts and Master of Science in  
Correctional Administration

Non-degree, graduate level programs in elementary and secondary teacher education, handicapped learner, severely handicapped learner, and teacher preparation: deafness are also offered for basic and standard licensure.

## PROGRAM OBJECTIVES

Graduate students are screened and admitted into the various level 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 faculty Committee on Graduate Study.

The graduate faculty consists of the President and Provost of Western Oregon State College, the Academic Deans, the Director of Graduate Programs, the Schools' graduate coordinators and members of the faculty who have been named by their divisions and approved by the Provost.

Each graduate student at Western 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.

## POLICIES AND PROCEDURES

### Admission Procedures

All persons wishing to enroll at Western at the graduate level must be admitted to the college by the Admissions Office. Admission to the college as a graduate student does not constitute acceptance as a candidate for a master's degree.

To apply for admission to Western's graduate study, students must complete the following steps:

- Submit a completed Application for Graduate Admission form and the nonrefundable and nontransferable \$50 application fee.
- Supply to the Admissions Office sealed official transcripts from the institution granting the bachelor's degree and from each graduate institution attended. (Official GPA must be available from all colleges attended; if not available, further transcripts may be required.)
- Present one unofficial copy of the current teaching certificate held, if the application is for a professional education program.
- Performance on the Miller Analogies Test or Graduate Record Examination (verbal/quantitative scores) should be sent. Students must take either test prior to full admission to graduate study, unless the student already holds a master's degree.
- A health history report is required of all new full time students.

The health report form is mailed to students who are accepted for admission and must be completed and returned to Western's Student Health Service.

Application forms and health report forms may be obtained from the Admissions Office.

All documents become the property of the college and are nonreturnable. The college reserves the right to deny credit for course work completed before a student is officially admitted for graduate study.

### Evening and Summer Session Students

Students who begin working toward a planned program of graduate study on campus during the evening programs or during summer session must file for admission as outlined above if they expect to complete licensure requirements or become candidates for a degree.

## Classification

The Admissions 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 Probationary graduate students. All students must be classified as Regular before being admitted to degree candidacy.

A student will be admitted as a Regular graduate student if he or she intends to complete a planned program leading to a master's degree, holds a bachelor's degree from a four-year accredited institution as defined by the American Association of Collegiate Registrars and Admissions Officers, has a grade-point average of 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 scores at least 40 or above on the Miller Analogy Test (MAT) or an average score of at least 450 on the three tests of the Graduate Record Examination (GRE), and holds, or is eligible to hold, a valid teaching certificate unless it has been waived by petition or is not required in the degree program.

## General Regulations

Students wishing to pursue a planned graduate program should complete a program plan with an advisor during the first term enrolled for coursework on campus. Program advisors may be selected by the student, unless the program has a designated advisor. The Graduate Office can assist in selecting a program advisor.

Graduate courses are numbered 500-599. Students completing courses that are being taught at both the 400 and 500 level are responsible for registering for the 500 level course. Students completing coursework in the 400/500 dual listing are expected to perform at a level of academic competence above that expected of undergraduates, both in work and in the volume of knowledge related to the course. They are also expected to seek additional conferences with their instructors early in the term to determine the specific requirements and standards which they will need to meet. 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 advisor. The regular procedures and deadlines for course changes apply to students seeking or withdrawing from graduate credit.

A maximum of nine credit hours of workshop may be applied to a master's degree program if previously approved by the appropriate advisor. Fifteen credit hours of 506, 507, 508 and 509 courses may be included in a program with advisor



## GRADUATE STUDY

approval, with up to nine credits in any one number. Credit from correspondence courses cannot be used in a master's degree.

Nine credit hours constitute a full load for graduate students. The maximum load for graduate students in a regular term is 16 credit hours of graduate courses (or any combination of graduate and undergraduate courses) unless a petition to carry an overload is approved by the Registrar or Director of Academic Records.

A student within 12 quarter hours of completing all requirements for the bachelor's degree, but not including student teaching, may petition to enroll in approved courses to be reserved for later consideration in a graduate program. No more than 12 quarter hours of excess credits may be applied in a program.

### Master's Degree Regulations

Students should complete the requirements for admission to candidacy after filing a program and completing a minimum of 12 credit hours in the approved program, including nine concurrent hours of resident coursework. The admission to candidacy requirements are:

- Completion of all requirements for admission as a regular graduate student

- An intermediate evaluation verified by the advisor's signature on the application for candidacy.
- Submission of references from three faculty members who were the instructors for course work included in the master's degree program. (References from the instructors of the courses completed during the nine concurrent, resident hour term are preferred.)

Admission to candidacy must be approved prior to the completion of the last 18 hours included in the approved program.

Students pursuing a master's degree must earn and maintain a grade point average of 3.0 at all times. Students accumulating nine hours of C grades or lower must be dropped as candidates for the master's degree. A grade of D cannot be applied to a program and requires special attention by the Graduate Study Committee. Grades of "Pass" are not permitted in master's degree programs unless so identified in the college catalog course descriptions and will not be used in computing graduate grade point averages.

A minimum of 30 credit hours of the official master's degree program must be earned in residence including at least nine concurrent residence hours. At least one-half of the courses in a planned master's degree program must contain graduate courses available only to graduate students. A maximum of 15 hours

of credit transferred from accredited institutions may be applied to a program upon recommendation of the program advisor and approval of the Dean of the School that houses the program.

Courses and requirements for a master's degree program must be completed within a time period of 5 years. This includes all residence credit, all applicable transfer credit and required final evaluation. If a thesis or field study is involved, it is to be completed within the five year limit. A petition requesting use of credit earned between five and seven years prior to the completion of the program may be approved by action of the Graduate Study Committee. Credits more than seven years old will not be included in degree programs and must be replaced by more current course work.

A thesis is not required but is an option in most degree programs; it is recommended for students planning to work toward a doctorate. Students interested in writing a thesis must contact the Office of Graduate Programs to obtain the procedures to be followed.

### Final Procedures

Final evaluation procedures will consist of a written comprehensive examination or alternative research (thesis, professional project or portfolio) and, where required, a final oral examination.

Candidates who elect to write a thesis in lieu of the final written comprehensive examination must follow the procedures outlined in the statement on thesis guidelines which are on file at the Graduate Office. The thesis must be comprehensive and designed to reflect competency developed in all components of the candidate's program. A final oral examination will be required of all candidates who elect alternative research in lieu of the final written comprehensive examination. The oral examination accompanying alternative research is not limited to the thesis or professional project, but may cover any aspect of the candidate's program.

Final written comprehensive examinations will be based upon the 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 on Program Objectives. Students will not be informed in advance of the questions on the final written exam. Candidates who fail one or more areas of the written comprehensive examinations will be advised by their advisor(s) as to a program of self-study and may retake the area(s) failed at the next scheduled comprehensive examinations time or later. Students who fail one area and score unsatisfactory in another area(s) will retake all failed or unsatisfactory areas. Students may retake the written comprehensive only once. Candidates who score unsatisfactory on any component of the comprehensive examination will be required





# GRADUATE STUDY

to take a final oral examination on the section of the examination which was unsatisfactory. 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 after being admitted to candidacy for the master's degree, and all course work has been completed or the candidate is in the final term of enrollment. Examinations are offered each winter, spring and summer term.

Each candidate must file an Application for the Master's Degree with the Office of Graduate Programs, which also serves as the application to complete the final evaluation procedures. The form is obtained from the Office of Graduate Programs and must be filed five weeks prior to the administration of the scheduled examination.

## 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 STUDY IN EDUCATION

Western offers two degrees in education and two non-degree programs leading to licensure of persons holding the bachelor's degree. The programs are described in general terms below and in more detail in the sections on Programs for Classroom Teachers and Programs for Educational Specialists.

### Master of Science in Education

The Master of Science in Education degree is designed primarily for elementary and secondary teachers who plan to develop higher competencies in education and psychology, or to become educational specialists in areas offered by Western. A teacher whose objective is in-depth preparation in a subject area normally completes a program leading to the Master of Arts in Teaching.

Master of Science in Education candidates may earn degrees with concentrations in these curricula:

Early Childhood Education  
Elementary Education

Elementary  
Middle School

Secondary Education

Humanities  
Mathematics  
Science  
Social Science

Educational Specialties:

Information Technology  
Teacher Preparation: Deafness  
Rehabilitation Counseling  
Learning Disabilities  
Multihandicapped  
Socially and Educationally Different

In addition, candidates may include course work in their programs to develop concentrations in the areas of Bilingual, Talented and Gifted, and Reading.

Requirements for a Masters degree in Education include completion of a minimum of 45 credit hours of approved graduate-level courses apportioned as follows:

- A minimum of 9 quarter hours in the Professional Education Core
- Thirty six hours of approved course work in education and the specialization area.

Requirements in specific degrees follow this section of the catalog.

## Procedures For Graduate Study

### Admission to the College—complete before enrolling

- Application for admission and transcripts are filed with the Director of Admissions.
- A copy of the teaching certificate or petition for waiver, when applicable, is necessary.
- Miller Analogies Test or Graduate Record Examination scores must be filed, unless a master's degree has been earned previously.

### Enrollment in Graduate-Level Programs—complete during first term on campus

- Complete requirements for admission as a regular graduate student.
- Departmental and program entrance requirements must be satisfied when applicable.
- A program development packet must be obtained from the Graduate Office and completed with the assistance of the appropriate advisor.
- The proposed program plan must be submitted to the Graduate Office for final approval, including the thesis outline, if applicable. **This should be completed during the first term of on-campus course work.**

**NOTE: The steps listed above must be completed by graduate students seeking additional endorsements or standard licensure.**

### Admission to Candidacy for a Master's Degree—initiate during first full-time enrollment

- References from three faculty members who taught courses included in the approved master's program, preferably from the term of nine concurrent hours, must be filed with the Graduate Office.
- An application for candidacy form must be filed with the Graduate Office.
- At least 12 hours of the approved program, including the nine concurrent hours, must have been completed on campus.

**NOTE: Requirements for admission to candidacy must be met before the last 18 hours of the approved program have been completed.**

### Final Evaluation Procedures—complete during or after final term of course work

- Application for master's degree must be filed with the Graduate Office prior to the final term of course work.
- 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.



## Master of Arts in Teaching

The Master of Arts in Teaching degree is designed primarily for secondary teachers whose objective is the development of exceptional competence in classroom teaching in a subject field offered by Western. Those planning to specialize in elementary teaching or some type of specialized educational service normally will complete a program leading to the Master of Science in Education.

Subject fields which are available in the Master of Arts in Teaching Programs include:

- Humanities
  - Language Arts
- Mathematics
  - Advanced Mathematics
- Sciences
  - Integrated Science
  - Biology
- Social Science
  - History
  - Geography

Requirements for the degree include completion of a minimum of 45 credit hours of approved graduate-level courses apportioned as follows:

- A minimum of 30 hours in an academic area. This portion of the total program must be approved by a designated advisor to fulfill the student's needs and certification requirements.
- Fifteen hours of approved course work in education. Secondary teachers may utilize this section to meet Oregon standard secondary endorsement requirements.

## Master of Music Education

This program has been discontinued. Students can no longer be admitted to this program. Those students currently admitted to the program must complete their music courses no later than the end of the Summer Session 1994 and their programs no later than the end of the Summer Session 1996.

## Non-Degree Program - Standard Licensure\*

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

## General Regulations

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

**Transfer Credit.** Not more than 24 hours of approved credit may be transferred from other accredited institutions. Credits earned through correspondence study will not apply to the program.

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

**Residence Requirement.** At least 21 credit hours must be completed on the Western campus with at least nine hours being taken concurrently.

**Maximum Load.** A maximum load in a regular term is 16 credit hours unless a petition to carry an overload has been approved by the Registrar or Director of Academic Records prior to or during the week of registration.

\* The program requirements listed in this catalog fulfill the requirements for the Oregon Teacher License that were in effect at the time this catalog was printed. Legal responsibility and authority for the licensing of teachers in the State of Oregon is vested in the Oregon Teacher Standards and Practices Commission. Candidates seeking an Oregon Teacher License must satisfy the rules and regulations in effect at the time of application for licensure.

## Procedures

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

- Complete procedures to be admitted to the college as a graduate student.
- Initiate procedures through the Graduate Office to plan a program with an advisor.
- File an approved program contract with the Graduate Office. At least 24 credit hours of the official program must be completed after approval of the program.
- Upon completion of program requirements, initiate change-of-license procedures with the Graduate Office.

## Programs for Classroom Teachers

### Master of Arts in Teaching

The Master of Arts in Teaching (MAT) degree at Western is designed for secondary teachers whose objective is the development of exceptional competence in classroom teaching in one subject field.

Candidates for this degree who also seek standard licensure in Oregon must complete an area of professional competence as outlined in the statement on standard licensure.

The MAT is minimally a 45-hour program. At least 24 hours must be at the 500M level. Additional hours may be needed to satisfy all requirements for advanced licensure, depending on the candidate's previous preparation, background and experience.

Professional Education Courses ..... 15  
Academic Area

(in one area of concentration) ..... 30

This portion of the total program is to be approved by a designated advisor in terms of the student's needs and certification requirements.

Total required for degree ..... 45

### Humanities

Professional Education ..... 15  
Academic Area ..... 30

Total must include at least 9 hours at the 500M level.

### Language Arts

Course in criticism ..... 3  
Course in language ..... 3  
Course in writing ..... 3  
Course in literature ..... 3  
Electives in Language Arts ..... 18

Total ..... 30

### Mathematics

Professional Education ..... 15  
Academic Area ..... 30

Required core ..... 9

Mth 538M Transformational Geometry  
Mth 547M or 548M Abstract Algebra  
Mth 581M Logic and Foundations

Choose 2: ..... 6

Mth 537 Set Theory & Topology  
Mth 541 Linear Algebra II  
Mth 552M Numerical Analysis  
Mth 547M or 548M Abstract Algebra  
Elective in Mathematics or related areas  
(at least 6 in Mathematics) ..... 15



# GRADUATE STUDY

## Science

Professional Education .....	15
Academic Area .....	30

Thirty hours leading to a concentration in Biology, or Integrated Science, or a combination of Biology and Integrated Science.

In order to obtain Standard licensure the candidate must include 15 credits in an area of present licensure.

## Social Science

Professional Education .....	15
Academic Area .....	30

Select one from among the following:

### History

Hst 520 Philosophies of History .....	3
SSc 507M Seminar: History .....	3
Courses in history .....	24

**Total .....** 30

### Geography

SSc 507M Seminar: Geography .....	3-9
Courses in geography .....	21-27

**Total .....** 30

## Master of Science in Education - Early Childhood Education

This curriculum satisfies the needs for specific skills to teach, plan, implement and evaluate programs for children ages 3-8. In addition, this program includes the requirements for the endorsement in early childhood education.

Professional Education Core .....	9
Ed 512M Research Procedures in Education .....	3
Ed 546M Philosophy of Education .....	3
Psy 520M Theories of Learning .....	3

Early Childhood Education Core .....	24
Preliminary Courses	
Ed 547 The Developing Child and Environments .....	3
Ed 548 Developmentally Appropriate Practices .....	3
Ed 557 Parent-Educator Partnership .....	3
Ed 585 The Early Childhood Educator .....	3

Advanced Courses	
Ed 509M Practicum .....	3
Ed 519M Contemporary Developments in Early Childhood Education, or	
Ed 520M Applications of Learning and Development Theories in ECE .....	3
Ed 549M Observation and Assessment of Young Children .....	3
Ed 550M Curriculum in ECE .....	3
Elective Core .....	12

The twelve credit elective core must have a focus. All twelve hours must be related.

Selection of that focus must be with advisor's permission and related to the student's career goals. Examples of possible focus: bilingual education, reading education, psychology, or handicapped learner.

**Total Required for Degree .....** 45

### Basic and Standard Endorsement in Early Intervention and Special Education I and II

The Early Intervention and Special Education Endorsement Program focuses on the special educational needs of children from birth to age 8; and strategies for meeting those needs.

The Basic and Standard Endorsement Program in Early Intervention and Special Education I and II can lead to either an endorsement added to an elementary or special education certificate; or a license in special education or early childhood education. A program advisor can discuss in more detail information regarding licensing requirements.

Students completing any of these endorsements, with advisor approval, may also complete an M.S. in Education program with a specialization in either Early Childhood Education or Multihandicapped.

### Basic Endorsement in Early Intervention and Special Education I

Early Intervention Core .....	12
SpEd 571M Introduction to Early Intervention/ Early Childhood Special Education ..	3
SpEd 577M Assessment, Curriculum and Intervention Strategies in Early/Intervention/ Early Childhood Special Education ..	3
SpEd 509M Practicum: Early Intervention/ Early Childhood Special Education .....	6

Students having an elementary Education Endorsement will complete the following credits:

Special Education Core .....	9
SpEd 570 Education & Habilitation of Students Having Disabilities .....	3
SpEd 540 Medical Aspects & Specialized Techniques .....	3
SpEd 550 Managing Communication Systems .....	3

Students having a Special Education Endorsement will complete the following credits:

Early Childhood Core .....	9
Ed 547 The Developing Child and Environ- ments .....	3
Ed 548 Developmentally Appropriate Practices .....	3
Ed 585 The Early Childhood Educator .....	3

**Total Credits .....** 21





# GRADUATE STUDY

<b>Basic Endorsement in Early Intervention and Special Education II</b>	
<b>Early Intervention Core</b> .....	16
SpEd 571M Introduction to Early Intervention/Early Childhood Special Education ..	3
SpEd 577M Assessment, Curriculum and Intervention Strategies in Early/Intervention/Early Childhood Special Education ..	3
SpEd 531 Collaborative Consultation and Team building .....	3
SpEd 509M Practicum: Early Intervention/Early childhood special Education .....	6
SpEd 507 Professional Development Seminar: EI/ECSE .....	1
<b>Special Education Core</b> .....	9
SpEd 570 Education & Habilitation of Students Having Disabilities .....	3
SpEd 540 Medical Aspects & Specialized Techniques .....	3
SpEd 550 Managing communication Systems	3
<b>Early Childhood Core</b> .....	9
Ed 547 The Developing Child and Environments .....	3
Ed 548 Developmentally appropriate practices .....	3
Ed 585 The Early Childhood Educator .....	3
<b>Final Supervised Field Experience: EI/ECSE</b>	
SpEd 539 Final Supervised Field Experience .....	12
<b>Total Credits</b> .....	46

<b>Standard Endorsement in Early Intervention and Special Education I &amp; II</b>	
<b>Standard Endorsement</b> .....	15
SpEd 530M Contemporary Issues: Multihandicapped .....	3
or	
Ed 519 Contemporary Development in Early Childhood Education .....	3
<b>Electives</b> .....	12
Chosen with program advisor from the following areas: Programming for Children Having Specific Disabilities; Working with Families and Family Systems; Child Development; Curriculum, Assessment, and Intervention Strategies; The Culturally Competent Professional.	

## Elementary Education - Standard Licensure\*

This planned program consists of a minimum of 45 credit hours of upper division or graduate level courses designed to meet requirements for standard licensure.

<b>Professional Preparation</b> .....	15
Ed 555 Foundations of Literacy, K-12 .....	3
Ed 512M Research Procedures in Education .....	3
Ed 554M Personalizing Classroom Climate, or Ed 529M Classroom-Teacher Counselor .....	3
Approved electives .....	6

<b>Area Preparation</b> .....	15
Fifteen hours of graduate subject matter preparation distributed to strengthen the applicant's background in one or more of the following areas: Language Arts, Mathematics, Reading, Science, Social Studies, or Bilingual Multicultural Education.	
<b>Approved Electives, Area of Emphasis</b> .....	15
<b>Total required for certificate</b> .....	45

*NOTE: This program is currently being revised to meet new regulations of the Oregon Teacher Standards and Practices Commission. See the Division Chair for current information.*

## Emphasis in Teaching the Talented and Gifted

This area of graduate study is designed to meet the needs of teachers and specialists in educating talented and gifted students. The 15 hour core of courses is:

Ed 544M Integrated Curriculum: Talented and Gifted .....	3
Ed 565M Teaching Mathematics: Talented and Gifted .....	3
Ed 596M Teaching Science: Talented and Gifted .....	3
Ed 598M Teaching Language Arts: Talented and Gifted .....	3
Ed 599M Teaching Social Studies: Talented and Gifted .....	3

## Emphasis in Middle Level Education

Courses may be selected from the following by students in cooperation with their advisor.

Ed 514M Children With Learning Difficulties .....	3
Ed 543M Contemporary Teaching Strategies .....	3
Ed 545 Whole Language Strategies - Middle School .....	3
Ed 552M Teaching Math and Science - Middle School .....	3
Ed 554M Personalizing Classroom Climate ..	3
Ed 555 Foundations of Literacy: K-Adult .....	3
Ed 559M The Social Arts - Middle Level .....	3
Ed 570M Middle School Curriculum .....	3

## Elementary Education - Master of Science in Education

The elementary education program for a Master of Science in Education degree is designed to enable a student to extend competency in teaching skills in education and in an academic area of specialization. The student must hold a basic elementary license in Oregon or its equivalent to be admitted to the program. At least one year of classroom experience is recommended.

Completion of a fifth year of preparation is not required for elementary teachers in Oregon. However, the program emphasizes extension of the students' competency in the areas of specialization and/or generalization that will enable them to meet the standard endorsement for elementary teachers. By including appropriate courses in the degree

program, and upon recommendation of the college, a student may complete all academic requirements for the standard Oregon teaching license.

Candidates for this degree who are also seeking advanced licensure in Oregon must complete an area of professional competence as outlined in the statement on standard licensure.

<b>Professional Education Core</b> .....	9
Ed 512M Research Procedures in Education .....	3
Ed 546M Philosophy of Education .....	3
Psy 520M Theories of Learning, or Psy 584 Theories of Development .....	3
<b>Elementary Education Core</b> .....	6
Ed 529M Classroom Teacher/Counselor, or Ed 554M Personalizing Classroom Climate ..	3
Ed 555 Foundations in Literacy K-12 .....	3
<b>Academic Specialization</b> .....	15

Graduate subject matter preparation distributed to strengthen the applicant's background in one or more of the following areas: Language Arts, Mathematics, Reading, Science, Social Studies, or Bilingual/Multicultural Education.

## Individual Emphasis .....

The applicant will choose an area of emphasis. The individual emphasis section is to include courses that will provide advanced preparation for the teaching assignment.

**Total required for degree** .....

## Elementary Education for Middle School Teachers - Master of Science

This program is a two summer sequence (plus a practicum during the school year following the first summer session) which leads to a basic endorsement in elementary education. It is designed for teachers in the middle and junior high schools who hold 5-12 or K-12 licensure. Completion of a third summer could lead to standard elementary endorsement and a Master of Science in Education.

## Basic Elementary Endorsement

Ed 509M Practicum: Performance Assessment .....	6
Ed 514M Children with Learning Difficulties .....	3
Ed 543M Contemporary Teaching Strategies .....	3
Ed 545 Whole Language Strategies-Middle School .....	3
Ed 552M Teaching Math & Science Middle School .....	3
Ed 554M Personalizing Classroom Climate .....	3
Ed 555 Foundations of Literacy, K-12 .....	3
Ed 559M The Social Arts - Middle School .....	3
Ed 570M Middle Level Curriculum .....	3

**Total for Basic Endorsement** .....



# GRADUATE STUDY

Additional requirements for the Master of Science in Education and Standard Elementary Endorsement .....	15
Psy 584 Theories of Development , or	
Psy 520M Theories of Learning .....	3
Ed 512M Research Procedures in Education .....	3
Ed 546M Philosophy of Education .....	3
Electives in Academic Area .....	6

Total for Standard Endorsement .... 15

Total required for degree ..... 45

## Secondary Education - Standard Licensure

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

Areas of Professional Competence .....	15
Ed 512M Research Procedures in Education .....	3
Ed 513M Evaluation of Classroom Instruction .....	3
Ed 522M Secondary School Curriculum .....	3
Ed 529M The Classroom Teacher-Counselor .....	3
Ed 590M Advanced Reading and Composition in the Secondary School .....	3

Subject Area Competence ..... 15-24

Secondary Endorsement (5-12)  
Refer to designated academic area for standard endorsement requirement.

Electives ..... 6-15

Total required in program ..... 45

## Humanities (Language Arts)

Areas of Professional Competence .....	15
Standard Endorsement in Language Arts .....	15
Language Arts: At least 15 credit hours of graduate preparation in language arts selected with the approval of an advisor, to include at least one course each from the three Language Arts areas of literature, writing and language. At least 9 hours must be at the 500M level.	
Electives .....	15
Total required in program .....	45

## Mathematics

Areas of Professional Competence .....	15
Standard Endorsement in Mathematics ....	15
Advanced Mathematics: At least 15 hours of upper-division or graduate preparation in mathematics selected with advisor's approval.	
Electives .....	15

Total required in program ..... 45

## Science

Area of Professional Competence .....	15
Standard Endorsement in Science .....	15
Biology: At least 15 credit hours of upper-division or graduate preparation in science selected with advisor's approval.	
Integrated Science: At least 15 hours of preparation distributed among the biological, earth and physical sciences. The courses are selected with the advisor's approval.	
Electives .....	15

Total required in program ..... 45

## Social Science

Area of Professional Competence .....	15
Standard Endorsement in Social Science ..	15
At least 15 hours of upper-division or graduate preparation in social science selected with advisor's approval.	
Electives .....	15

Total required in program ..... 45

## Secondary Education - Master of Science in Education

The program for the Master of Science in Education degree in Secondary Education consists of several curricula based on the candidate's selected teaching area and licensure requirements.

Candidates for this degree who also are seeking standard licensure in Oregon must complete an area of professional competence as outlined in the statement on standard licensure.

Professional Education Core .....	9
Ed 512M Research Procedures in Education .....	3
Ed 546M Philosophy of Education .....	3
Psy 520M Theories of Learning .....	3
Secondary Education Area .....	12
Ed 513M Evaluation of Classroom Instruction .....	3
Ed 522M Secondary School Curriculum .....	3
Ed 529M Classroom Teacher-Counselor .....	3
Ed 590M Advanced Reading & Composition in Secondary Schools .....	3

Content Area .....	15
Content area may be selected from Language Arts, Mathematics, Science, Social Science, Education Specialities or areas which qualify for a subject matter endorsement in areas recognized by the Oregon Teacher Standards and Practices Commission.	

Specialty Area .....	9
Specialty area is meant to meet a student's individual needs. It may be additional coursework in the same or different academic content area. It may be coursework designed to strengthen a particular student's preparation in an area such as alternative education, bilingual/ESL, talented and gifted, computer education, or other areas of concentration.	

Total required for degree ..... 45

## Humanities

Professional Education Core and Secondary Education Area .....	30
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Academic Area .....	15
Total must include at least 9 credit hours at the 500M level.	

## Language Arts

Course in criticism .....	3
Course in language .....	3
Course in writing .....	3
Course in literature .....	3
Electives in Language arts .....	3
	15

Total required for degree ..... 45

## Mathematics

Professional Education Core and Secondary Education Area .....	30
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Academic Area .....	15
Required Core .....	9
Mth 538M Transformational Geometry	
Mth 547M or 548M Abstract Algebra	
Mth 581M Logic and Foundations of Math	
Choose 2: .....	6
Mth 537 Set Theory & Topology	
Mth 541 Linear Algebra II	
Mth 552M Numerical Analysis	
Mth 547M or 548M Abstract Algebra	
Electives in Mathematics or related areas (at least 6 in Mathematics) .....	6-12

Total required for degree ..... 45



# GRADUATE STUDY

## Science

Professional Education Core and Secondary Education Area ..... 30

Academic Area ..... 15

Select one from among the following:

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

**Integrated Science:** At least 15 hours of preparation distributed among the biological, earth and physical sciences, selected with advisor's approval.

Total required for degree ..... 45

## Social Science

Professional Education Core and Secondary Education Area ..... 30

Academic Area ..... 15

Select one from among the following:

### History

Hst 520 Philosophies of History ..... 3

SSc 507M Seminar: History ..... 3

Electives in history ..... 9

15

### Geography

SSc 507M Seminar: Geography ..... 3-9

Courses in geography ..... 6-12

15

Total required for degree ..... 45

## Programs for Educational Specialists

### Educational Media\*

The planned program consists of upper-division or graduate credit courses designed to meet requirements for basic and standard endorsements in Educational Media.

Prerequisite ..... 3

Ed 435/535 Technology and Computer Applications

Basic Endorsement-Educational Media .... 24

Lib 409/509 Practicum ..... 3

Lib 410/510 Library Management ..... 3

Lib 420/520 Organization of Library Collections ..... 3

Lib 430/530 Literature for Children and Young Adults ..... 3

Lib 436/536 Information Design and Production ..... 3

Lib 440/540 Information Services and Sources ..... 3

Lib 450/550 Collection Development ..... 3

Lib 470/570 Teaching Information Skills ..... 3

## Standard Endorsement-Educational

Media ..... 15

(15 credit hours from the following:)

Ed 526M Instructional Design ..... 3

Ed 541 Video Production ..... 3

CSE 540M Computer Based Lesson Design . 3

Lib 526 Computers in Library Management ..... 3

Lib 560M Library Administration and Automation ..... 3

Lib 580M Communication Theory ..... 3

Lib 584M Organizational Theory ..... 3

Lib 586M Emerging Information Technology ..... 3

Ed 503M Thesis/Field Study ..... 3-9

\* Masters degree regulations limit the number of dual format hours that can be allowed in the degree program.

## Information Technology - Master of Science in Education

The program leading to the Master of Science in Education degree with a specialization in Information Technology also provides for possible recommendation for the standard educational media endorsement.

The program is designed to develop competence in curriculum research design, evaluation of communications techniques, selection of instructional materials, information organization and management, and program administration.

The program prepares those students who wish to develop a career in classroom teaching, who wish to fulfill the role of educational media specialist in a K-12 school situation, who desire to be librarians in small to medium sized public libraries, who wish to specialize in computer applications in education and training, who aspire to positions in government, industry or public agencies, or who wish to subsequently pursue doctoral programs in fields related to information technology.

A concentration in educational computing may be planned as a part of a Master of Science in Education with a specialization in Information Technology. The program is designed to develop competence in communication techniques, computer literacy, classroom applications of computers, administrative uses of computers, information organization and management, and program administration.

Admission to the program is by application to the program director. The applicant must present a copy of college transcripts and must request that three letters of recommendation be sent to the program director. The applicant will receive a questionnaire concerning personal and professional goals which must be completed and returned to the program director who will then schedule an interview with the applicant. The successful applicant will be assigned an advisor who will meet

with the applicant and administer an evaluation; results will be used for advisement purposes. The student may then register for courses approved by the advisor. Normally, by the end of the student's first term, a graduate program contract will be filed with the Graduate Office.

Upon completion of 18 hours of the approved program, a mid-program evaluation session is held with the advisor to assess the student's progress. At this time a student must formally choose the type of final evaluation. If the thesis option is selected, the student, with the concurrence of an advisor, must choose a thesis committee composed of the advisor, another faculty member from within the division and one faculty member from outside the division. The student will then submit a formal thesis proposal to the committee. The thesis will carry 9 hours of credit as part of a 48 hour program.

If a student selects the thesis option, final evaluation will be completion of a comprehensive thesis, acceptance of it by the thesis committee and an oral defense of the thesis. The other option available consists of final written comprehensive examinations in professional education and in information technology.

Professional Education Core ..... 9

Ed 512M Research Procedures in

Education ..... 3

Ed 546M Philosophy of Education ..... 3

Psy 520M Theories of Learning ..... 3

Information Technology Core ..... 9

Ed 526M Instructional Design ..... 3

Lib 580M Communication Theory ..... 3

Lib 586M Emerging Information Technology ..... 3

Electives ..... 18-24

Courses to extend knowledge and skill in such areas as computer applications, media center management and media for the classroom teachers.

Practicum ..... 3

Thesis (optional) ..... 9

Total required for degree ..... 45-48

## Socially and Educationally Different - Master of Science in Education

This program is designed to provide:

1. Specialized preparation at the graduate level for teachers who wish to extend their professional competence through greater concentration on the study of the socially and educationally different.
2. Specialized preparation at the graduate level for professional workers whose work objective requires knowledge about the socially and educationally different person but does not require licensure as a teacher. This aspect of the



# GRADUATE STUDY

program requires that the student petition the Graduate Study Committee for waiver of the requirement for holding a teaching certificate.

<b>Professional Education Core .....</b>	<b>9</b>
<b>Approved Courses .....</b>	<b>36</b>
Social Science .....	12
Courses in the study of the socially and educationally different .....	12
Education and psychology .....	12
<b>Total required for degree .....</b>	<b>45</b>

## Initial Studies in Bilingual/Multicultural Education\*

In a state (and region) whose language minority population is growing rapidly every year, teachers with this specialization are highly sought after. This program prepares teachers with a special expertise in the field of teaching limited English proficient/ language minority students; they can teach in ESL, bilingual, and "newcomer" settings, or design and develop programs for integrating such students into regular classes. (No second language is required.)

### Core Courses in Bilingual/Multicultural

<b>Education .....</b>	<b>15-18</b>
Ed 509M Practicum .....	3-6
Ed 481/581 Introduction to Education Linguistics: Second Language Teaching ...	3
Ed 482/582 Bilingual/ESL Education Principles and Practices .....	3
Ed 483/583 Cultural and Community Needs of LEP Students in the Instructional Process. ....	3
Ed 484/584 First and Second Language Acquisition in the Bilingual/ESL Program. ....	3

<b>Elementary Concentration .....</b>	<b>9</b>
Ed 491/591 Curriculum Models and Instructional Strategies of Bilingual Classrooms .....	3
Ed 492/592 Classroom Strategies in First and Second Language Reading and Language Arts .....	3
Ed 493/593 Bilingual Teaching Methods in Content Area Instruction .....	3
<b>Core Courses .....</b>	<b>15-18</b>
<b>Electives .....</b>	<b>6</b>

**Total Hours .....** 30-33

<b>Secondary Concentration .....</b>	<b>6</b>
Ed 486/586 First and Second Language Approaches to Teaching and Subject Matter in Secondary Schools .....	3
Ed 487/587 Alternative Secondary Curricula and Materials for Second Language Learners .....	3
<b>Core Courses .....</b>	<b>15-18</b>
<b>Electives .....</b>	<b>6</b>

**Total Hours .....** 27-30

\* Masters degree regulations limit the number of dual format hours that can be allowed in the degree program.

## Advanced Studies in Bilingual/Multicultural Education

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.)

Ed 506M Special Individual Studies .....	3
Ed 530M Culturally and Linguistically Different Students in the Schools .....	3
Ed 531M Methodology: Language/Second Language Learning and Content for the Language Minority Student .....	3
Ed 594M Assessment of Limited English Proficient Students .....	3

**Total Hours .....** 12





## Basic and Standard Endorsement in Reading

Students seeking standard licensure in reading (K-12) must complete or have completed requirements for a standard teaching license in a subject area other than Reading. Reading is regarded as a support area to the teacher's subject area of competence.

All candidates for this endorsement must pass the NTE Specialty exam in Reading.

<b>Basic Endorsement .....</b>	<b>21</b>
Choose 1: .....	3
Ed 467/567 Language Development and Reading .....	
Ed 484/584 First and Second Language Acquisition in the Bilingual/ESL Program .....	
Ed 455/555 Foundations of Literacy .....	
K-Adult .....	3
Ed 509M Practicum: Reading .....	3
Ed 556M Curriculum Designs in Reading ....	3
Ed 568M Diagnostic and Remedial Techniques in Reading .....	3
Ed 572M Materials, Media and Management Systems in Reading .....	3
Approved Elective .....	3

**Total required for Endorsement .....** 21

## Standard Endorsement .....

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the student's background in reading. Courses will be planned with an advisor.

**Total required for Endorsement .....** 15

## Graduate Programs in Special Education

The Special Education Division is part of the Western Oregon State College School of Education, and houses those programs which prepare personnel to work in the field of education and rehabilitation of individuals having disabilities. The philosophy of the Special Education Division programs at Western is based on the principle of placement of all persons who have disabilities in the least restrictive environment. Field experiences include public school settings, where students may be mainstreamed into regular classes or integrated into regular program activities with support from specialists. Other field experiences may include both public and private agencies which serve children and/or adults with a variety of disabilities.

Job opportunities in special education and related fields are abundant, with continuing shortages of special education teachers for all endorsement areas in Oregon and throughout the nation. Job possibilities in education include classroom teacher, resource room specialist, consultant-itinerant teacher, work experience coordinator, parent educator, and

educational diagnostician. In addition, jobs are available in human services through various public and private agencies.

All special education teacher preparation programs are accredited by the Oregon Teacher Standards and Practices Commission (TSPC), and by the National Council on Accreditation of Colleges of Teacher Education (NCATE). The Hearing Impaired program is also accredited by the Council on Education of the Deaf. The Rehabilitation Counseling program is accredited by the Council on Rehabilitation Education.

## Admission Requirements

Students seeking admission to any Special Education Division program must complete all requirements for entry into Western Oregon State College School of Education. In addition, they must apply for admission to the Special Education program of their choice. They must also meet the requirements of graduate admission to the institution.

All teacher education programs are designed to enable candidates who wish to become educational specialists to complete a Master of Science in Education which includes the course requirements for the endorsements. Ultimately, for licensing purposes, most educational specialists must complete all course requirements for the standard endorsement in the area of specialization.

Each teacher education curriculum requires completion of a professional education core of 9 credit hours, as follows:

<b>Professional Education Core .....</b>	<b>9</b>
(Common to all programs)	
Ed 512M Research Procedures in Education .....	3
Ed 546M Philosophy of Education .....	3
Psy 520M Theories of Learning, or	
Psy 560 Theories of Development .....	3

Each teacher education program also requires a 3 credit course in Contemporary Issues in the specific field.

A specialized core consists of not less than 33 credit hours in the selected area for a master's degree program total of at least 45 hours. Each candidate's program is determined by the designated advisor in terms of the student's needs, interests and licensing requirements.

Students who have little or no undergraduate work in the selected field may be required to complete additional hours.

Candidates in these educational specialist programs who wish to add courses to meet standard elementary or secondary licensure requirements should refer to earlier sections of this catalog.

Those who wish may plan a non-degree, fifth-year program incorporating a specialized core and courses required to meet general endorsements.

## Teacher Preparation: Deafness - Master of Science in Education

The graduate program in Teacher Preparation: Deafness leads to a Master of Science in Education degree with a specialization in teaching deaf and hard of hearing students. It includes all of the requirements for Oregon Basic and Standard Hearing Impaired endorsements and for provisional licensure by the Council on Education of the Deaf. The Council on Education of the Deaf requires that the student complete all of the course work for the Oregon Basic and Standard Hearing Impaired Endorsement prior to recommendation for licensure. The program is designed to prepare persons to teach in a variety of settings, including self-contained classrooms, subject area specialty classrooms, resource rooms, and to function as consultant-itinerant teachers.

Students seeking admission must hold, or be eligible to hold, elementary or secondary teaching licensure. Applicants are required to demonstrate skill in American Sign Language prior to admission. SpEd 470/570, Education and Habilitation of Individuals with Disabilities, is also a prerequisite to the program.

Students not seeking the master's degree may complete an endorsement-only program of 57 hours. Prerequisites to the program include SpEd 101, 102 and 103, or demonstrated equivalent competency in American Sign Language.

The content for the Master of Science in Education in Teacher Preparation: Deafness includes the following:

<b>Professional Education Core .....</b>	<b>9</b>
SpEd 576M Contemporary Issues: Hearing Impaired .....	3
<b>Basic and Standard Endorsement Program in Hearing Impaired .....</b>	<b>57</b>
<b>Total required for degree .....</b>	<b>69</b>

## Basic and Standard Endorsement in Hearing Impaired

SpEd 484/584 Orientation to Deafness .....	3
RC 562M Measurement and Assessment Procedures in Deafness and Rehabilitation .....	3
SpEd 509M Practicum I: Directed Observation of Students Having Hearing Impairments .....	1
SpEd 424/524 Legal Aspects of Special Education .....	3
SpEd 541M Diagnosis and Remediation of Reading Difficulties for Students Having Hearing Impairments .....	3
SpEd 556M Language Development I for Teachers of Students Having Hearing Impairments .....	3
SpEd 578M Speech Development in Students Who are Hearing Impaired .....	3



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SpEd 593M Introduction to Audiology .....	3
SpEd 509M Practicum II: Directed Participation with Students Having Hearing Impairments .....	3
SpEd 492/592 Sign Systems in the Classroom .....	3
SpEd 515M Vocation/Transition Program for Special Education .....	3
SpEd 542M Assessment, Programming, Curriculum and Materials for Students Having Hearing Impairments .....	3
SpEd 557M Language Development II for Teachers of Students Having Hearing Impairments .....	3
SpEd 594M Aural Rehabilitation .....	4
SpEd 407/507 Seminar: Professional Development for Teachers of Students Having Hearing Impairments .....	1
SpEd 431/531 Collaborative Consultation and Team Building .....	3
SpEd 539M Student Teaching: Hearing Impaired .....	12
<b>Total in endorsement .....</b>	<b>57</b>

## Learning Disabilities - Master of Science in Education

The graduate program in Learning Disabilities leads to a Master of Science in Education degree with a specialization in teaching students who have mild disabilities, including learning disabilities, educable mental retardation, behavior problems, and/or serious emotional disturbance. It includes requirements for the Oregon Basic and Standard Handicapped Learner endorsements. Undergraduate students in elementary or secondary education may complete prerequisites and begin the Basic Endorsement course work through the elective portion of their programs. Students who have completed the Basic Handicapped Learner Endorsement before entering the master's program may include elective concentrations in other areas such as early childhood education, severely handicapped, reading, educational media and, talented and gifted. Students not seeking the master's degree may complete an endorsement-only program. Students seeking admission to either the master's or endorsement-only program must hold, or be eligible to hold, an elementary or a secondary teaching license. Prerequisites to the Basic Endorsement program include SpEd 470/570 and SpEd 489/589, or their equivalents. Secondary licensed students must also take Sp.Ed. 458/558, Teaching Basic Skills to Exceptional Learners.

The content for the Master of Science in Education in Learning Disabilities includes the following:

<b>Professional Education Core .....</b>	<b>9</b>
SpEd 573M Contemporary Issues: Mildly Handicapped .....	3
<b>One of the following options: .....</b>	<b>33</b>

<b>Basic Endorsement graduate course work .....</b>	<b>31</b>
Elective (as approved by advisor) .....	2

OR

<b>Standard Endorsement graduate course work .....</b>	<b>18</b>
Electives in special education (as approved by advisor) .....	15

### Minimum Graduate Hours Required .....

<b>Basic Endorsement in Handicapped Learner .....</b>	<b>31</b>
SpEd 521M Assessment and Programming in Reading for Handicapped Learners .....	3
SpEd 522M Assessment and Programming in Basic Skills for Handicapped Learners .....	3
SpEd 424/524 Legal Aspects of Special Education .....	3
SpEd 572M Curriculum, Methods, Materials for Handicapped Learners .....	3
SpEd 509M Practicum: Handicapped Learner .....	3
SpEd 523M Managing the Resource Room ...	3
SpEd 531 Collaborative Consultation and Team Building .....	3
SpEd 539M Student Teaching: Handicapped Learner .....	9
SpEd 507 Professional Development Seminar: Handicapped Learner .....	1

*Note: Master's degree regulations limit the number of dual format hours that can be allowed in the degree program.*

<b>Standard Endorsement in Handicapped Learner .....</b>	<b>18</b>
SpEd 515M Vocation/Transition Programs for Special Education .....	3
SpEd 516M Instructional Decision Making and Report Writing .....	3
SpEd 517M Implementation of Collaborative Strategies .....	3
SpEd 544M Programming for Students Having Serious Emotional Disturbance ....	3
SpEd 585M Administration, Supervision and Program Evaluation in Special Education .....	3
EPsy 523M Intelligence Testing and Reporting .....	3

### Dual Endorsement (Basic) in Handicapped Learner and Severely Handicapped Learner

The Dual Endorsement Program leads to eligibility for both Handicapped Learner and Severely Handicapped Learner basic endorsements. The dual endorsement addresses recent trends in the way districts provide services to students with special needs. In more inclusive service models, special education teachers serve a wide range of students with disabilities. The Dual program is for graduate students only and can be incorporated into a Master's program.

Options are available for summer or fall entry. Contact an advisor in either the Handicapped Learner or Severely Handicapped Learner programs for details.

SpEd 470/570 Education and Habilitation of Individuals with Disabilities .....	3
SpEd 449/549 Curriculum/Assessment/ Instructional Design I .....	3
SpEd 509M Practicum: Severely Handi- capped .....	3
SpEd 424/524 Legal Aspects of Special Education .....	3
SpEd 447/547 Family/Services Partnership .....	3
SpEd 440/540 Medical Aspects and Special- ized Techniques in Special Education and Rehabilitation .....	3
SpEd 451/551 Curriculum/Assessment/ Instructional Design II .....	3
SpEd 509M Practicum: Handicapped Learner .....	3
SpEd 431/531 Collaborative Consultation and Team Building .....	3
SpEd 450/550 Managing Communication Systems for Students Having Severe Handicaps .....	3
SpEd 458/558 Teaching Basic Academic Skills to Exceptional Students .....	3
SpEd 539M Student Teaching: Severely Handicapped Learner & Handicapped Learner .....	12
SpEd 407/507 Professional Development Seminar .....	1
SpEd 521M Assessment & Programming in Reading for Handicapped Learner .....	3
SpEd 522M Assessment and Programming in Basic Skills for Handicapped Learner .....	3
SpEd 572M Curriculum Methods and Materials for Handicapped Learners .....	3

### Total Credits .....

*Note: Master's degree regulations limit the number of dual format hours that can be allowed in the degree program.*

### Emphasis in Collaborative Consultation

Mainstreaming students with disabilities and providing support to classroom teachers requires that specialists and classroom teachers learn to collaborate and consult with one another. This area of emphasis may be selected by graduate students as part of a master's degree in education program. The area of emphasis includes:

SpEd 531 Collaborative Consultation and Team Building .....	3
SpEd 517M Implementation of Collaborative Strategies .....	3
SpEd 509M Practicum (in a consultation role) .....	3
SpEd 506M Consulting Teacher Conference .....	1-3
SpEd 509M Observation/Participation in Consultation .....	1-3

### Total in the Area of Emphasis .....



# GRADUATE STUDY

In addition, the final supervised field experience (SpEd 539M) required as part of the Basic Handicapped Learner Endorsement may include consultant experiences.

## Emphasis in Teaching Students with Serious Emotional Disturbance

The range of students identified as handicapped learners includes those with behavior disorders and serious emotional disturbance. The following course work provides an elective area of emphasis which may be taken in conjunction with pursuit of a Handicapped Learner endorsement. It may also be taken in conjunction with a Masters program in Special Education.

SpEd 544M Programming for Students Having Serious Emotional Disturbance ....	3
Psy 563 The Maladjusted Child/Youth .....	3
SpEd 509M Practicum: Handicapped Learner (SED) .....	3
and one of the following: .....	3
Psy 580 Infancy and Early Childhood, or	
Psy 581 Middle and Late Childhood, or	
Psy 582 The Psychology of Adolescence	

**Total in the Area of Emphasis .....** 12

In addition, the final supervised field experience (SpEd 539) required as part of the Basic Handicapped Learner endorsement may take place in a classroom that serves students with serious emotional disturbance.

## Multihandicapped - Master of Science in Education

This graduate program leads to a Master of Science in Education degree with a specialization in teaching students who have severe disabilities. Persons enrolled are prepared to work with students having moderate, severe,

or profound mental retardation or multiple handicaps. It includes all of the requirements for Oregon Basic and Standard Severely Handicapped Learner endorsements. Students seeking admission are not required to hold prior licensure. Those interested in human services rather than education may complete the master's degree program with an agency focus. Students who have completed the Basic Severely Handicapped Learner Endorsement before entering the Master's program may include elective concentrations in other areas, such as early childhood or mildly handicapped. Students not seeking the master's degree complete a non-degree, fifth-year endorsement-only program.

The content for the Master of Science in Education: Multihandicapped includes the following:

Professional education core .....	9
Severely Handicapped Learner Standard Endorsement Course work .....	15
Electives .....	21
(may be from Basic Severely Handicapped Learner Endorsement, or elective course work in special education as approved by program advisor)	

**Minimum graduate hours required 45**

Basic Endorsement in Severely Handicapped Learner .....	46
SpEd 470/570 Education and Habilitation of Individuals with Disabilities .....	3
SpEd 449/549 Curriculum/Assessment/Instructional Design I .....	3
SpEd 409 or 509M Practicum I: Severely Handicapped .....	3
SpEd 424/524 Legal Aspects of Special Education .....	3

SpEd 447/547 Family/Services Partnership .....	3
SpEd 440/540 Medical Aspects and Specialized Techniques in Special Education and Rehabilitation .....	3
SpEd 451/551 Curriculum/Assessment/Instructional Design II .....	3
SpEd 458/558 Teaching Basic Academic Skills to Exceptional Students .....	3
SpEd 409 or 509M Practicum II: Severely Handicapped .....	3
SpEd 431/531 Collaborative Consultation and Team Building .....	3
SpEd 450/550 Managing Communication Systems for Students Having Severe Handicaps .....	3
SpEd 413 or 539M Student Teaching: Severely Handicapped .....	12
SpEd 407/507 Professional Development Seminar: Severely Handicapped .....	1

*Note: Master's degree regulations limit the number of dual format hours that can be allowed in the degree program.*

## Standard Endorsement in Severely Handicapped Learner .....

SpEd 530M Contemporary Issues: Multihandicapped .....	3
Choose 2 advanced strategies classes from the following: .....	6
SpEd 515M Vocation/Transition Programs for Special Education	
SpEd 544M Programming for Students Having Serious Emotional Disturbance	
SpEd 571M Introduction to Early Intervention/Early Childhood Special Education	
SpEd 566M Strategies for Teaching Students with Autism	
SpEd 567M Strategies for Teaching Students with Deaf-Blindness	
SpEd 568M Strategies for Teaching Students with Motor Impairments	
Other graduate electives in special education as approved by program advisor .....	6

## Dual Endorsement (Basic) in Handicapped Learner and Severely Handicapped Learner

The Dual Endorsement Program leads to eligibility for both Handicapped Learner and Severely Handicapped Learner basic endorsements. The dual endorsement addresses recent trends in the way districts provide services to students with special needs. In more inclusive service models, special education teachers serve a wide range of students with disabilities. The Dual program is for graduate students only and can be incorporated into a Master's program.

Options are available for summer or fall entry. Contact an advisor in either the Handicapped Learner or Severely Handicapped Learner programs for details.	
SpEd 470/570 Education and Habilitation of Individuals with Disabilities .....	3
SpEd 449/549 Curriculum/Assessment/Instructional Design I .....	3
SpEd 509M Practicum: Severely Handicapped .....	3





# GRADUATE STUDY

SpEd 424/524 Legal Aspects of Special Education .....	3
SpEd 447/547 Family/Services Partnership .....	3
SpEd 440/540 Medical Aspects and Specialized Techniques in Special Education and Rehabilitation .....	3
SpEd 451/551 Curriculum/Assessment/Instructional Design II .....	3
SpEd 509M Practicum: Handicapped Learner .....	3
SpEd 431/531 Collaborative Consultation and Team Building .....	3
SpEd 450/550 Managing Communication Systems for Students Having Severe Handicaps .....	3
SpEd 458/558 Teaching Basic Academic Skills to Exceptional Students .....	3
SpEd 539M Student Teaching: Severely Handicapped Learner & Handicapped Learner .....	12
SpEd 407/507 Professional Development Seminar .....	1
SpEd 521M Assessment & Programming in Reading for Handicapped Learner .....	3
SpEd 522M Assessment and Programming in Basic Skills for Handicapped Learner .....	3
SpEd 572M Curriculum Methods and Materials for Handicapped Learner .....	3
<b>Total Credits .....</b>	<b>55</b>

*Note: Master's degree regulations limit the number of dual format hours that can be allowed in the degree program.*

## Basic and Standard Endorsement in Early Intervention and Special Education I and II

The Early Intervention and Special Education Endorsement Program focuses on the special educational needs of children from birth to age 8; and strategies for meeting those needs.

The Basic and Standard Endorsement Program in Early Intervention and Special Education I and II can lead to either an endorsement added to an elementary or special education certificate; or a license in special education or early childhood education. A program advisor can discuss in more detail information regarding licensing requirements.

Students completing any of these endorsements, with advisor approval, may also complete an M.S. in Education program with a specialization in either Early Childhood Education or Multihandicapped.

## Basic Endorsement in Early Intervention and Special Education I

<b>Early Intervention Core .....</b>	<b>12</b>
SpEd 571M Introduction to Early Intervention/Early Childhood Special Education ..	3
SpEd 577M Assessment, Curriculum and Intervention Strategies in Early/Intervention/Early Childhood Special Education ..	3
SpEd 509M Practicum: Early Intervention/Early Childhood Special Education .....	6

Students having an elementary Education Endorsement will complete the following credits:

<b>Special Education Core .....</b>	<b>9</b>
SpEd 570 Education & Habilitation of Students Having Disabilities .....	3
SpEd 540 Medical Aspects & Specialized Techniques .....	3
SpEd 550 Managing Communication Systems .....	3

Students having a Special Education Endorsement will complete the following credits:

<b>Early Childhood Core .....</b>	<b>9</b>
Ed 547 The Developing Child and Environments .....	3
Ed 548 Developmentally Appropriate Practices .....	3
Ed 585 The Early Childhood Educator .....	3

**Total Credits .....** 21

## Basic Endorsement in Early Intervention and Special Education II

<b>Early Intervention Core .....</b>	<b>16</b>
SpEd 571M Introduction to Early Intervention/Early Childhood Special Education ..	3
SpEd 577M Assessment, Curriculum and Intervention Strategies in Early/Intervention/Early Childhood Special Education ..	3
SpEd 531 Collaborative Consultation and Team building .....	3
SpEd 509M Practicum: Early Intervention/Early childhood special Education .....	6
SpEd 507 Professional Development Seminar: EI/ECSE .....	1

<b>Special Education Core .....</b>	<b>9</b>
SpEd 570 Education & Habilitation of Students Having Disabilities .....	3
SpEd 540 Medical Aspects & Specialized Techniques .....	3
SpEd 550 Managing communication Systems3	3

<b>Early Childhood Core .....</b>	<b>9</b>
Ed 547 The Developing Child and Environments .....	3
Ed 548 Developmentally appropriate practices .....	3
Ed 585 The Early Childhood Educator .....	3

## Final Supervised Field Experience: EI/ECSE

SpEd 539 Final Supervised Field Experience .....	12
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**Total Credits .....** 46

## Standard Endorsement in Early Intervention and Special Education I & II

<b>Standard Endorsement .....</b>	<b>15</b>
SpEd 530M Contemporary Issues: Multihandicapped .....	3
or	
Ed 519 Contemporary Development in Early Childhood Education .....	3
Electives .....	12
Chosen with program advisor from the following areas: Programming for Children	

Having Specific Disabilities; Working with Families and Family Systems; Child Development; Curriculum, Assessment, and Intervention Strategies; The Culturally Competent Professional.

## Emphasis in Mainstreaming Students Having Handicaps

This is an area of emphasis which may be elected by graduate students. The following courses are offered to give the regular classroom teacher knowledge of handicapping conditions, legal rights and responsibilities, curricular modifications, teaching strategies, and techniques of monitoring progress useful for mainstreamed students.

SpEd 570 Education and Habilitation of Individuals with Disabilities .....	3
SpEd 586 Mainstreaming Strategies for the Classroom Teacher .....	3
SpEd 587 The Classroom Teacher and the Special Education Process .....	3
SpEd 588 Evaluating and Monitoring the Progress of Mainstreamed Students .....	3

**Total in emphasis .....** 12

## Rehabilitation Counseling Master of Science in Education

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 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: career and vocational counselor, personal issues and social skills counselor, case manager with local vocational and mental health agencies, community services coordinator, disabled student services or employee assistance program counselor, client advocate, and group or supported living coordinator.

The program emphasizes five major components:

- Individual and group counseling theory and technique
- The influence of career selection and personal independence on the daily lives of persons with disability
- The social and psychological impact of disability on an individual and family
- The federal and state service delivery systems for persons with disabilities
- 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



# GRADUATE STUDY

persons who have a variety of disabilities, 2) the Rehabilitation Counseling with deaf persons (RCD) emphasis maintains a national reputation, and is one of only seven national programs in deafness. The two tracks share several core classes, but those students specializing in deafness are assigned to a specifically focused internship experience coupled with additional required courses.

The program is certified by the Council on Rehabilitation Education (CORE). All students must complete at least 72 graduate credits of study. Training begins with the fall term each year and requires a minimum of six terms including summer term. Most full-time students complete the program in seven terms.

## Rehabilitation Counseling Program:

RC 509M Practicum in Rehabilitation Counseling .....	9
RC 510M Rehabilitation Counseling Internship .....	15-18
RC 551M Theory and Techniques of Rehab. Counseling I .....	3
RC 552M Theory and Techniques of Rehab. Counseling II .....	3
RC 553M Theory and Techniques of Rehab. Counseling III .....	3
RC 561M Disability & Its Effect on Individual Behavior .....	3
RC 562M Measurement in Deafness and Rehabilitation .....	3
RC 564M Introduction to Rehabilitation .....	3
RC 565M Placement & Use of Comm Resources in Rehab. ....	3
RC 566M Caseload Management & Plan Formulation in Rehab. ....	3
RC 571M Group Procedures .....	3
RC 590M Professional Issues in Deafness Rehabilitation, or	
RC 595M Issues in Rehabilitation .....	3
Ed 512M Research Procedures in Education .....	3
SpEd 515M Vocational and Transition Programming for Special Education .....	3
SpEd 540 Medical Aspects in Sp Ed & Rehab .....	3
Electives .....	6-9

**Minimum required for degree ..... 72**

\*All RC 509/510 sections will be P/NC grading only. A "P" grade represents work of at least "B" level.

## Required Support Rehabilitation Counseling Deafness emphasis:

Students in the deafness rehabilitation emphasis in addition to Internship experiences with clients who are deaf will also take:

RC 507M Seminars: Special topics in Deafness Rehabilitation .....	2
SpEd 584 Orientation to Deafness .....	3
SpEd 594M Aural Rehabilitation .....	3

American Sign Language Proficiency: (9 hours)

SpEd 201 American Sign Language IV .....	3
SpEd 202 American Sign Language V .....	3
SpEd 203 Advanced ASL Vocabulary .....	3

## MA/MS IN CORRECTIONAL ADMINISTRATION

The Master of Arts and Master of Science in Correctional Administration degree programs are designed to prepare students for advanced professional casework and administrative roles in Correctional Administration. Employment opportunities exist in private and governmental agencies that are responsible for supervision and treatment of juvenile and adult law offenders. Typical correctional agencies include juvenile and adult probation departments, adult penal institutions, juvenile training schools, parole, youth camps, juvenile detention facilities, youth and child care centers and shelter care for dependent, neglected and/or abused children.

Academic Studies and Professional Studies program options are available to meet students' academic and professional needs.

Both require the following professional core:

<b>Professional Core .....</b>	<b>24</b>
CJ 516M Community-Based Corrections .....	3
CJ 517M Criminal Justice Administration and Organizational Behavior .....	3
CJ 518M Criminal Law & Corrections .....	3
CJ 519M Detention/Jail/Correctional Facility Management .....	3
CJ 520M Offender Treatment .....	3
CJ 521M Offender Treatment .....	3
CJ 522M Offender Treatment .....	3
Ed 512M Research Procedures in Education .....	3

Requirements for the two program options include study in social or behavioral science areas as outlined below. Social and behavioral sciences available at Western are education and/or psychology, geography, history, and law enforcement.

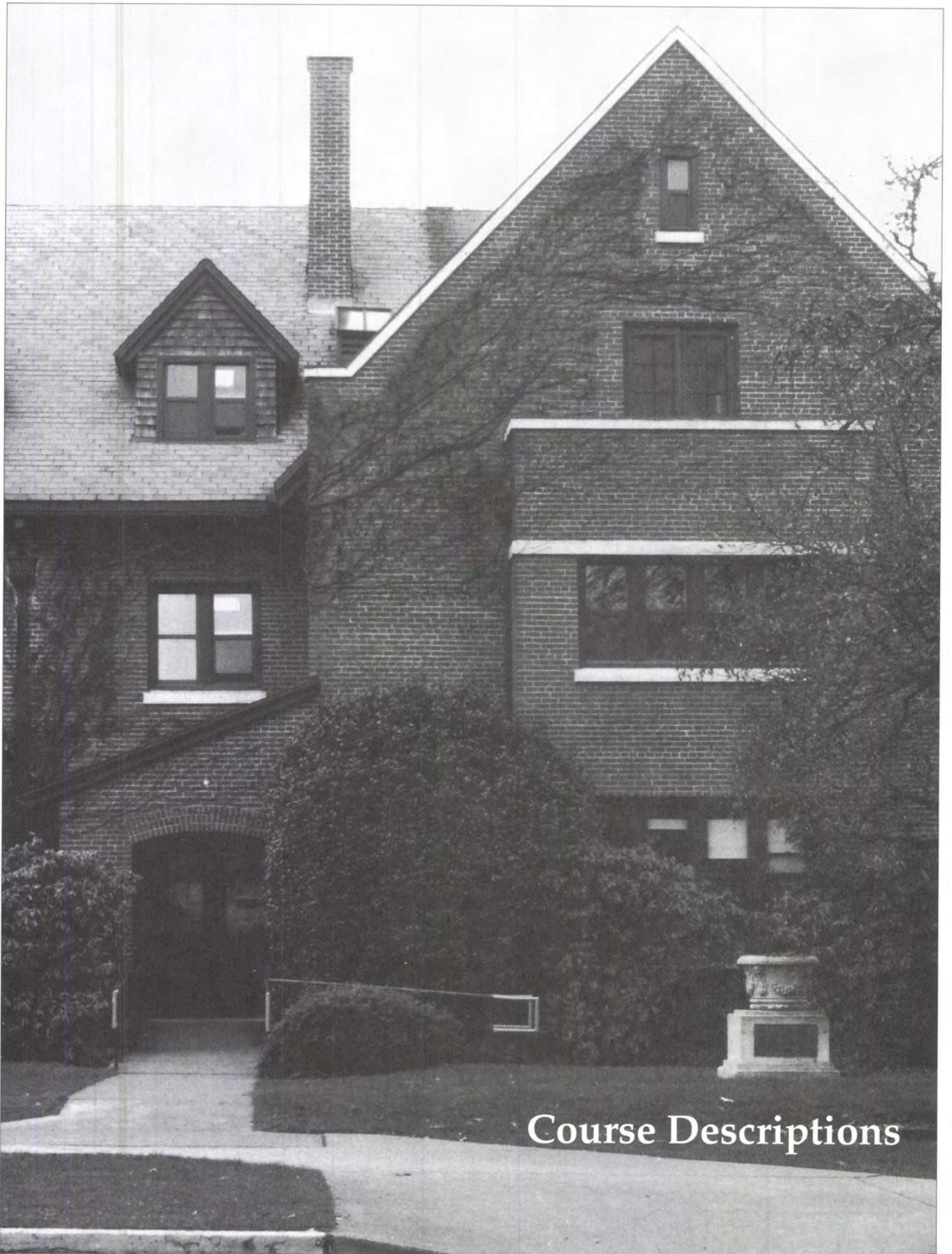
## Academic Studies Program

Professional Core .....	24
Supporting study in one social or behavioral science area .....	12
Supporting study in a second social or behavioral science area .....	9
<b>Total required for degree .....</b>	<b>45</b>

## Professional Studies Program

Professional Core .....	24
Thesis/Field Study or On-Site Management Field Experience .....	9
Supporting study in a social or behavioral science area .....	12
<b>Total required for degree .....</b>	<b>45</b>





## Course Descriptions



# COURSE DESCRIPTIONS

## SPECIAL PROGRAMS

### Honors

#### LOWER-DIVISION COURSES

##### H 101 Freshman Honors 1 hour

Supplementary enriching work related to a regular course taken simultaneously is guided by an instructor during weekly meetings. The course is under the approval of the Honors Committee.

##### H 201 Sophomore Honors 1 hour

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

#### UPPER-DIVISION COURSES

##### H 303 Junior Honors 2 hours

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

##### H 401 Senior Honors 2-3 hours

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

##### H 403 Senior Honors Project 3 hours

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

##### H 407 Honors Seminar 3 hours

### Interdisciplinary Courses

#### LOWER-DIVISION COURSE

##### MTCS 100 Mathematics and Technology 6 hours

A course designed to meet the minimum Liberal Arts Core requirements in Computer Science and Mathematics. This course is an interdisciplinary course—mathematics and computer science are not treated as different disciplines. Besides learning about mathematics and computers, in this course you will formulate and solve real-world problems, and refine your skills to reason critically and quantitatively. Prerequisite: Mth 095 with grade of C or better, or satisfactory score on math placement test.

## Aerospace Science (ROTC)

#### LOWER-DIVISION COURSES

##### AS 111, 112, 113 Air Force Today 1 hour each term

This course deals with the Air Force in the contemporary world through a study of the total force structure, strategic offensive and defensive forces, general purpose forces, and aerospace support forces.

##### AS 120 Leadership Laboratory 1 hour

Cadets learn officership, leadership, drill and ceremony, and customs and courtesies. Taken concurrently with AS 111, AS 112 and AS 113. Graded P/N.

##### AS 211, 212, 213 Development of Air Power 1 hour each term

This course is a study of air power from balloons and dirigibles through the jet age; a historical review of air power employment in military and non-military operations in support of national objectives; a study of changes in the nature of military conflict; and a look at the evolution of air power concepts and doctrine.

##### AS 220 Leadership Laboratory 1 hour

Cadets are placed in element leadership positions in order to know and comprehend the air force concepts of command, discipline, tradition, and courtesies. Taken concurrently with AS 211, 212, and 213. Graded P/N.

##### AS 280 Preprofessional Officer Course 1 hour

Air Force ROTC Leadership Laboratory participation for students who have completed the Air Force General Military Course sequence that are not eligible for immediate entry into the Air Force Professional Officer course. Instruction is conducted within the framework of an organized cadet corps. Leadership laboratory is a study of Air Force customs and courtesies; drill and ceremonies; career opportunities in the Air Force; and the life and work of an Air Force junior officer. Students develop their leadership potential in a practical and supervised laboratory. Prerequisite: Completion of AS 100 and AS 200 series.

#### UPPER-DIVISION COURSES

##### AS 304 Field Training 6 hours

Four-week field training (for four-year program cadets); supplements campus courses in developing leadership and discipline. Mission, organization, and functions of an Air Force base; marksmanship, survival, and physical training; aircrew and aircraft indoctrination; orientations on specific opportunities in career fields. Conducted at an Air Force base. Prerequisite: Completion of AS 100 and AS 200 series; and approval of department head.

##### AS 306 Field Training 6 hours

Six-week field training (for two-year program applicants); education and training comparable to that received by the four-year program cadet during the freshman and sophomore years on campus and the four-week field training period (AS 304). Conducted at an Air Force base. Prerequisite: Approval of department head. Must meet qualifications for entry into the Professional Officer Course.

##### AS 311, 312, 313 Air Force Leadership and Management 3 hours each term

An integrated management course emphasizing the concepts and skills required by the successful manager and leader. The curriculum includes individual motivational and behavioral processes, leadership, communication, and group dynamics providing the foundation for the development of the junior officer's professional skills (officership). Course material on the fundamentals of management emphasize decision making, the use of analytic aids in planning, organizing, and controlling in a changing environment, as necessary professional concepts. Organizational and personal values (ethics), management of change, organizational power, politics, and managerial strategy and tactics are discussed within the context of the military organization. Courses must be taken in order.

##### AS 320 Leadership Laboratory 1 hour

Cadets are placed in line and staff leadership positions as a preparation for Air Force active duty. Cadet responsibilities include planning, organizing, directing, and controlling the activities of the cadet corps. Taken concurrently with AS 311, 312 and 313. Graded P/N.

##### AS 351 Aerospace Studies 3 hour

Principles of weather and navigation; flight computers; flight planning; aviation physiology, and Federal Aviation Regulations. Preparation for Air Force flight training and flying careers. Prerequisite: AS 304 or 306. Graded P/N.

##### AS 405 Reading and Conference Terms and hours to be arranged.

Supervised individual work.



# COURSE DESCRIPTIONS

## AS 411, 412, 413 National Security Forces in Contemporary American Society 3 hours each term

This course is a study of U.S. National Security Policy which examines the formulation, organization, and implementation of national security; context of national security; evolution of strategy; management of conflict; and civil-military interaction. It also includes blocks of instruction on the military profession, officership, and the military justice system. The course is designed to provide future Air Force officers with a background on United States National Security Policy so they can effectively function in today's Air Force. Must be taken in order.

## AS 420 Leadership Laboratory 1 hour

The senior-level leadership laboratory program places cadets in command, line, and staff positions as a preparation for commissioned Air Force service. Cadet responsibilities include planning, organizing, directing, coordinating and controlling leadership laboratory and the activities of the cadet corps. Taken concurrently with AS 411, 412 and 413. Graded P/N.

(Consolidation and change in course descriptions allows flexibility in course content to meet ROTC curriculum guidelines.)

## Military Science (ROTC)

### LOWER-DIVISION COURSES

#### MS 111 Military Science I: Leadership Development 1 hour

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 Skills 1 hour

Basic rifle marksmanship; military first aid; customs and traditions of the U.S. Army; unit organization and missions.

#### MS 113 Military Science I: Land Navigation 1 hour

How to read a topographic map and use a magnetic compass; includes practical exercises.

#### MS 211 Military Science II: Fundamentals of Military Operations 2 hours

Basic U.S. Army tactics at the individual, team and squad levels. Integration of military skills in offensive and defensive operations.

#### MS 212 Military Science II: Effective Team Building 2 hours

An examination of effective leadership. Development of interpersonal skills using practical exercises and case studies.

#### MS 213 Military Science II: American Military History 2 hours

History of the American soldier from 1775 to 1919; weaponry and tactics of the American Army.

#### MS 214 Basic Summer Camp: Camp Challenge 6 hours

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 hours

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 hours

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.

### UPPER-DIVISION COURSES

#### MS 311, 312, 313 Military Science III: Leadership and Management of Military Organizations 3 hours each term

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 hours

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 Reading and Conference Terms and hours to be arranged.

Consent of instructor required.

#### MS 411, 412, 413 Military Science IV: Preparation for Officership 3 hours each term

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.

(Consolidation and change in course descriptions allows flexibility in course content to meet ROTC curriculum guidelines.)

## BUSINESS

### Business

#### LOWER-DIVISION COURSES

##### BA 101 Introduction to Business 3 hours

Business organization, operation and management; intended to orient the student in the field.

##### BA 199 Special Studies 1-3 hours

Terms and hours to be arranged.

##### BA 211 Fundamentals of Accounting I 3 hours

This is the first course in Financial Accounting. It serves as an introduction to accounting and to the methodology of recording transactions. A study of the statements derived from records maintained for a business, as well as that of an internal control system. Accounting for current assets and liabilities.

##### BA 212 Fundamentals of Accounting II 3 hours

This is the second course in Financial Accounting. It deals with fixed assets; partnership accounting; corporation accounting and long-term liabilities. Prerequisite: BA 211.

##### BA 213 Fundamentals of Accounting III 3 hours

This is a course in managerial accounting; flow of funds; flow of cash reporting; cost accounting; budgeting; purposes and installation of standard costs to the accounting system; cost volume profit analysis; capital outlay budgeting; effect of the tax system on business decisions. Prerequisites: BA 212 and CS 121.

##### BA 217 Accounting for Nonaccountants 3 hours

To provide 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.



# COURSE DESCRIPTIONS

## BA 220 Introduction to Financial Management 3 hours

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. Prerequisite: BA 211 or BA 217 or equivalent.

## BA 229 Personal Finance 3 hours

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 hours

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 284 Introduction to International Business 3 hours

This course will address the economics of international business, restrictions to international business, the organization and marketing of international business and the financing of international business.

## UPPER-DIVISION COURSES

Formal admission to the Business Program is required as a prerequisite for some upper-division courses in Business.

A minimum of junior standing is required as a prerequisite for all 300 and 400 level Business courses.

## BA 301 Problems and Opportunities of Small Business 3 hours

Instruction will focus on entrepreneurship, forms of ownership, operating a business, staying in business, management styles, profitability, financial needs and competition. Prerequisites: BA 211, BA 212, Ec 201 and Ec 202 completed.

## BA 305 Business Analysis and Report Writing 3 hours

Instruction will concentrate on various forms of written communication, with special emphasis on small business analysis. Prerequisites: Junior standing, with BA 211, BA 212, Ec 201 and Ec 202.

## BA 310 Marketing 3 hours

Analysis and management of goods and services markets by the firm. Topics include buyer behavior, market segmentation and product positioning, product policy, pricing, distribution, sales force and advertising management and international marketing.

## BA 311 Personal Selling 3 hours

The 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 I 3 hours

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 213.

## BA 316 Financial Management II 3 hours

Advanced tools and concepts used in the management of funds. Topics include inventory and credit policies, risk, capital budgeting, financial structure, cost of capital, dividend policy and valuation of a firm. Overall financial strategy and timing of its implementation are also examined. Specialized topics: mergers and acquisitions, financial failure and financial policy for multinational firms may be considered. Prerequisite: BA 315.

## BA 317 Intermediate Accounting I 3 hours

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. Emphasis on applications to small business. Prerequisite: BA 213, or consent of instructor.

## BA 318 Intermediate Accounting II 3 hours

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. Emphasis on application to small business. Prerequisites: BA 317, or consent of instructor.

## BA 319 Intermediate Accounting III 3 hours

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 Modern Portfolio Theory 3 hours

The course develops an understanding of the key ingredients in the development of portfolio selection. Efficient portfolio selection based on risk-return utility preference is shown to be the foundation upon which all current financial theory is based. Prerequisite: BA 315

## BA 340 Business Fluctuations and Forecasting 3 hours

Description and brief historical survey of business fluctuations. Presentation of the various theories of business fluctuations and the empirical evidence for each. Discussion of the social consequences of fluctuating economic activity. Examination of business strategies for dealing with the cycle. Prerequisite: upper-division standing or consent of instructor.

## BA 361 Organizational Behavior 3 hours

The study of individual behavior within organizations, focusing on areas of potential conflict. Organizations covered include educational, governmental, military and business, with emphasis on business.

## BA 367 Quantitative Methods I 3 hours

An application of statistical methods to entrepreneurial decision-making processes relative to operating a business. Emphasis will be on probability analysis, sampling techniques, and regression analysis. Particular attention will be paid to problems of small business. Prerequisites: Mth 243.

## BA 368 Quantitative Methods II 3 hours

Study of quantitative techniques for decision support. Topics include linear programming, integer programming, project management, and dynamic programming.

## BA 370 Business and Society 3 hours

Theoretical explication of the nature and functioning of the business system of social cooperation and its operation in the United States. Discussion of the beneficial and detrimental aspects of this system. Elucidation of the social responsibilities of business. Prerequisite: upper-division standing or consent of instructor.

## BA 390 Management 3 hours

A survey of the essential functions of management with emphasis on planning and controlling what the business is to accomplish; structuring and staffing the firm so people and positions fit well enough to achieve plans; directing and leading the people that are critical assets of any business; and relating business and society by meeting personal and organization responsibilities in an ethical manner.

## BA 391 Personnel Management 3 hours

An introduction to personnel functions and human resource management. This course deals with problems and concepts relating to personnel planning, recruitment, promotion and personnel development, employee compensation and motivation, job analysis and design, supplemental benefits, labor relations, occupational health and safety. Prerequisite: BA 390.



# COURSE DESCRIPTIONS

## BA 392 Management of Diversity 3 hours

This course will focus on managing diversity within organizations by addressing topics such as: development and management of multi-cultural work teams, cross-cultural communication, and performance evaluation.

## BA 398 Personal Investment Analysis 3 hours

To offer students a course of study that will provide them 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 1-3 hours

Terms and hours to be arranged.

## BA 406 Special Individual Studies 1-6 hours

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 1-3 hours

Terms and hours to be arranged. Special seminar topic offerings in business.

## BA 409 Practicum 3-12 hours

Practical application of business theory and/or collection of data for theoretical interpretation.

## BA 410 Marketing Research 3 hours

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 Mth 243.

## BA 411 Strategic and Marketing Planning 3 hours

Review, analysis, and formulation of strategic plans and market plans. Emphasis will be on planning and its relationship to the marketing concept. Prerequisites: BA 310 and BA 390.

## BA 413 Wage and Salary Administration 3 hours

The student will study wage and salary policies, review contemporary procedures and strategies for human resource management. A major focus will be on foundations for compensation, collective bargaining, and government regulation. Students will conduct job analysis and position evaluations. Also, students will be introduced to the evaluation of wage incentives and management compensations, including fringe benefit packages.

## BA 415 Advertising and Promotion 3 hours

The management of advertising and promotion and their integration with other elements of the marketing mix. Includes situation analysis, determining promotional mix and budget, media selection, reseller promotion, evaluation of promotional effectiveness and ethics. Prerequisite: BA 310.

## BA 416 Government Regulation 3 hours

The 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: BA 211, BA 212, Ec 201, Ec 202, Ec 457, and Ec 458.

## BA 420 Securities Analysis 3 hours

The course will develop the theory and the requisite tools of securities analysis using computer modeling and portfolio applications. Prerequisite: BA 325.

## BA 421 Cost Accounting I 3 hours

Nature and purpose of cost accounting; accounting for cost inputs (materials, labor, overhead), job order versus process costing; by-products. Prerequisite: BA 213.

## BA 422 Cost Accounting II 3 hours

Actual versus standard cost accounting, budgeting, assigning responsibility and controlling costs, direct costing versus full absorption costing, inventory control, statistical analysis of cost behavior, capital budgeting. Prerequisite: BA 421 or consent of instructor.

## BA 424 Capital Budgeting 3 hours

This course will suggest a logical framework for the 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 hours

This course 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 hours

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 3 hours

The 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 3 hours

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 433 Federal Income Tax III 3 hours

The study of computer-based tax tools; tax research; tax planning; tax procedure; and taxation of gratuitous transfers.

## BA 438 Real Estate Investment 3 hours

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 I 3 hours

Study of business combinations. Partnerships formation and liquidation; corporate consolidated statements, and unusual transaction presentation, including subsidiary equity. Prerequisite: BA 319.

## BA 442 Advanced Accounting II 3 hours

Study of unique problems, such as: real estate; franchises; governmental agencies; non-profit organizations; estates and trusts; and insolvency. Prerequisite: BA 441.

## BA 450 State and Local Government Finance 3 hours

The 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.

## BA 451 Auditing I 3 hours

Role of auditor, ethics, legal liability of CPA profession; internal controls, analysis of clients' accounting system; evidence statistics sampling techniques; audit work papers; flow charting techniques. Prerequisite: BA 319, or consent of instructor.

## BA 452 Auditing II 3 hours

Use of computer in auditing; detailed audit programs for cash, securities, receivables, inventory, fixed assets, current liabilities, P & L, stockholders' equity; audit reports. Prerequisite: BA 451 or consent of instructor



# COURSE DESCRIPTIONS

**BA 464 Small Business Consulting 3 hours**

This course is provided in conjunction with the Small Business Administration's Small Business Institute program. Student teams are assigned to a professional consulting project for a local small business.

**BA 475 Sales Management 3 hours**

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 390.

**BA 476 Topics in Management 3 hours**

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 390.

**BA 477 Topics in Marketing 3 hours**

Focus on marketing topics of special interest to students and faculty such as retail marketing, services marketing, distribution channels or small business marketing. May be repeated for different topics. Prerequisite: BA 310 and BA 390.

**BA 484 International Management 3 hours**

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 390.

**BA 485 International Finance 3 hours**

A study of the source and availability of funds to finance business engaged in international trade. Emphasis will be on financial analysis, operating and financial leverage, and financial forecasting. Prerequisite: BA 315.

**BA 486 International Marketing 3 hours**

A study of the influence of foreign markets, competition, and government policy in creating and penetrating markets. Emphasis will be on marketing strategies for small business. Prerequisite: BA 310.

**BA 487 International Law 3 hours**

A study of law as it applies to businesses participating in international business operations.

**BA 490 Operations Management 3 hours**

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 367 and BA 390.

**BA 491 Business Policy 3 hours**

A capstone course in business studies designed to bring functional areas of business studies (such as finance, personnel, marketing, accounting, etc.) into an integrated whole. Policy is concerned with the overall view of business enterprise—the domain of top management. The case method is the basic tool for introducing students to the complexity of policy questions. Prerequisites: Senior standing with most of business core curriculum completed.

**BA 492 Total Quality Management 3 hours**

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: Mth 243 or equivalent.

**BA 493 Entrepreneurial Decision-Making 3 hours**

A management simulation will introduce students to the interactive factors influencing business operations. The computerized economic model is a dynamic business case whose outcome is determined by internal functioning and external interactions of several competing firms in a hypothetical industry. Prerequisites: Junior standing with BA 211, BA 212, Ec 201, and Ec 202 completed; Mth 246 and CS 121.

## COMPUTER SCIENCE

### LOWER-DIVISION COURSES

**CS 101 Computers and Society 2 hours**

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. CS 101L must be completed concurrently.

**CS 121 Computer Applications in Business 4 hours**

An introduction to the primary business application tools available for microcomputers. Students will use word processor, spreadsheet, and database software. This course could serve as the first course for students who want to major or minor in computer science, but have no experience with a computer. CS 121L must be completed concurrently.

**CS 161 Survey of Computer Science 4 hours**

An introduction to the field of computer science. Topics will include operating systems, problem definition and programming.

**CS 162 Computer Science I 4 hours**

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 161 or consent of instructor.

**CS 221 Advanced Computer Application in Business 2 hours**

An introduction to integration of software applications, advanced spreadsheets, macros, and relational databases. The 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 hours**

This course will provide hands-on experience in assembling, installing and maintaining computer hardware and software systems.

**CS 235, 236 Data Processing I and II: COBOL 4 hours each term**

This course is designed to teach the user how 1) to write ANSI COBOL Programs using the structured approach; 2) to understand how COBOL is used effectively in commercial applications; 3) to learn an efficient logical approach for writing sophisticated programs. Prerequisite: CS 162.

**CS 260 Computer Science II 4 hours**

Course will cover 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 162.

**CS 262 Programming Languages 2 hours**

Computer applications using the language designated. Prerequisite: CS 162 or previous programming instruction.

**CS 271 Computer Organization 4 hours**

Logical organization, computer hardware, introduction to assembly and machine language programming. Prerequisite: CS 260.



# COURSE DESCRIPTIONS

## UPPER-DIVISION COURSES

### CS 311 Data Structures I 3 hours

This 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 the abstract datatypes such as stacks, queues and trees, and an introduction to complexity analysis. Prerequisite: CS 260.

### CS 313 Data Structures II 3 hours

A continuation of CS 311, where topics could include advanced searching and sorting algorithms, a further treatment of the datatype 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 311.

### CS 315 Theory of Programming Languages 3 hours

Programming language paradigms and implementation 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 313

### CS 345 Theory of Computation I 3 hours

This course presents the underlying theory of computer science. 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 311.

### CS 372 Operating Systems 3 hours

This course provides an introduction to Operating Systems as managers of systems resources. Management of tasks, memory, and peripheral devices is explored. Topics include task synchronization, message handling, file management, demand paging, scheduling, and dispatching. Prerequisite: CS 271, CS 311.

### CS 406 Special Topics 1-4 hours

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 hours

Terms and hours to be arranged.

### CS 408 Workshop 1-4 hours

Terms and hours to be arranged.

### CS 409 Practicum 1-9 hours

Offers practical experience working in a computer science department for area businesses and industries.

### CS 415 Analysis of Algorithms 3 hours

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 are 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 313.

### CS 420 Data Management Systems 3 hours

Database system architecture; relational, hierarchical, and network approaches. Security and integrity of data bases. Prerequisite: CS 311.

### CS 423 Survey of Artificial Intelligence 3 hours

Basic ideas and goals of A.I. Heuristic problem-solving search; game playing and theorem-proving techniques; rule-based systems. Prerequisite: CS 315.

### CS 424 Expert Systems 3 hours

This course will 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 313 and CS 315.





# COURSE DESCRIPTIONS

## CS 425 System Analysis and Design 3 hours

This course requires students to work as a group for the solution of a large scale project. An iterative 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 311.

## CS 430 Software Implementation and Testing 3 hours

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 emphasis. Prerequisite: CS 425.

## CS 435 Business Information Systems 3 hours

The emphasis in this course is on the application tools available on microcomputers for the design and implementation of business systems. Students will develop evaluation instruments to be used in the selection and design of business systems. Prerequisite: CS 311 or consent of instructor.

## CS 440 Operating Systems - Advanced Topics 3 hours.

To develop an understanding of the major programs used today that make the computing hardware usable. Emphasis will be placed on the operating systems used with the popular microcomputers. Prerequisite: CS 313 and CS 372.

## CS 441 Computer Graphics 3 hours

This course covers the 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. The course also examines the hardware and software components of graphics systems. Prerequisite: CS 311.

## CS 442 Parallel Programming 3 hours

The 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 interprocess communication. Prerequisite: CS 313.

## CS 445 Theory of Computation II 3 hours

This course explores the mathematical foundation of computer science. The various levels of automata theory are covered (finite automata, pushdown automata, turing machine) 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 345 and CS 313.

## CS 450 Networks 3 hours

Develop an understanding of local area network protocols using the OSI model. Students will install system software and users into existing local area networks. Prerequisite: CS 311.

## CS 460 Compiler Design 3 hours

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 are used. All phases of a compiler are implemented. Prerequisites: CS 345 and CS 313.

## CREATIVE ARTS

### Creative Arts

#### LOWER-DIVISION COURSES

#### CA 101H, 102H, 103H A Correlated Study of the Arts 3 hours each term

The development of means for perceiving, analyzing and evaluating the arts through readings and lecture- discussion. Emphasis on relationships among various arts (music, drama, painting, film, sculpture, architecture, dance, etc.) is sought through various field experiences. Instruction is shared by the Art, Music and Theater Arts faculties.

#### CA 199 Special Studies Terms and hours to be arranged.

#### UPPER-DIVISION COURSES

#### CA 310 Women in Dance and Music: 1800- Present 3 hours

Women's contributions to music and dance from 1800 to the present will be presented within historical and sociological contexts.

#### CA 399 Special Studies 1-3 hours

#### CA 406 Special Individual Studies 1-3 hours

#### CA 407 Seminar 1-3 hours

#### CA 408 Workshop 1-3 hours

#### CA 409 Practicum 1-3 hours

## Art

#### LOWER-DIVISION COURSES

#### A 100 The Visual Arts 3 hours

Introduction to the visual arts as expressions of the thought and culture of mankind.

#### A 115 Beginning Design: Two-dimensional 3 hours

Beginning theory and studio practice in using the elements and principles of visual design to articulate visual ideas in the two-dimensional arts.

#### A 116 Beginning Design: Three-dimensional 3 hours

Beginning theory and studio practice in using the elements and principles of visual design to articulate visual ideas in three-dimensional arts.

#### A 117 Beginning Design: Color 3 hours

Theory and studio practice in using theoretical concepts in the development and deployment of color in the visual arts.

#### A 130 Beginning Drawing 3 hours

Introduction to drawing and composition. Practice in the application of medium. Guidance in conveying the illusion of three-dimensions and two-dimensional expression.

#### A 135 Beginning Life Drawing 3 hours

A studio introduction to the structure and form of the figure.

#### A 199 Special studies

Terms and hours to be arranged.

#### A 204 Art History: Prehistoric through Gothic 3 hours

A course dealing with: Prehistoric, Egyptian, Mesopotamian, Aegean, Greek, Etruscan, Roman, Byzantine, Christian, Romanesque, and Gothic Art.

#### A 205 Art History: Renaissance through Baroque Art 3 hours

A course dealing with: Italian Art in the 13th and 14th Centuries, the Early Renaissance in Italy, the 15th Century, the Early Renaissance in Northern Europe, the High Renaissance in Central Italy, Mannerism, the High and Late Renaissance in Venice, the High and Late Renaissance outside Italy, and Baroque Art in Italy and Northern Europe.

#### A 206 Art History: The 18th Century through Realism 3 hours

A course dealing with the : Rococo, Classicism, Painting in Colonial America, Neoclassicism, Romanticism, and Realism.

#### A 220 Introduction to Typography 3 hours

Studio introduction to typographical forms as a design element. Familiarity with type vocabulary and measurements. Introductory photo-mechanical processes. Prerequisite: A 115



# COURSE DESCRIPTIONS

## A 255 Introduction to Ceramics 3 hours

Basic laboratory exploration in clay-forming processes and glazing. Survey of clay origins and composition, decorating processes, drying, firing kilns, and glaze composition. Prerequisite: A 115.

## A 260 Introduction to Jewelry 3 hours

Introductory course in the design and production of jewelry. Studio practice in traditional and contemporary techniques using silver and other metals. Basic construction techniques emphasized. Prerequisite: A 115.

## A 270 Introduction to Printmaking 3 hours

An introductory printmaking course designed to acquaint students with relief, screen printing, intaglio and lithography as visually expressive forms. Prerequisite: A 115.

## A 280 Introduction to Painting 3 hours

A survey of expressive and technical principles in painting. Studio practice in related media. Prerequisite: A 115.

## A 290 Introduction to Sculpture 3 hours

Introductory studio course practicing traditional and modern sculptural techniques in the creation of three-dimensional artforms. Prerequisite: A 115

## UPPER-DIVISION COURSES

### A 304 Art History: Impressionism through Cubism 3 hours

A course dealing with: Impressionism, Post-Impressionism, the Fauves, Expressionism, Cubism, Abstract Art, Futurism, Suprematism, Constructivism and De Stijl.

### A 305 Art History: Fantastic Art through Abstract Expressionism 3 hours

A course dealing with: Dada, Surrealism, Precisionism (The Immaculates), Regionalism, Social Commentary, Realism, and Abstract Expressionism.

### A 306 Art History: Pop to the Present 3 hours

A course dealing with: Pop Art, Op Art, Kinetic Art, Happenings, Liminal Art, Minimal Art, Funk and Hairy Who, Assemblage, Grotesque Art, Conceptual Art, and Superrealism (Hyperrealism).

### A 315 Intermediate Design: Two-Dimensional 3 hours

Advanced study of design theory with studio practice. Emphasis on two-dimensional exploration. Prerequisite: A 115, A 117, A 130.

### A 316 Intermediate Design: Three-Dimensional 3 hours

Advanced study of design theory with studio practice. Emphasis on three-dimensional exploration. Prerequisites: A 115, A 116, A 130

### A 320 Typographical Layout 3 hours

Exploration of typographical layout as a visual language to convey meaning. Introductory computer graphics and color-proofing processes. Prerequisite: A 220.

### A 321 Graphic Design I 3 hours

The photographic image in visual communications. Introduction to continuous tone and graphic arts photography. Prerequisite: A 320.

### A 322 Graphic Design II 3 hours

Preparing a campaign: exploration of issues related to typography, image and audience. Extensive digital and conventional print production processes. Prerequisites: A 116, A 117, A 130, A 135, and A 321.

### A 330 Intermediate Drawing 3 hours

Continued study of technique and composition in graphic expression. Prerequisite: A 130.

### A 335 Intermediate Drawing: Life 3 hours

Continued study of anatomical structure and form. Life drawing as a means of graphic communication. Prerequisite: A 135.

### A 355 Intermediate Ceramics I 3 hours

Intermediate course in ceramic art with an emphasis on sculptural possibilities in the medium. Prerequisite: A 255.

### A 356 Intermediate Ceramics II 3 hours

Intermediate study in ceramic art. Individual projects in selected ceramic areas. Prerequisite: A 355.

### A 357 Intermediate Ceramics III 3 hours

Intermediate course designed to explore specific possibilities in glaze formulation and application as related to the forms and functions of pottery. Prerequisite: A 116, A 117, A 130, A 135, A 356.

### A 360 Intermediate Jewelry I 3 hours

Intermediate course in the design and production of jewelry. Studio practice in traditional and contemporary techniques exploring lost wax, cuttle bone casting and continued exploration of construction forms. Prerequisite: A 260.

### A 361 Intermediate Jewelry II 3 hours

Intermediate metal design and construction involving hand processes of raising, forging, bezel stone setting, and casting with silver and other metals. Prerequisite: A 360.

### A 362 Intermediate Jewelry III 3 hours

An intermediate study of jewelry design and production where the use of constructed and cast settings are a part of the design. Precious and semi-precious stones will be prong and bezel set. Prerequisites: A 116, A 117, A 130, A 135, A 361.

### A 370 Printmaking: Relief 3 hours

An intermediate, upper-division concerted study of linoleum, wood block and wood engraving as visually expressive techniques of relief printmaking. Prerequisite: A 270.

### A 371 Printmaking: Screen Printing 3 hours

An intermediate, upper division, concerted study of film, block out and photo stencil as visually expressive printmaking techniques of screen printing. Prerequisite: A 270.

### A 372 Printmaking: Intaglio 3 hours

An intermediate, upper division, concerted study of dry point, collagraphy, and etching as visually expressive techniques of intaglio printmaking. Prerequisites: A 116, A 117, A 130, A 135, A 371.

### A 373 Printmaking: Lithography 3 hours

An intermediate, upper-division, concerted study of plate, stone and transfer as visually expressive techniques of lithography. Prerequisite: A 372.

### A 380 Intermediate Painting 3 hours

Intermediate study and studio practice in opaque painting medium. Prerequisite: A 280.

### A 381 Intermediate Painting 3 hours

Intermediate study and studio practice in transparent painting medium. Prerequisite: A 380.

### A 382 Intermediate Painting 3 hours

Intermediate study and studio practice in selected painting media. Prerequisites: A 116, A 117, A 130, A 135, A 381.

### A 390 Intermediate Sculpture: Papermaking 3 hours

A studio course designed to introduce students to the three phases of papermaking: mold-making, fiber preparation, and sheet forming. Each student learns to build their own paper mold and deckle, collect and prepare fibers for use, and form sheets of paper which can be utilized to support art images or be used as an expressive three-dimensional fiber medium. Prerequisite: A 290.



# COURSE DESCRIPTIONS

**A 391 Intermediate Sculpture I 3 hours**  
Intermediate studio course using traditional and modern techniques in the creation of sculptural artforms. Students select their emphasis within disciplines including wood, fiber, furniture design, traditional tribal art, mixed media and stone. Prerequisite: A 290.

**A 392 Intermediate Sculpture II 3 hours**  
Intermediate studio course using traditional and modern techniques in the creation of sculptural artforms. Students select their emphasis within disciplines including wood, fiber, furniture design, traditional tribal art, mixed media and stone. Prerequisites: A 116, A 117, A 130, A 135, A 391.

**A 393 Intermediate Sculpture III 3 hours**  
Intermediate studio course using traditional and modern techniques in the creation of sculptural artforms. Students select their emphasis within disciplines including wood, fiber, furniture design, traditional tribal art, mixed media and stone. Prerequisite: A 392.

**A 399 Special Studies 1-3 hours**

**A 404 Art History: Non-European Art 3 hours**

A course dealing with the art of India, China, Japan, Africa, the South Pacific, and the Native Art of the Americas.

**A 405 Art History: Women in Art 3 hours**  
A course dealing with women in art from antiquity to the present.

**A 406 Art History: Special Topics 3 hours**  
A course in art history offering the student the possibility to develop an in-depth study in a specialized area of art history.

**A 410 Seminar 1-3 hours**

**A 411 Workshop 1-3 hours**

**A 412 Practicum 1-3 hours**

On-the-job experience for Art and Graphic Design majors. Formal requests must be submitted to the Art Department faculty no later than four weeks preceding the term of enrollment. Prerequisite: Upper-division standing; Graphic Design majors: A 420.

**A 420 Applied Design I 3 hours**

Self-promotion campaign. Emphasis on presentation issues and professional concerns. Extensive digital and conventional print production processes. Field trips. Prerequisite: A 322.

**A 421 Graphic Design III 3 hours**

Preparing a campaign: exploration of issues related to typography, image and audience. Emphasis on a text-heavy environment. Extensive digital and conventional print production processes. Prerequisite: A 420.

**A 422 Applied Design III 3 hours**

Design team approach to creative problem-solving. Extensive digital and conventional print production processes. Field trips. Portfolio preparation and presentation. Prerequisite: A 421.

**A 455 Advanced Ceramics I 3 hours**

Advanced study in ceramic art. Individual projects in selected ceramic areas. Prerequisite: A 357.

**A 456 Advanced Ceramics II 3 hours**

Advanced study in ceramic art. Individual project in selected ceramic areas. Prerequisite: A 455.

**A 457 Advanced Ceramics III 3 hours**

Advanced study in ceramic art. Individual projects related to glaze formulation and application. Prerequisite: A 456.

**A 460 Advanced Jewelry I 3 hours**

Advanced study in jewelry design, analysis of design trends, individual exploration and projects. Prerequisite: A 362.

**A 461 Advanced Jewelry II 3 hours**

An advanced study in the production of jewelry. Creating rubber molds for multiple editions or original constructed and lost wax casting. Prerequisite: A 460.

**A 462 Advanced Jewelry III 3 hours**

A culminating study of form, function and materials as they relate to personal interpretation of metal, stones, function and related technology. Prerequisite: A 461.

**A 470 Advanced Printmaking: Relief or Screen Print 3 hours**

Individualized advanced study and studio practice in various advanced techniques utilizing relief and/or screen print processes. Prerequisites: three 300 level printmaking courses in sequence.

**A 471 Advanced Printmaking: Intaglio/Lithography 3 hours**

Individualized advanced study and studio practice in various advanced techniques utilizing intaglio and/or lithographic processes. Prerequisite: A 470.

**A 472 Advanced Printmaking: Mono Prints/Experimental Printmaking 3 hours**

Advanced study in printmaking utilizing mono print and experimental printmaking techniques. Prerequisite: A 471.

**A 480 Advanced Painting 3 hours**

Advanced study and studio practice in opaque painting medium. Prerequisite: A 382.

**A 481 Advanced Painting 3 hours**

Advanced study and studio practice in transparent painting media. Prerequisite: A 480.

**A 482 Advanced Painting 3 hours**

Advanced study and studio practice in selected painting media. Prerequisite: A 481.

**A 490 Advanced Sculpture I 3 hours**

Advanced study of sculptural forms, concepts and mediums. Students focus on an interest of their choice arrived at through consultation. Prerequisite: Three 300 level sculpture courses in sequence.

**A 491 Advance Sculpture II 3 hours**

Advanced study of sculptural forms, concepts and mediums. Students focus on an interest of their choice arrived at through consultation. Prerequisite: A 490.

**A 492 Advanced Sculpture III 3 hours**

Advanced study of sculptural forms, concepts and mediums. Students focus on an interest of their choice arrived at through consultation. Prerequisite: A 491.

**A 498 Professional Concerns 3 hours**

A survey of professional practice in the visual arts. Problems and study in "going public." Professional ethics; contracts; public obligations; art and the law; galleries, museums, and exhibitions; grants, fellowships and awards. Prerequisites: Upper-division standing.

**A 499 Special Individual Studies 3 hours**

## GRADUATE COURSES

**A 503M Thesis or Field Study 6 hours**

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 504M Graduate Art History 3 hours**

Graduate level investigation in selected areas of art history. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of instructor.

**A 510M Graduate Seminar 3 hours**

Research exploration of specialized topics. Terms and hours to be arranged. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of instructor.



# COURSE DESCRIPTIONS

## A 511M Graduate Workshop 3 hours

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 515M Graduate Design: Two-Dimensional 3 hours

Advanced study of design theory with studio practice in the two-dimensional art form. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of instructor.

## A 516M Graduate Design: Three-Dimensional 3 hours

Advanced study of design theory with studio practice in the three-dimensional art form. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of the instructor.

## A 520M Graduate Graphic Design 3 hours

Graduate level study and studio work in typography and visual communications. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of the instructors.

## A 530M Graduate Drawing 3 hours

Advanced study and studio production of drawing as a visually expressive form. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of the instructor.

## A 535M Graduate Life Drawing 3 hours

Advanced study and studio production of figurative drawing as a visually expressive form. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of the instructor.

## A 555M Graduate Ceramics 3 hours

Graduate study in ceramic art. Individual projects in selected ceramic areas. Graduate research and paper related to projects. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of the instructor.

## A 560M Graduate Jewelry 3 hours

Graduate level advanced study in metals, mineral, process and form; development of personal emphasis and direction. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of the instructor.

## A 570M Graduate Printmaking 3 hours

Advanced study and studio production of prints as a personally expressive visual form. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of the instructor.

## A 576M Aesthetic Foundations of Visual Arts 3 hours

A study and analysis of philosophic aspects of the visual arts.

## A 577M Contemporary Problems in Visual Art 3 hours

A course designed to offer critical examination of art in society, creativity, brain research, the computer and selected areas.

## A 580M Graduate Painting 3 hours

Advanced study and studio production of painting as a personally expressive visual form. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of the instructor.

## A 590M Graduate Sculpture 3 hours

Advanced study of sculpture with studio work in three-dimensional artforms. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing and consent of the instructor.

## A 599M Special Individual Studies: Graduate 3 hours

Terms and hours to be arranged. May be repeated for credit. Prerequisite: Admitted post-baccalaureate standing.

## A 700 (p) In-Service Education

## Art Education

### UPPER-DIVISION

#### ArE 433 Art Education: Elementary 3 hours

A survey of art education for prospective elementary teachers. Studio experience in painting, design, and crafts, integrated with art theory, appreciation, and philosophy. Prerequisites: A 115 and junior standing.

#### ArE 490/590 Art in the Elementary School 3 hours

A course 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.

## Dance

### LOWER-DIVISION COURSES

#### D 180, 181, 182 Beginning Modern Dance I-III 1 hour each term

Introduction to the use of the human body in space and time. The elements of dance activity will be examined as they relate to the body in motion. Varied types of music and sound will be utilized to explore the relationship of sound to movement. Some choreographic studies will be included. To be taken in sequence.

#### D 185, 186, 187 Beginning Ballet I-III 1 hour each term

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 hour each term

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 Dance I-III 1 hour each term

Introduction to the basic elements of tap dancing, such as the shuffle, flap, ball change and the varied combinations of these and other elements. Improvisation will also be introduced and the various styles of tap will be explored.

#### D 199 Special Studies Terms and hours to be arranged.

#### D 251 Introduction to Dance 3 hours

This course is designed to introduce the origins of the various forms of dance, such as ballet, modern, musical theatre, jazz, tap, folk and contemporary. 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 253 Labanotation 3 hours

A study of the Labanotation method for analysis and recording of basic movements of the human body through the use of symbols. This system is applied to those fields in which there is a need to record motions of the body—dance, athletics, anthropology, and physiotherapy.

#### D 280, 281, 282 Intermediate Modern Dance I-III 1 hour each term

Development of the technique level of the student through exposure to varied styles of past and contemporary modern dance trends in movement theory. Individual and compositional studies also will be included. Prerequisite: beginning modern sequence or consent of instructor.

#### D 285, 286, 287 Intermediate Ballet I-III 1 hour each term

Introduction of the elements of advanced 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.



# COURSE DESCRIPTIONS

## D 288, 289, 290 Intermediate Jazz Dance I-III 1 hour each term

Intermediate level past and contemporary jazz dance techniques. In addition to American jazz forms, the student will be exposed to African, Haitian and Caribbean jazz dance forms. Some emphasis will be placed on improvisatory jazz dance. Prerequisite: jazz dance sequence or consent of instructor.

## UPPER-DIVISION COURSES

### D 351 Dance Composition I 3 hours

This course will explore choreographic concepts as they relate to the elements of space, time and force. Emphasis will be placed on solo, duet and trio compositions. Prerequisite: beginning modern sequence or consent of instructor.

### D 352 Dance Composition II 3 hours

This course will explore choreographic concepts as they relate to the elements of spatial design, musical form, character study and textural differences. Emphasis will be on quartet, quintet and sextet compositions. Prerequisite: D 351 or consent of instructor.

### D 357 Dance in Musical Theater 3 hours

Introduction to various dance styles used in musical theater choreography. Roles played by selected choreographers in the development of musical theater choreography. Investigation of the relationship between the choreographer and the director, musical director and scenographer in terms of overall production values.

### D 380, 381, 382 Advanced Modern Dance 1 hour each term

To develop the technique level of the student through advanced study in past and contemporary modern dance trends. Some exposure to European as well as American modern dance idioms will be explored. Prerequisite: intermediate modern dance sequence or consent of instructor.

### D 390 Kinesiology for Dance 3 hours

This course includes a survey of kinesiology principles as related to basic movement. The areas stressed are anatomy, physiology, bio-mechanics, movement behavior, and various alignment and conditionary techniques. Students become aware of their personal movement behavior and investigate ways of becoming movement efficient.

### D 399 Special Studies 1-3 hours

### D 406 Independent Studies in Dance 1-3 hours

This course is aimed toward 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. Prerequisite: intermediate level dance study and consent of instructor.

### D 407 Seminar 1-15 hours Terms and hours to be arranged.

### D 408 Workshop 1-15 hours Terms and hours to be arranged.

(To allow for various workshops in Dance, i.e., Pas de Deux, men's techniques, African dance, etc.)

### D 450 Modern Repertory Dance 1-3 hours

This course is designed to expose the advanced student in modern dance to the more advanced and varied modern dance techniques. Some of the techniques that might be explored, dependent upon the experience and background of the instructor, are those of Martha Graham, Doris Humphrey, Merce Cunningham and Alvin Nikolais. Advanced choreographic concepts will be explored in student choreographies. Performance ability and development of personal style will be emphasized.

### D 451 Dance Production 3 hours

This course will provide 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 453 Ballet from the Courts to Balanchine 3 hours

This course will cover the development of ballet from its roots in the Renaissance Courts through the Romantic and Classical eras to the late twentieth century.

### D 454 Evolution of Modern Dance 3 hours

This course will cover the development of modern dance and the philosophies of the leading modern dancers of the decade from Duncan to the present.

### D 455 Group Choreography 3 hours

This course will examine the use of groups of dancers as they relate to design, shape, focus, pace and balance. Group choreographers are integral. Prerequisite: D 351, 352 or consent of instructor.

### D 491 Creative Dance for Children 3 hours

Contemporary American and European movement theory as it relates to the elementary school program. The interrelationship of dance to other subject areas will be explored. Prerequisite: a beginning level dance technique or consent of instructor.

### D 494 Dance in Secondary Education 3 hours

This course will introduce a student to the methodologies involved in teaching dance on the secondary level. The topics examined include: how to build a dance class, what to teach and methodology involved, and integration of dance within the secondary school curriculum.

### D 496 Dance and Related Arts 3 hours

This course will examine the aesthetic foundations of dance as a creative art. In addition, the philosophic basis of music, theater and art will be analyzed in relation to dance. Prerequisite: D 251, a dance history course, or consent of instructor.

## Music

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

## LOWER-DIVISION COURSES

### Mus 111, 112, 113 Musicianship I 3 hours each term

The study of music through performance, listening, analysis and composing. Ear training and keyboard work included. Meter, rhythm, scale materials, melody, counterpoint (two and three voice texture) and formal aspects are studied.

Students majoring in Music (or those with a 60 hour music endorsement) must achieve a grade of "C" or higher in Mus 112 to proceed to the next term of the sequence, and all subsequent terms of the Musicianship core.

### Mus 111L, 112L, 113L Lab: Musicianship I 1 hour each term

Study of sight singing, ear training and temporal acuity products. Taken concurrently with Mus 111, 112, 113.

### Mus 125 Basic Music 3 hours

Study of the basics of music reading and performance. Designed for the non-music major or minor with limited musical background. Brief overviews of musical structure, concert hall music, and music history included. Student must have access to electronic keyboard. This course is recommended to meet the Liberal Arts Core Curriculum requirements for students with limited music reading/keyboard skills who do not take music as an academic specialty or support area in Elementary Education. Mus 125L must be taken concurrently with Mus 125.

### Mus 125L Lab: Basic Music 0 hours

Lab to be taken concurrently with Mus 125 Basic Music.

### Mus 178, 179, 180 Voice Proficiency Class 2 hours each term

Essentials of singing, including tone production, diction, style, interpretation, and sight singing. These classes are specially designed for students preparing for the voice proficiency examination.

### Mus 181, 182, 183 Voice Class 1 hour each term

The essentials of singing, including tone production, diction, style and interpretation.



## COURSE DESCRIPTIONS



**Mus 189, 190, 191 Piano Proficiency**  
2 hours each term

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.

**Mus 192, 193, 194 Piano Class**  
1 hour each term

Elementary piano course including rhythm, notation, keyboard and transposition.

**Mus 195 Band** 1 hour

Participation in Pep Band, Symphonic Band, and Jazz Orchestra is open to freshmen and sophomores who pass the necessary test of ability. The class meets three hours per week. Opportunities also are offered for membership in small instrumental ensembles.

**Mus 197 Chorus** 1 hour

Participation in the Concert Choir, Western Chamber Singers, and Western Jazz Choir is open to freshmen and sophomores who pass the necessary test of ability. The class meets three hours per week.

**Mus 199 Special Studies** 1-15 hours  
Terms and hours to be arranged.

**Mus 201 Introduction to Music and Its Literature** 3 hours

An introduction to music literature through the study of elements and organizing principles as they relate to music of all periods. Stress is placed on listening to music that is popular in the concert hall. This course may be used to satisfy the Liberal Arts Core Curriculum requirement.

**Mus 202 Music of Broadway** 3 hours

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 hours

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 hours

Investigation of music in culture. A comparative view, with emphasis on musics of Africa, Indonesia, South America, India, and Japan.

**Mus 205 Music of the Black Heritage**  
3 hours

Survey of roots, influences and development of the music of Black composers and performers in America from pre-Civil War to the present.

**Mus 211, 212, 213 Musicianship II**  
4 hours each term

The study of music through performance, listening, analysis and composing. Ear training and keyboard work included. Topical emphases: counterpoint, harmony, arranging and form. Prerequisite: Mus 113.

**Mus 211L, 212L, 213L Musicianship II Lab**  
1 hour each

Development of ear training, singing and keyboard skills relating to musicianship studies. Taken concurrently with Mus 211, 212, 213.

**Mus 234 Guitar Class** 1 hour

Introduction to guitar playing with emphasis on chording, strumming, and finger-picking techniques and note reading.

**Mus 235 Brass Class** 1 hour

The study of the brass family, stressing good tone production and fingering techniques. Class serves as a laboratory to develop some playing and theoretical knowledge of instruments. Some instruments are provided by the college.

**Mus 236 Woodwind Class** 1 hour

The study of the woodwind family, stressing good tone production and fingering techniques. Class serves as a laboratory to develop some playing and theoretical knowledge of instruments. Some instruments are provided by the college.

**Mus 237 Percussion Class** 1 hour

The study of the percussion family. Class serves as a laboratory to develop some playing and theoretical knowledge of instruments. Some instruments are provided by the college.

**Mus 240 Improvisation I** 2 hours

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 111.

**Mus 289, 290, 291 Piano Proficiency**  
2 hours each term

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 292, 293, 294 Intermediate Piano Class**  
1 hour each term

The study of standard easy repertoire from the periods of baroque, classical, romantic, and twentieth century and the development of technical skills, ensemble playing and sight reading.

### UPPER-DIVISION COURSES

**Mus 311 Counterpoint** 3 hours

Study of and experience in writing in various imitative and non-imitative contrapuntal styles, with emphasis on 16th century counterpoint.

**Mus 314 Harmonic and Structural Analysis**  
3 hours

Thorough study of formal analysis, including the phrase unit, period, two and three-part song forms, developed ternary forms, sonata, symphony, concerto, etc. Prerequisite: Mus 213.



# COURSE DESCRIPTIONS

## Mus 320 Conducting 2 hours

Techniques of conducting, vocal and instrumental, including analysis of composition conducted. The class serves as a laboratory for singing and playing compositions conducted. Prerequisite: Mus 113, or consent of instructor.

## Mus 321 Instrumental Conducting and Literature 3 hours

Conducting techniques applied to instrumental music including work with transposition and score understanding. Opportunity to conduct instrumental ensembles. A survey of instrumental music literature.

## Mus 324 Choral Conducting and Literature 3 hours

Conducting techniques applied to choral music, including different styles and 20th century avant-garde. Opportunity to conduct choral ensembles. A survey of choral literature.

## Mus 332 String Class 1 hour

Preparatory training in the basic techniques of violin and viola playing. Consent of instructor.

## Mus 333 String Class 1 hour

Preparatory training in the basic techniques of cello and bass playing. Consent of instructor.

## Mus 340 Improvisation II 2 hours

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 240.

## Mus 341 Pedagogy Studies—Piano 2 hours

Study and evaluation of various methods of piano pedagogy for beginners through advanced students. Practical application of the methods is required.

## Mus 342 Pedagogy Studies—Voice 2 hours

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 in various languages in addition to methods of coordinating all elements in an artistic, musical manner.

## Mus 344 Brass Class II 1 hour

Continued study of the brass family, stressing good tone production and fingering techniques. Class serves as a laboratory to develop playing and theoretical knowledge of instruments.

## Mus 345 Woodwind Class II 1 hour

Continued study of the woodwind family, stressing good tone production and fingering techniques. Class serves as a laboratory to develop playing and theoretical knowledge of instruments.

## Mus 347 Instrumental Rehearsal Techniques and Literature 3 hours

Materials and techniques for organizing, developing and administering instrumental music ensembles. The philosophy and objectives of instrumental music study. Working with instruments in group settings with emphasis on brass, woodwind and percussion techniques.

## Mus 351 Accompanying 2 hours

Study of the skills required for successful accompanying of instrumentalists and vocalists. Practical application of the techniques required.

## Mus 360 Renaissance and Early Baroque Music 3 hours

This course is a historical study of the music of the late Medieval Period (14th century), the 15th and 16th century Renaissance, and the 17th century Baroque. Prerequisite: Mus 113 or consent of instructor.

## Mus 361 18th and 19th Century Music 3 hours

This course begins with the music of the late Baroque (Handel, J.S. Bach, and Vivaldi) and continues through the Romantic Era. Prerequisite: Mus 360 or consent of instructor.

## Mus 362 20th Century Music 3 hours

This course begins with Impressionism (Debussy) and continues through Post World War II Music to the present time. Prerequisite: Mus 361 or consent of instructor.

## Mus 363 Ethnic and World Music 3 hours

This course will explore the African-American musical traditions in the late 19th and 20th centuries, and music systems other than those of Western European-oriented cultures. The musics of Africa, Indonesia, India, South America, Japan, China, Korea, Eastern Europe, and the Mid-East are among those studied. Prerequisite: Mus 113 or consent of instructor.

## Mus 371 Music Fundamentals and Activities for the Elementary Teacher 3 hours

A study of music fundamentals relating to rhythm, melody, harmony and form. Students will develop skills in use of voice and classroom instruments. Discussions and demonstrations of ways to utilize music and music-related activities in an elementary classroom. (Transfer students must consult with the instructor.) Mus 371L must be taken concurrently.

## Mus 384 Choral Rehearsal Techniques and Literature 3 hours

Strategies for organizing, administering, training, rehearsing and performing with large to small choral ensembles. Program building, philosophy of music, techniques for evaluation and appropriate literature will also be explored.

## Mus 395 Band 1 hour

Participation in the Pep Band, Symphonic Band and Jazz Orchestra is open to juniors and seniors who pass the necessary test of ability. The class meets three hours each week. Opportunities also are offered for membership in small instrumental ensembles.

## Mus 397 Chorus 1 hour

Participation in the Concert Choir, Western Chamber Singers, and Western Jazz Choir. Open to juniors and seniors who pass the necessary test of ability. The class meets three hours per week.

## Mus 398 Music Theater 2 hours

Study, analysis, rehearsal, performance of operas, operettas and musicals from classics to modern works. Small works and excerpts from longer operas may be used. May be repeated to a maximum of six hours toward graduation. Prerequisite: consent of instructor.

## Mus 399 Special Studies 1-3 hours

## Mus 406 Special Individual Studies 1-15 hours

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 hours

Terms and hours to be arranged.

## Mus 408 Workshops 1-15 hours

Terms and hours to be arranged.

## Mus 409 Practicum 1-12 hours

Terms and hours to be arranged.

Field experience in areas other than public school teaching. Maximum of 12 hours.

## Mus 414 Composition and Arranging 2 hours

Composing and arranging music for large and small choirs, small instrumental combinations and children's vocal or instrumental groups. Includes analysis of published vocal and instrumental scores. Compositions and arrangements are performed and critiqued.



# COURSE DESCRIPTIONS

## **Mus 418    Advanced Composition    2 hours**

Selecting and developing projects in original composition for instruments and voices. Compositions will be performed and critiqued when practical. Formal analysis of published music for research purposes will be included as needed. Prerequisite: Mus 213 or consent of instructor.

## **Mus 421    Introductory Electronic Music Techniques    3 hours**

Basic means of creating electronic music, using the digital and analog equipment found in the college's electronic music studio. A survey of electronic music from its inception. MIDI techniques including use of the software products and music publishing.

## **Mus 422    Advanced Electronic Music Techniques    3 hours**

Composing with tape, synthesizer, and computer. Includes examination of selected electronic works. Prerequisite: Mus 421 or consent of instructor.

## **Mus 424    Vocal Literature    2 hours**

Study of classical solo and duet literature from Renaissance lute songs through the twentieth century.

## **Mus 425    Keyboard Literature    2 hours**

An overview of keyboard literature from Baroque, Classical, Romantic and Twentieth Century periods. Activities include listening, study of style, performance practices and score identification.

## **Mus 440    Improvisation III    2 hours**

The study and practice of varied improvisatory idioms and materials, including free and structured improvisation and non-functional tonality. Emphasis on performance of original compositions in a small-group setting. Prerequisite: Mus 240.

## **Mus 455    Lyric Diction    2 hours**

Essentials of diction for singers in English, Italian, German and French using I.P.A. symbols.

## **GRADUATE COURSES**

### **Mus 506M    Special Individual Studies    1-3 hours**

This course is designed for graduate advanced individual study under the guidance of a designated faculty member.

### **Mus 507M    Seminar    1-15 hours** Terms and hours to be arranged.

### **Mus 508M    Workshop    1-15 hours** Terms and hours to be arranged.

## **Mus 515M    Arranging    2 hours**

Independent study of texts on choral arranging, with analysis of vocal and instrumental scores. Students will make sample arrangements for the various media studies. Insofar as possible, arrangements will be performed and criticized on the basis of their practicability and accuracy.

## **Mus 520M    Arranging and Compositional Studies    3 hours**

Students will develop skills in arranging music and composing music based on models provided in class. Compositions and arrangements both old and new will be analyzed. Students then demonstrate a grasp of the styles studied through their own assigned and contracted compositions and arrangements. Reading and reports on texts and articles relating to the writing techniques of traditional, 20th-century and avant garde are encouraged. All compositions and arrangements will be performed and critiqued based on their performability, musicality and accuracy of notation.

## **Mus 521M    Analytical and Compositional Studies    2 hours**

Students will examine and analyze musical literature illustrating stylistic techniques. Grasp of style demonstrated by sample compositions. Reading and reports on texts and articles relating to writing techniques of traditional, 20th-century and avant garde music.

## **Mus 527M    Computer Applications in Music    3 hours**

Exploration and use of the microcomputer for CAI and management in music, word processing, database, spreadsheets, MIDI and music software, including music sequencing on a digital keyboard computer.

## **Mus 532M    Advanced Instrumental Literature    2 hours**

Advanced survey and analytical study of music literature for the wind ensemble and symphonic band. Research procedures for analysis and selection of instrumental music. Psychology of music programming. Study of stylistic periods of wind ensemble and symphonic band and evaluation of new music for wind ensemble and symphonic band.

## **Mus 534M    Advanced Choral Literature    2 hours**

An in-depth focus upon more difficult and complex choral literature for mixed (SATB) voices, with and without accompaniment.

## **Mus 550M    Music History and Literature    3 hours**

Study projects of selected representative composers from different musical eras. Emphasis on acquisition of competency in identifying stylistic traits peculiar to each style studied and their relationship to other periods, and on developing a sensitivity for aesthetic values and a basis for value judgments. (Specific content determined by placement examination.)

## **Mus 551M    Music History and Literature    2 hours**

Individual projects in Music History / Musicology. Prerequisite: Mus 550 or consent of instructor.

## **Mus 570M    Advanced Conducting and Literature    3 hours**

Problems and techniques in choral and instrumental conducting. Preparation of repertoire and proper interpretation of music of all periods. Emphasis on problems and solutions in contemporary music. Challenging new literature for band, chorus, and combined ensembles, including evaluation.

## **Mus 571M    Conducting    2 hours each**

Problems and techniques in choral or instrumental conducting. Preparation of repertoire and proper interpretation of music from various periods. Emphasis on problems of contemporary music. (Specific content determined by placement examination.)

## **Mus 595M    Concert Band    1 hour**

Participation in Concert Band: Open to graduate students who pass the necessary test of ability. Class meets 3 hours per week. Emphasis on band ensemble techniques, musical style, interpretation, and the historical and educational importance of the literature.

## **Mus 597M    Concert Choir    1 hour**

Participation in Concert Choir: Open to graduate students who pass the necessary test of ability. Emphasis on choral technique, musical style, interpretation, and the historical and educational importance of the literature. Class meets 3-5 hours per week.

## **Mus 700    (p)    In-Service Education**



# COURSE DESCRIPTIONS

## Music Performance

Students who register for private lessons will be required to attend a 50 minute seminar every other week in addition to their regular lesson time. See instructor for further details.

### LOWER-DIVISION COURSES

#### MuP 171-192 Performance Studies 2-4 hours each term

Individual instruction in voice, keyboard, wind, string and percussion instruments. First level of lower-division study. Consent of instructor required.

MuP 171	Piano
MuP 172	Harpsichord
MuP 173	Organ
MuP 174	Voice
MuP 175	Violin
MuP 176	Viola
MuP 177	Cello
MuP 178	Bass
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	Miscellaneous

#### MuP 271-292 Performance Studies 2-4 hours each term

Second level of lower-division study. For details see MuP 171-192. Consent of instructor required. Prerequisite: proficiency required for satisfactory completion of instruction at the level of MuP 171-192.

### UPPER-DIVISION COURSES

#### MuP 341-362 Performance Studies 2-4 hours each term

Upper-division study for students who have not passed the jury audition required for MuP 371-92. Consent of instructor required.

MuP 341	Piano
MuP 342	Harpsichord
MuP 343	Organ
MuP 344	Voice
MuP 345	Violin
MuP 346	Viola
MuP 347	Cello
MuP 348	Bass
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	Miscellaneous

#### MuP 371-392 Performance Studies 2-4 hours each term

First level of upper-division study for qualified students. For details, see MuP 171-192. Consent of instructor and jury auditions required.

#### MuP 471-492 Performance Studies 2-4 hours each term

Advanced level of upper-division study for qualified students. For details, see MuP 171-192. Consent of instructor and jury audition required.

### GRADUATE COURSES

#### MuP 541M-562M Performance Studies 1-2 hours each term

Individual instruction at the graduate level. Consent of instructor required. For details, see MuP 341-362.

## Theater Arts

### LOWER-DIVISION COURSES

#### TA 110 Introduction to the Theater Arts 3 hours

An introductory study of the theater arts including general theater history, play analysis, production evaluation and a basic understanding of the way in which the technical theater areas are related to production. Field trips to view productions will be encouraged.

#### TA 199 Special Studies Terms and hours to be arranged.

#### TA 210 Oral Expression Through Theater 3 hours

Experience in stage diction. Concentrated study of speaking skills for use on the stage.

#### TA 240 Creative Drama for Elementary Teachers 3 hours

Creative dramatics leadership principles that apply to the elementary classroom. Techniques of employing the child's native aptitude.

#### TA 244 Technical Theater: Scenecraft 3 hours

Lecture, reading and discussion in the basic principles and process of theatrical scenecraft, with suitable opportunity for practical applications.

#### TA 245 Technical Theater: Lighting 3 hours

Lecture, reading and discussion in the basic principles and process of theatrical lighting, with suitable opportunity for practical application.

#### TA 246 Technical Theater: Costuming 3 hours

Lecture, reading and discussion in the basic principles and process of theatrical costuming and design with suitable opportunity for practical application.

#### TA 250 Basic Movement and Vocal Development for the Theater 3 hours

Basic movement and voice training for the actor. Theory and practical application through body and vocal exercise.

#### TA 251 Elements of Acting 3 hours

Concentration in the process of creating stage character. This course will deal with theory as well as practical performance exercises. Prerequisite: TA 250 or consent of instructor.

#### TA 252 Technical Theater: Makeup 3 hours

Basic principles and processes of theatrical makeup, including demonstrations and daily practice in application.

#### TA 253 Production Workshop 1-3 hours 3 hours maximum

Application of principles of acting and dramatic production. Credit available for students working on scheduled theater productions. Limit of 1 hour credit per term, except with consent of instructor. By consent of instructor only.

### UPPER-DIVISION AND GRADUATE COURSES

#### TA 301, 302, 303 History of the Theater 3 hours each term

A study of dramatic literature, performance and criticism in the historical perspective. 301, beginnings to 1650; 302, 1650-1850; 303, 1850 to present.



## COURSE DESCRIPTIONS

### TA 308 History of Fashion 3 hours

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 330 Script Writing 3 hours

The course will concentrate 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. Opportunity will be given to perform and critique what is written in class as part of the ongoing process of script writing.

### TA 347 Theater Graphics and Beginning Scene Design 3 hours

Basic principles of theatre graphics and beginning scene design. Prerequisites: TA 244 or consent of instructor.

### TA 350 Advanced Creative Dramatics: Puppetry 3 hours

A study of special dramatic techniques and literature for a practical approach to producing puppet plays with children in grades 3-8.

### TA 353 Advanced Production Workshop 1-3 hours

To provide students with upper division credit for participating in acting and technical work for the theater program. By consent of instructor only.

### TA 356 Theory of Acting 3 hours

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. Prerequisite: TA 250 and 251 or consent of instructor.

### TA 364 Play Direction 3 hours

Introduction to dramatic theories and techniques and their application to play direction. Sources of dramatic materials, choice of plays, casting and rehearsal. Prerequisites: TA 251 and consent of instructor.

### TA 375 Asian Theatre 3 hours

A survey of the history and literature of Asiatic Theatre with particular attention to India, Southeast Asia, China, Korea, and Japan.

### TA 390 Performance Studies in Acting 3 hours

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 399 Special Studies 1-3 hours

### TA 406 Special Individual Studies 1-15 hours Terms and hours to be arranged.

Designed for advanced individual study in some aspects of the theater arts. Prerequisite: consent of instructor.

### TA 407 Seminar 1-15 hours Terms and hours to be arranged.

Advanced study in seminar format of 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 408 Workshop 1-15 hours Terms and hours to be arranged.

### TA 409 Practicum 1-15 hours Terms and hours to be arranged.

### TA 414 Children's Theater 3 hours

The study of aesthetic and technical problems in producing theater for youth, including the history, philosophy and psychology and literature of children's theater.

### TA 421 American Theater 3 hours

A historical study of the major developments in the American theater from the Revolutionary War to the present.

### TA 427 Contemporary Theater 3 hours

A study of a selected number of the most recent available scripts and the most recent production developments in the contemporary theater.

### TA 434/534, 436/536 Advanced Theater Technology and Design 3 hours each term

Advanced work in the area of scene and lighting design (434/534): Prerequisite TA 244, 245, 347 or consent of instructor. Advanced work in the area of costuming (436/536): TA 246 or consent of instructor.





# COURSE DESCRIPTIONS

## TA 440 Theater Management 3 hours

A study of the problems and procedures involved in running the business affairs of a theater: The box office, house, publicity, ticket sales, supporting funds, budgeting.

## TA 444/544 Theory and Criticism of Theater Arts 3 hours

Comparative study of the major theories which have influenced theatrical practice in western civilizations from ancient times to the present.

## TA 457/557 Production Styles 3 hours

The study of the practical processes of directing by which plays are produced in the theater. 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: at least one course in acting and directing or consent of instructor.

## TA 506M Special Individual Studies 1-3 hours

Designed for graduate advanced individual study in some aspects of the theater arts. Prerequisite: consent of instructor.

## TA 507M Seminar 1-15 hours 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 508M Workshop 1-3 hours Terms and hours to be arranged.

## TA 509M Practicum 1-15 hours Terms and hours to be arranged.

## HUMANITIES

### English

#### LOWER-DIVISION COURSES

#### Eng 104, 105, 106 Types of World Literature 3 hours each term

A sequence in literary techniques and forms involving works in English and in translation. 104, fiction; 105, drama; 106, poetry.

#### Eng 107, 108, 109 Literature of the Western World 3 hours each term

A chronological survey of masterpieces in Western world literature from ancient times to the present. 107, Greek and Roman; 108, Medieval and Renaissance; 109, 18th century to the present.

#### Eng 110 Introduction to Language Study 3 hours

A study of such basic topics in language study as language acquisition, sociology of language, semantics and linguistic resources.

#### Eng 199 Special Studies Terms and hours to be arranged.

#### Eng 215 Basic Grammar 3 hours

A systematic and thorough survey of basic English grammar and usage, including terminology and traditional diagramming.

#### Eng 270 The Vocabulary of English 3 hours

The study of affixes, root words, derived forms, loan words, etymologies and definitions of words with the aim of increasing knowledge of basic English vocabulary processes.

#### UPPER-DIVISION AND GRADUATE COURSES

#### Eng 304 English Literature I 3 hours

A study of the major figures and works of English literature to 1660.

#### Eng 305 English Literature II 3 hours

A study of the major figures and works of English literature from 1660 to 1832.

#### Eng 306 English Literature III 3 hours

A study of the major figures and works of English literature from 1832 to the present.

#### Eng 307 American Literature I: Colonial-Romantic 3 hours

A study of major figures and works of American Literature from Colonial through Romantic.

#### Eng 308 American Literature II: Realism-Modern 3 hours

A study of major figures and works of American literature from Realism through early Modern.

#### Eng 309 American Literature III: Postmodern (1930) to present 3 hours

A study of major figures and works of American literature from Postmodern (1930) through the present.

#### Eng 310 Nature of the English Language 3 hours

Introduction to the sounds and forms of English (phonology, morphology and syntax) and their applications in the teaching of English. Prerequisite: Eng 215 or consent of instructor.

#### Eng 315 Approaches to Literature 3 hours

A study of contemporary critical approaches to literature. Written and oral reports on specific literary works.

#### Eng 318 The Bible as Literature 3 hours

A study of the representative literary forms, events and figures of the Old and New Testaments of the English Bible, with emphasis on their importance to the subsequent development of the literary and philosophical traditions of the Western world.

#### Eng 345 Shakespeare 3 hours

A study of selected major works of Shakespeare.

#### Eng 351 The Short Story 3 hours

The short story in English and translation from the mid-19th century to the present.

#### Eng 356 Studies in Poetry 3 hours

A study of selected poetic forms, conventions and movements to 1900. Specific focus will be identified in each year's schedule of classes.

#### Eng 360 Studies in Drama 3 hours

A study of selected dramatic forms and movements to 1900. Specific focus will be identified in each year's schedule of classes.

#### Eng 366 Studies in the Novel 3 hours

A study of the novel to 1900 emphasizing historical development as well as forms, subject matter and conventions. Specific focus will be identified in each year's schedule of classes.

#### Eng 385 Introduction to Folklore 3 hours

An introduction to the major types of folklore and oral tradition (ballads, folk tales, superstitions, etc.), with particular emphasis on Anglo-American materials.

#### Eng 387 Studies in Mythology 3 hours

An introduction to the materials and tools of mythic studies. Specific subjects, such as Greco-Roman myth, Norse myth, modern myth-makers or ancient Near East mythology will be announced in the official Schedule of Classes. May be taken twice if subject is not repeated.



# COURSE DESCRIPTIONS

## Eng 399 Special Studies 3 hours

### Eng 406 Special Individual Studies 1-15 hours Terms and hours to be arranged.

Individual or special studies in a limited area of interest under the guidance of a designated faculty member. Consent of instructor required.

### Eng 407/507 Seminar 1-3 hours Terms and hours to be arranged.

### Eng 436/536 Advanced Shakespeare 3 hours

An intensive study of the sources, backgrounds and texts of a selected few of Shakespeare's plays. Prerequisite: Eng 345 or consent of instructor.

### Eng 445/545 Women Writers 3 hours

A study of women writers and their works. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated.

### Eng 447/547 The Study of Major Figures in Literature 3 hours

An in-depth study of a major writer and his works. This course may be taken twice if content is not repeated.

### Eng 456 Form and Meaning in Film 3 hours

A study of the distinctive aspects of film as an art and communication form, as embodied in the theory and practice of filmmakers and scholars.

### Eng 457/557 Modern Poetry 3 hours

A study of 20th century poetry and poets.

### Eng 463/563 Modern Drama 3 hours

The study of modern dramatic literature from Ibsen to the present, focusing on the works of major playwrights, those who have shaped and influenced the nature of current theater.

### Eng 468/568 The Modern Novel 3 hours

The modern novel with concentration in both Anglo-American and Continental works.

### Eng 470/570 Modern American Usage 3 hours

An examination of current American usage and the question of standard dialect based on modern studies in linguistics. The relationship between grammar and usage is examined to help the student and the prospective teacher. Prerequisite: Eng 110, 270, or 310.

## Eng 475 Studies in Folklore 3 hours

An in-depth examination of one specific type of folklore (e.g., ballad and folk song; folk art; legend and folk tale; etc.) or approach to folklore study (e.g., children's folklore; occupational folklore; folklore of the Pacific Northwest; etc.) with emphasis upon the role of folklore in the total study of culture. May be taken twice if content is not repeated. Prerequisite: Eng 385 or consent of instructor.

### Eng 484/584 Comedy 3 hours

Comedies and the comic concept in Western literature.

### Eng 485/585 Tragedy 3 hours

An analysis of tragedy and the tragic vision in a range of literary works.

### Eng 486/586 Satire 3 hours

An analysis of satire and its literary forms.

### Eng 490 History of the English Language 3 hours

Origins and development of the English language from its beginnings to the present day. Prerequisite: Eng 110, 270, or 310.

### Eng 492 The Structure of the English Language 3 hours

A study of English grammar according to traditional, structural and transformational linguistic theories, with attention paid to practical application of those theories. Prerequisite: Eng 310 or consent of instructor.

### Eng 506M Special Individual Studies 1-15 hours Terms and hours to be arranged.

To provide graduate students the opportunity to study a special or individual area of interest under the guidance of a designated faculty member. Consent of instructor required.

### Eng 510M Theories of Grammar 3 hours

A survey of grammatical systems (traditional, structural, phrase structure, transformational, case).

### Eng 515M Applied Linguistics for Teachers 3 hours

Application of principles of the scientific study of language to areas that would be of interest to teachers, including pronunciation, grammar, dialect, spelling, vocabulary development and English as a second language. No prerequisites.

### Eng 520M Studies in Literary Eras 3 hours

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 524M British Literature 3-6 hours

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 526M American Literature 3-hours

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 528M Continental Literature 3-hours

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 531M Major Theories of Literary Criticism 3 hours

The history, principles and practice of various aspects of literary criticism. Prerequisite: 15 hours of literature or consent of instructor.

### Eng 599M Syntax and Semantics 3 hours

Advanced study of syntax, semantics and pragmatics. Prerequisite: Eng 310.

## French

(All courses conducted in French)

### LOWER-DIVISION COURSES

#### Fr 101, 102, 103 First Year French 4 hours each term

Open to any student who wishes to begin the study of French. This course allows the student to acquire experience systematically in speaking, reading, and writing in French, including practice in French in small groups with assistants and individual work with audio cassettes, video cassettes and computer assisted learning lab.

#### Fr 199 Special Studies 1-15 hours Terms and hours to be arranged.

#### Fr 201, 202, 203 Second Year French 4 hours each term

For all students who wish to improve their ability to speak and understand French. Emphasis is on conversation; reading and discussion of modern writers of short stories, magazine and newspaper articles; practice in writing; and continued study of the structure of the French language. Individual work with audio and video cassettes, computer drills (Apple and MSDOS hardware), and satellite broadcasts from Quebec and France. Prerequisite: Fr 103 or two years of high school French.



# COURSE DESCRIPTIONS

## UPPER-DIVISION COURSES

**Fr 301, 302, 303 Intermediate French Composition and Conversation** 4 hours each term

Intensive practice in speaking and writing the language. Oral reports and writing of original compositions. Reading includes selections of newspaper articles, short stories, etc. Prerequisite: Fr 203 or equivalent.

**Fr 311, 312, 313 Introduction to French Literature** 3 hours each term

An initiation to the study of French literature; an overview from the medieval to modern periods with the reading of selected major literary works. Prerequisite: first- and second-year level French or equivalent. Freshman English literature sequence or Eng 315 highly recommended.

**Fr 331 French Pronunciation and Phonetics** 3 hours

A thorough study of the sound system of French, with individual attention to each student's difficulties. Prerequisite: two years of college level French or equivalent. Offered in alternate years. Second-year students admitted with consent of instructor.

**Fr 399 Special Studies** 3 hours

**Fr 401, 402, 403 Advanced French Composition and Conversation** 3 hours each term

Systematic review of functional grammar and extensive practice in composition and conversation. Special attention given to idioms. Conducted in French. Prerequisite Fr 316 or equivalent.

**Fr 405 Reading and Conference** 1-6 hours  
Terms and hours to be arranged.

Credit for Fr 405 and 407, singly or combined, may not exceed six hours.

**Fr 407 Seminar** 1-6 hours  
Terms and hours to be arranged.

Credit for Fr 405 and 407, singly or combined, may not exceed six hours.

**Fr 411 French Literature I: Medieval and Renaissance**

**Fr 412 French Literature II: Neo-Classical and Age of Enlightenment**

**Fr 413 French Literature III: The Modern Period: Revolution to Present** 3 hours each term

A study of French Literature: an overview from the medieval to modern periods with the reading of selected major literary works. Prerequisite: Eng 315 and third-year French or equivalent.

**Fr 416 Language Teaching Practicum** 2 hours each term Maximum of 6 hours

Practice as a teaching assistant in the instructional processes and the administration of the first-year French courses. This course will give students an early beginning in their careers as professional educators and provide an opportunity to work as assistants in a regularly scheduled language classroom. Prerequisite: consent of instructor.

**Fr 423 Studies in French Literature: Medieval to Renaissance** 3 hours

Major writers of the period, including study of the three principal medieval narrative genres: epic, romance, allegory of love. Introduction to Renaissance and Baroque poetry. Analysis of works from the perspective of modern criticism. Conducted in French. Prerequisite: Three years of college-level French or equivalent.

**Fr 424 Studies in French Literature: Classical to Age of Enlightenment** 3 hours

Study of selected novels and plays of 17th and 18th centuries, including Corneille, Racine, Moliere, Voltaire, Diderot and Rousseau. Special attention to the evolution of literary genres of novel and theater. Perspective of modern criticism. Conducted in French. Prerequisite: Three years of college-level French or equivalent.

**Fr 429 French Culture and Civilization** 3 hours

Intellectual, political, artistic and historical aspects of France. Prerequisite: three years of college level French or consent of instructor.

**Fr 430 French Culture and Civilization** 3 hours

Contemporary French culture that highlights the basic similarities and fundamental differences in French and American attitudes, perceptions and social proprieties. Prerequisite: three years of college level French or consent of instructor.

**Fr 480 History and Structure of the French Language** 3 hours

A study of the historical development and present day structure of the French language. Emphasis on comparing and contrasting the grammars of English and French.

## GRADUATE COURSES

**Fr 506M Special Individual Studies** 1-15 hours  
Terms and hours to be arranged.

**Fr 523M Studies in French Literature: The Early Periods** 3 hours

A study of a period, narrative genre, or major figure in Medieval and/or Renaissance French literature. Analysis of the works from the perspective of modern criticism. May be taken twice if subject matter is not repeated.

**Fr 524M Studies in French Literature: The Modern Periods** 3 hours

A study of a period, genre, or major figure from the end of the Ancien Regime to the present. Analysis of the works from the perspective of modern criticism. May be taken twice if content is not repeated.

## German

### LOWER-DIVISION COURSES

**GL 101, 102, 103 First Year German** 4 hours each term

Acquisition of speaking, reading, and writing skills in German. Emphasis on practicing German in small groups, individual work with tapes and language learning through the use of film. Open to all students who wish to begin the study of German.

**GL 199 Special Studies** 1-15 hours  
Terms and hours to be arranged.

**GL 201, 202, 203 Second Year German** 4 hours each term

Emphasis on developing oral fluency and progressive development of writing skill. Complete grammar review. Open to all students who wish to improve their ability to speak and understand German. Prerequisite: GL 103 or equivalent.

**GL 221, 222, 223 Conversational German** 3 hours each term

Exercises in free speaking and emphasis on acquisition of active vocabulary. Topics chosen from a wide range of situations and current events. Summer term only.

**GL 229 Basic Writing in German** 3 hours

A systematic introduction to the writing of German prose focusing on simple grammatical structures and the orthography of German. First in a vertical series of writing courses (see GL 301). Prerequisite: one year of college German.

### UPPER-DIVISION AND GRADUATE COURSES (Conducted in German)

**GL 301 Intermediate Composition in German** 3 hours

Use of more complex grammatical structures in writing; compound tenses, passive voice, subjunctive mood; more specialized vocabulary. Prerequisite: two years of college-level German.

**GL 302 Intermediate Spoken German** 3 hours

Presentation of talks on both assigned and "free" topics. Practice in narration of stories and films and of extemporaneous speaking. Prerequisite: two years of college German.



# COURSE DESCRIPTIONS

## GL 303 Intermediate German Composition and Conversation 3 hours

Continued intensive practice in speaking and writing the language. Oral reports and writing of original compositions.

## GL 320 Business German 3 hours

Description and analysis of business terminology in German. Study of local business organization, operation and management. Introduction to the language of accounting, marketing, and economic matters in German-speaking countries. Prerequisite: Two years of college-level German or the equivalent.

## GL 331 German Pronunciation and Phonetics 3 hours

A thorough study of the sound system of German, with individual attention to each student's difficulties. Offered in alternate years.

## GL 340 Survey of German Culture and Civilization 3 hours

A historical, cultural and sociological background for the understanding of contemporary Germany and Austria.

## GL 341 Survey of German Culture and Civilization 3 hours

Focus on cultural aspects of modern Germany and Austria, their people, customs and institutions.

## GL 399 Special Studies 1-3 hours

## GL 406 Special Individual Studies Terms and hours to be arranged.

Individual study in German under the supervision of the instructional staff. Credit for GL 406 may not exceed six hours. Consent of instructor required.

## GL 411 German Literature I: Medieval to Classical 3 hours

Readings from representative German authors within the major genres of the medieval to the classical period. Prerequisite: third-year German and Eng 315 or equivalent.

## GL 412 German Literature II: Naturalism to the Present 3 hours

Readings from representative German, Austrian or Swiss authors within the major genres of Naturalism to the present. Prerequisite: third-year German and Eng 315 or equivalent.

## GL 416 Language Teaching Practicum 1-2 hours

Maximum of 6 hours

Practice as a teaching assistant in the instructional processes and the administration of the first or second-year language courses. This course will give students an early beginning in their careers as professional educators and provide an opportunity to work as assistants in a language laboratory. Prerequisite: consent of instructor.

## GL 423/523 Studies in German Language and Literature 2-6 hours

An in-depth study of a literary figure, literary genre, or other relevant activity related to the study of German language, literature, and modern Germany, as identified in each year's class schedule. Students may repeat the course and accumulate a maximum of 6 hours if the subject content is not repeated.

## GL 424, 425, 426 Advanced German Composition and Conversation 3 hours each term

Systematic review of functional grammar and extensive practice in composition and conversation. Special attention given to idiomatic phrases. Prerequisite: GL 303.

## GL 441 German Drama 3 hours

In-depth exposure to the dramatic works of 19th and 20th century Austrian, German and Swiss authors. Appreciation and understanding of those dramas and their time period. A representative number of dramas from Heinrich von Kleist to Peter Handke will be read and discussed in respect to life-styles, philosophies, social trends, ideologies, etc. of the 19th or 20th century. May be taken twice if content is not repeated.

## GL 481 History and Structure of German Language 3 hours

A study of the historical development and present day structure of the German language. Emphasis on comparing and contrasting the grammars of English and German.

## GL 507M Seminar 1-6 hours

An in-depth study of a literary figure, literary genre or other relevant activity related to the German language.

## GL 524M, 525M German Stylistics 3 hours each

A study of spoken and written German, with special emphasis on syntax, style, structure and elements that characterize the style of a writer, a period or a movement.

## Humanities

### LOWER-DIVISION COURSE

#### Hum 199 Special Studies 1-15 hours Terms and hours to be arranged.

### UPPER-DIVISION AND GRADUATE COURSES

#### Hum 306 Special Studies in Humanities 3 hours

One of a variety of topics in the humanities as announced in the schedule of classes. The course may be taken twice if content is not repeated.

#### Hum 399 Special Studies 3 hours

#### Hum 406 Special Individual Studies 1-6 hours 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 Seminar 1-15 hours Terms and hours to be arranged.

#### Hum 408 Workshop 2-3 hours

#### Hum 409/509 Internship 1-12 hours Terms and hours to be arranged.

Supervised practical experience in a Humanities discipline, with supervision from a Humanities faculty member as appropriate (e.g., in the "Philosophy for Children" program, as a writer for an ad agency, as a master of ceremonies for a club's program).

#### Hum 503M Thesis 3-9 hours

#### Hum 506M Special Individual Studies 1-6 hours 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 507M Seminar 1-15 hours Terms and hours to be arranged.

#### Hum 508M Workshop 2-3 hours





# COURSE DESCRIPTIONS

## Hum 533M Philosophy in the Classroom 1-6 hours

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 534M Project in Philosophy in the Classroom 1-3 hours

Follow-up project to Hum 533, to be taken in conjunction with that course or with special permission of the instructor.

## Hum 700 (p) In-Service Education

## Japanese

### LOWER-DIVISION COURSES

#### Jpn 101, 102, 103 First Year Japanese 4 hours each

Pronunciation, reading, writing and conversation. Emphasis on grammatical patterns and the presentation of characters and the syllabary. Individual work with tapes.

#### Jpn 199 Special Studies 1-15 hours Terms and hours to be arranged.

#### Jpn 201, 202, 203 Second Year Japanese 4 hours each

Further development of hearing comprehension, speaking, reading, writing skills, vocabulary building and grammar review. Individual work with tapes. Prerequisite: Jpn 103 or equivalent.

### UPPER-DIVISION COURSES

#### Jpn 314, 315, 316 Third Year Japanese 3 hours each

Students will learn to comprehend spoken Japanese, demonstrate their speaking skills, write and read additional Chinese characters used in Japan, write compositions in the language, and demonstrate knowledge of Japanese culture through discussion and writing.

#### Jpn 340 Japanese Culture and Civilization I 3 hours

An overview of traditional and contemporary Japanese culture and civilization. The course is taught in Japanese and requires the completion of Third Year Japanese courses. The course can be applied to the International Studies and Japanese minor.

#### Jpn 341 Japanese Culture and Civilization II 3 hours

The second segment of an overview of traditional and contemporary Japanese culture and civilization. The course is taught in Japanese and requires the completion of Third Year Japanese courses. The course can be applied to the International Studies and Japanese minor.

## Journalism

### LOWER-DIVISION COURSES

#### J 211 Introduction to Mass Communication 3 hours

Introduction to the elements of modern mass communications, both printed and electronic; history, scope, philosophy and techniques of the various media, as well as their relevance to modern society. Taught concurrently as SP 211.

#### J 212 Reporting 3 hours

Basic training in news writing and reporting, with emphasis on accuracy, clarity and objectivity of writing.

#### J 213 Copy Editing and Makeup 3 hours

Instruction in the fundamentals of copy editing, headline writing, proof reading and makeup; study of technical processes as they affect copy preparation.

#### J 215 Journalism Projects 1-3 hours

Maximum of 6 hours  
Application of journalistic techniques and principles through work on student publications.

### UPPER-DIVISION AND GRADUATE COURSES

#### J 311 Advanced Journalistic Writing 3 hours

The course is designed to develop students' skills in particularly specialized writing: features, interviews; book, play and music reviews; editorial writing, in-depth reporting, business and technical reporting, political and judicial reporting, investigative reporting, and writing for broadcast media.

## Philosophy

### LOWER-DIVISION COURSES

#### Phl 199 Special Studies 1-15 hours Terms and hours to be arranged.

#### Phl 201 Introduction to Philosophy: Being and Knowing 3 hours

An introduction to philosophical reflection on the fundamental nature of reality, on our knowledge of it, and on the justification of that knowledge.

#### Phl 202 Introduction to Philosophy: Personal Morality and Social Justice 3 hours

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 207H, 208H, 209H Philosophy in the Western World 3 hours 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 Western's Honor's Program.

#### Phl 231 Introduction to Formal Reasoning 3 hours

Introduction to principles and techniques of deductive reasoning, their analysis and applications, including applications within computer technology.

#### Phl 232 Introduction to Non-Formal Reasoning 3 hours

Introduction to analysis and evaluation of techniques of reasoning used in every day problem solving, judgment and decision-making.

#### Phl 281 Ethics 3 hours

Introduction to the broad issues and perplexing problems in moral philosophy, together with ethical theories that indicate how these issues and problems should be handled. Special attention given to the problem of justifying moral beliefs in a pluralistic context.

#### Phl 282 Philosophy of Art 3 hours

Introduction to theories of beauty and art and interpretations of the meaning and value of aesthetic experience.

#### Phl 283 Philosophy of Religion 3 hours

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.

### UPPER-DIVISION AND GRADUATE COURSES

Three to six hours of lower division philosophy recommended as background.

#### Phl 311 Ancient Philosophy 3 hours

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 hours

History of European philosophy of the Medieval and Renaissance periods.



# COURSE DESCRIPTIONS

**Phl 314 Modern European Philosophy**  
3 hours

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 hours

Principal philosophical figures and movements of 20th century philosophy in America and Europe. May include pragmatism, analytic philosophy, existentialism, phenomenology, structuralism, Marxism. May be taken twice for credit if content is not repeated.

**Phl 335 Social and Political Philosophy**  
3 hours

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 351 Physics and Consciousness** 3 hours

An exploration of philosophical issues raised by recent developments in physics, and by attempts to interpret physics, especially as these bear upon the nature of consciousness. Topics may include: observer participancy, the "Big Bang," the Anthropic Principle, Chaos Theory, etc.

**Phl 353 Philosophy of Psychology** 3 hours

Exploration of philosophical issues in human psychology and psychotherapy, relating to basic concepts, fundamental assumptions, and recent developments. Topics may include: phenomenological psychology, existential psychotherapy, etc.

**Phl 355 Philosophy of Holistic Health**  
3 hours

A review of recent findings and theories regarding the mind-body relationship in health and illness, and an exploration of philosophical questions regarding the nature of embodied consciousness, values and meaning, as these relate to our understanding of health and illness. Topics may include: the nature of the emotions, of stress, the physiologic relevance of relaxation, visualization and meditation techniques, etc.

**Phl 399 Special Studies** 1-15 hours  
Terms and hours to be arranged.

**Phl 406 Special Individual Studies**  
1-15 hours

Terms and hours to be arranged.

Individual or special studies in a specific area of interest, under the guidance of a designated faculty member. Credit for Phl 406 and 407, singly or combined, may not exceed six hours.

**Phl 407 Seminar** 1-15 hours  
Terms and hours to be arranged.

Credit for Phl 406 and 407, singly or combined, may not exceed six hours.

**Phl 411 Philosophy and Literature**  
3 hours

Reflection upon the search for meaning in the modern world as it is mirrored by developments in both philosophy and literature. A survey of major philosophical and literary works for the purpose of investigating the relations between literary form and philosophical meaning.

**Phl 433/533 Philosophy for Children**  
3 hours

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. Prerequisite: Consent of instructor. Course may be retaken up to a maximum of 9 hours if content is not repeated. Limit of 20 students.

**Phl 446 Philosophy and Contemporary Education** 3 hours

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 507M Seminar** 3 hours

One of a variety of topics in philosophy as announced in the schedule of classes.

## Religion

### LOWER-DIVISION COURSES

**R 201 Introduction to the World's Religions: Eastern** 3 hours

An introduction to the major religions of the Far East: Confucianism, Taoism, Hinduism and the Buddhism of India, Tibet and Japan (Zen).

**R 204 Introduction to the World's Religions: Western** 3 hours

An introduction to the major religions of the West: Judaism, Christianity, and Islam.

### UPPER-DIVISION AND GRADUATE COURSES

**R 315 Interpreting Religious Phenomena**  
3 hours

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. R 201, or R 204 or equivalent, recommended as background.

**R 399 Special Studies** 1-15 hours  
Terms and hours to be arranged.

**R 460/560 Comparative Religion** 3 hours

A study and comparison of the great religions of the world. R 201 and R 204, or equivalent recommended as background.

## Spanish

### LOWER-DIVISION COURSES

**Span 101, 102, 103 First Year Spanish**  
4 hours each term

Open to any student who wishes to begin the study of Spanish. This course allows the student to acquire experience systematically in speaking, reading, and writing in Spanish, including practice in conversational Spanish in small groups with assistants and individual work with cassettes.

**Span 199 Special Studies** 1-15 hours  
Terms and hours to be arranged.

**Span 201, 202, 203 Second Year Spanish**  
4 hours each term

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. Prerequisite: Span 103 or two years of high school Spanish.

### UPPER-DIVISION COURSES

**Span 301, 302, 303 Intermediate Spanish Composition and Conversation**  
4 hours each term

Intensive practice in speaking and writing the language. Oral reports and writing of original compositions. Reading includes selections of newspaper articles, short stories, and the like. Conducted in Spanish. Prerequisite: Span 203, or equivalent.

**Span 338 Hispanic Culture and Civilization: Spain** 3 hours

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.



# COURSE DESCRIPTIONS

## Span 339 Hispanic Culture and Civilization: Latin America 3 hours

A cultural survey of Latin America, including geography, history, politics, economics, religion and contemporary civilization. Conducted in Spanish. Prerequisite: two years of college Spanish or equivalent. Recommended: Span 301, 302, 303.

## Span 350 Spanish Pronunciation and Phonetics 3 hours

A thorough study of the sound system of Spanish, with individual attention to each student's difficulties. Prerequisite: two years of college Spanish or equivalent.

## Span 361 Hispanic Poetry 3 hours

An 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 315.

## Span 362 Hispanic Drama 3 hours

An 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 315.

## Span 363 Hispanic Novel 3 hours

An introduction to careful 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 315.

## Span 370,371 Introduction to Latin American Literature 3 hours each term

An 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. Prerequisites: Span 203 or equivalent. Highly recommended: Span 301, 302, 303 and Eng 315.

## Span 380 Applied Linguistics: Spanish 3 hours

The application of linguistic science in the foreign language classroom. Emphasis on comparing and contrasting the sound systems and the grammars of English and Spanish. Recommended: Span 350

## Span 399 Special Studies 1-3 hours

### Span 401, 402, 403 Advanced Spanish Composition and Conversation 3 hours each term

Systematic review of functional grammar and extensive practice in composition and conversation. Special attention given to idioms. Conducted in Spanish. Prerequisite: Span 303 or equivalent.

### Span 405 Reading and Conference 1-6 hours

Terms and hours to be arranged. Credit for Span 405 and 407, singly or combined, may not exceed six hours.

### Span 407 Seminar 3-6 hours

Terms and hours to be arranged. Credit for Span 405 and 407, singly or combined, may not exceed six hours.

### Span 411 Spanish Literature I: Medieval 3 hours

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 hours

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 hours

An in-depth study of the 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 hours

An in-depth study of major literary works of the 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 hours

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 hours each term Maximum of 6 hours

Practice as a teaching assistant in the instructional processes and the administration of the first-year courses. This course will give students an early beginning in their careers as professional educators and provide an opportunity to work as assistants in a regularly scheduled language classroom. Prerequisite: consent of instructor.

## Span 441, 442, 443 Twentieth Century Latin American Literature 3 hours each term

Contemporary Spanish-American literature: prose, poetry and drama. Conducted in Spanish. Prerequisite: Span 303. Highly recommended: Span 370 and 371.

## Span 480 History of the Spanish Language 3 hours

A survey of the linguistic development of the Spanish language from Latin to Old Spanish to Modern Spanish. Conducted in Spanish. Prerequisites: Span 303 and 350.

## Span 490 Studies in Spanish Literature 3 hours

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 hours

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.

## Speech

### LOWER-DIVISION COURSES

#### Sp 111 Fundamentals of Speech 3 hours

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

#### Sp 112 Interpersonal Speech Communication 3 hours

Practical approaches to developing effective interpersonal speech communication skills: listening, message construction and interpretation, and nonverbal communication in dyadic and small group communication settings. No prerequisite.



# COURSE DESCRIPTIONS

## Sp 120 Communicative Voice and Articulation 3 hours

Instruction and practice in the principles of breathing, tone production, formation of speech sounds, and development of vocal effectiveness.

## Sp 199 Special Studies 1-15 hours Terms and hours to be arranged.

## Sp 211 Introduction to Mass Communication 3 hours

Introduction to the elements of modern mass communications, both printed and electronic; history, scope, philosophy and techniques of the various media, as well as their relevance to modern society. Taught concurrently as J 211.

## Sp 236 Contemporary Issues in American Broadcasting 3 hours

Developing critical awareness of recent issues in television and radio broadcasting; social criticism, ethical problems, government regulation, minority interests, technological effects of the broadcasting industry on society; methods of criticizing the media.

## Sp 239 Oral Interpretation 3 hours

Emphasis is placed on the practical values and application of oral reading through the interpretation of prose, poetry and dramatic literature.

## Sp 270 Principles of Forensics 1-6 hours

Training and participation in debate, oratory and extempore speaking. Limit of 1 hour credit per term, except with consent of instructor. Prerequisite: Sp 111 or consent of instructor.

## Sp 271 Speech Communication Projects 1-3 hours

Training and participation in speech communication activities in the public setting. Terms and hours arranged with consent of instructor.

## UPPER-DIVISION COURSES

## Sp 321 Influencing Through Argument 3 hours

Concepts and processes of argumentation, cogency in oral communication, systems of logic, critical analysis of contemporary efforts to convince, construction and presentation of cases. Prerequisite: Sp 111.

## Sp 322 Persuasion 3 hours

Practical experience in preparing and communicating persuasive messages. Discussion of major theories of persuasion, audience analysis, message preparation and the ethics of persuasion.

## Sp 323 Group Discussion and Leadership 3 hours

Dynamics of discussion; group thinking and decision making; interpersonal relations; types of leadership and the application of discussion techniques in the classroom and society.

## Sp 324 Business and Professional Speaking 3 hours

This course will investigate 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.

## Sp 325 Intercultural Communication 3 hours

Defining the links between culture and communication; understanding American cultural patterns and the diversity of other cultural patterns; developing verbal and nonverbal skills necessary for effective intercultural communication.

## Sp 326 Communication and Controversy: Freedom of Speech in United States 3 hours

The study and critical assessment of major First Amendment issues and cases.

## Sp 330 Advanced Forensics 1-3 hours

Intensive training in competitive speaking. Limit of 1 hour credit per term, except with consent of instructor. Prerequisites: Sp 270 and/or consent of instructor.

## Sp 342 TV and the Viewer 3 hours

An exploration of the effects of TV programming on the viewer, an assessment of the factors influencing TV programming. Methods for the systematic criticism of entertainment, news and documentary programming will be stressed.

## Sp 343 Communication and Information Technology 3 hours

A study of the economic and social consequences of the "information age" including analyses of modern communications systems.

## Sp 350 Effective Listening 3 hours

The study of major theories, purposes and kinds of listening; misconceptions concerning listening; self-assessment of listening ability and practical application on improving listening effectiveness.

## Sp 399 Special Studies 3 hours

## Sp 406 Special Individual Studies 1-3 hours Terms and hours to be arranged.

## Sp 407 Seminar 1-6 hours Terms and hours to be arranged.

Six hours maximum apply to degree.

## Sp 408 Workshop 1-3 hours

## Sp 411 Speech Communication in the Secondary School 3 hours

Methods and material. Instruction in speech/drama practices and projects for the high school classroom and extracurricular program. Especially recommended for all teachers of language arts.

## Sp 412 The Criticism of Public Discourse 3 hours

Analysis and evaluation of speeches in their social settings; critical studies of invention, arrangement and style.

## Sp 413 Developing Oral Communication Skills in Children 3 hours

Oral communication at primary, intermediate and junior high school levels. Teacher's role in setting competencies, determining skills levels, and planning speech and listening activities to aid child's ability to communicate. Role playing, story telling, choral speaking, puppetry and discussion.

## Sp 426 Language of the Mass Media 3 hours

The uses of verbal and visual language in the popular media—motion pictures, television, radio, newspapers and magazines—both by direct study and analysis of the various media and by the study of the relevant scholarship and criticism.

## Sp 431 Nonverbal Communication 3 hours

Nonverbal aspects of human communication and how they relate to and affect spoken communication; discussion of significant research; students will design and carry out simple research projects.

## Sp 432 Rhetoric of Western Thought 3 hours

A historical survey of major theories of rhetoric from Aristotle to the present.

## Sp 439 Contemporary American Public Address Communication 3 hours

The criticism and evaluation of the rhetoric of 20th century American speakers and their relation to political, social and religious movements of their times.



# COURSE DESCRIPTIONS

## Writing

### LOWER-DIVISION COURSES

**Wr 115 Introduction to College Writing**  
3 hours

A writing course concentrating on sentence structure and idiomatic English as used in the context of paragraphs and whole essays. Does not count for Wr 121 requirement.

**Wr 121 English Composition: I** 3 hours

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

**Wr 135 English Composition** 3 hours

A basic course in expository prose emphasizing argumentative and analytical writing.

**Wr 222 English Composition: II** 3 hours

A writing course emphasizing logic and style in which students learn to recognize the quality of reasoning in their own and others' writing and to suit their own writing style to their intended purpose and audience. Prerequisite: Wr 121.

**Wr 224 The Research Paper** 3 hours

The writing of the literary research paper; required of all students in language arts teaching programs and of liberal arts English majors. Prerequisites: Wr 121 and sophomore standing.

**Wr 241 Introduction to Writing Fiction**  
3 hours

An introductory course in the techniques of writing fiction, with attention to development of critical appreciation of the art of writing.

**Wr 242 Introduction to Writing Poetry**  
3 hours

An introductory course in the technique of writing poetry, with attention to the development of critical appreciation of the art of writing.

### UPPER-DIVISION AND GRADUATE COURSES

**Wr 321 Business and Technical Communications** 3 hours

Practice in analysis and writing of the special forms common to business, industry and professions. Emphasis on the organization, form and style of technical reports, articles, abstracts, memoranda and correspondence. Prerequisites: Wr 121 and Wr 222 or equivalent, or consent of instructor.

**Wr 323 English Composition: III** 3 hours

A course in intermediate expository writing. Prerequisites: Wr 222 or Wr 224, and junior standing.

**Wr 341 Creative Writing** 3 hours

Study and writing of ONE of the following: poetry, non-fiction prose, fiction or drama. The focus of each section will be listed in the yearly schedule of classes.

**Wr 399 Special Studies** 3 hours

**Wr 409 Practicum** 1-3 hours  
Terms and hours to be arranged.

The theory and practice of critical analysis of student writing.

**Wr 414 Advanced Composition** 3 hours

Advanced instruction and practice in the principles of writing; required of all students who plan to teach English. Prerequisites: Wr 222 or Wr 224, and junior standing.

**Wr 430/530 The History of Composition and Rhetoric** 3 hours

A writing course incorporating the study of selected texts in the history of composition and rhetoric from Aristotle to Burke.

**Wr 440/540 Teaching of Writing** 3 hours

A writing course, dealing with current theories and practices in teaching writing in English Language Arts and other subject areas in the public school.

**Wr 441 Advanced Creative Writing**  
3 hours

Advanced study and writing of ONE of the following: poetry, non-fiction prose, fiction or drama. The focus of each section will be listed in the yearly schedule of classes.

**Wr 450 Writing for Publication** 3 hours

A survey of methods of publication and of markets for various kinds of writing. Theory and practice in manuscript preparation, manuscript form, proofreading and copy-right application. Submission of actual manuscript for publication.

**Wr 506M Special Individual Studies**  
1-6 hours

Individual or special writing instruction in a specific form of writing under the guidance of a designated faculty member.

**Wr 510M Forms of Expository Prose**  
3 hours

Intensive study and practice in analyzing and writing expository prose. Recommended for secondary teachers.

## NATURAL SCIENCES AND MATHEMATICS

## Biology

### LOWER-DIVISION COURSES

**Bi 101, 102, 103 General Biology**  
4 hours each term

The major concepts of biology: Bi 101 includes cell structure and function, energy transformations, ecology and biological diversity; Bi 102 considers anatomies and physiologies of plants and animals with emphasis on the human; Bi 103 deals with genetics, reproduction, development and evolution. This sequence is designed for students not intending to pursue further work in biological sciences. Three lectures, one two-hour laboratory period. Bi 101 is a prerequisite for both Bi 102 and 103; Bi 102 is not a prerequisite for Bi 103.

**Bi 211, 212, 213 Principles of Biology**  
4 hours each

An introduction to the science of biology, which includes 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. Passing grade in 211 required for admission to 212. Passing grade required in 212 for admission to 213.

**Bi 218 Elements of Microbiology** 3 hours

An introduction to the biology of microorganisms with emphasis on bacterial diseases of man, host responses, and methods of control. Designed for students in health programs. Not open for credit to biology majors. Two lectures plus two two-hour laboratory periods.

### UPPER-DIVISION AND GRADUATE COURSE

**Bi 311 Plant Growth and Propagation**  
4 hours.

Controlled experiments in the greenhouse and laboratory on such topics as seed dormancy and germination, flower initiation, propagation by leaf, stem and root cuttings, mineral requirements, and growth indoors under artificial lights. Two lectures and one four-hour laboratory. Not available to biology majors.

**Bi 312 Animal Behavior** 4 hours

A consideration of the basic problems in animal behavior, including ecological adaptations of behavioral patterns, mechanisms of behavior, social behavior and the nature and organization of animal societies. Three lectures, one two-hour laboratory. Prerequisite: Bi 101, 102, 103 or equivalent. Offered alternate years.



# COURSE DESCRIPTIONS

## Bi 317 Vertebrate Natural History 4 hours.

The classification, behavior, life history, and ecology of vertebrate animals that occur in Oregon. Groups included are the fresh water fishes, amphibians, reptiles, birds and mammals. Laboratory will emphasize identification and field studies. Two lectures, one three-hour laboratory and required field trips. Prerequisite: introductory biology sequence. Offered alternate years.

## Bi 321 Systematic Field Botany 4 hours

A course 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 and the use of taxonomic keys. Field collections are required and emphasize careful observation and records of ecological relations as plants are collected. Field trips are conducted during class periods. Two lectures plus two three-hour laboratory periods. No prerequisite, but Bi 102 or Bi 213 recommended.

## Bi 324, 325 Comparative Vertebrate Anatomy 4 hours each term

A comparative analysis of vertebrate morphology, emphasizing the study of organs and organ systems, and an introduction to the taxonomy, evolution and functional morphology of the vertebrates. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor. Offered alternate years.

## Bi 326 Vertebrate Embryology 4 hours

Development of the vertebrate body from fertilization through organogenesis; includes analyses of selected problems in morphogenesis, differentiation and growth. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor. Offered in alternate years.

## Bi 330 Plant Physiology 4 hours

An examination of the physiological processes and mechanisms involved in plant nutrition, photosynthesis, assimilation of organic and inorganic materials, energy balance, water requirements, growth factors and organismic control. Two lectures, two three-hour laboratory periods. Prerequisites: Bi 213 and Ch 223 or consent of instructor. Offered alternate years.

## Bi 331 General Microbiology 4 hours

Selected topics in the science of microbiology with emphasis on the structure, metabolism and genetics of procaryotes. Designed for the biology major. Not open for credit to Health majors. Two lectures and two three-hour laboratory periods. Prerequisites: Bi 213 and Ch 223 or consent of instructor.

## Bi 334, 335 Human Anatomy and Physiology 3 hours each term

An integrated treatment of the gross anatomy and mechanisms of human function. The course uses lectures, human cadaver laboratories, and physiological laboratories. Primarily for pre-professionals and health majors. (Biology majors are directed to Bi 324 and 434.) Two lectures, one three-hour laboratory period. Prerequisite: Bi 101 and 102. Bi 334 and 335 are to be taken in sequence.

## Bi 341 Genetics 3 hours

The 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 lectures. Prerequisites: Bi 102 and 103.

## Bi 357 General Ecology 4 hours

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 permission of instructor.

## Bi 361 Marine Biology: Invertebrate Animals of the Ocean Shore 4 hours

Designed primarily for the non-biology major, this course provides a survey of the animal phyla and classes in lecture, emphasizing their organizational levels. Laboratory time is divided between field trips to a variety of intertidal habitats and laboratory work on identification of specimens and a study of their behavior and ecological interrelationships. Two lectures, two three-hour laboratory periods. Prerequisites: Bi 101 and 103.

## Bi 370 Man and the Ecosystem 3 hours

An analysis of the precarious position of human society in the earth's ecosystem and the mans of seeking a more stable relationship. Does not substitute for Bi 357 in the biology major program. Two lectures, one three-hour laboratory including field work. Prerequisite: Bi 101 or equivalent.

## Bi 371 Structure of Seed Plants 4 hours

Morphology, anatomy and reproduction of seed plants. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor. Offered alternate years.

## Bi 388 Cell Biology 4 hours

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.

## Bi 406 Individual Study 1-15 hours Terms and hours to be arranged.

## Bi 407/507 Seminar 1-15 hours Terms and hours to be arranged.

## Bi 408 Workshop 1-9 hours

## Bi 409 Practicum 1-9 hours

## Bi 424 Human Dissection 2-5 hours

A study of the gross anatomy of the human body through the dissection of a cadaver. The exact number of credits will be negotiated on the basis of student goals. Prerequisite: upper division standing and permission of instructor.

## Bi 432 Immunology 4 hours

A course on immune mechanisms, including the nature of antigens, antibodies, and their interactions, the anatomy, cell biology, genetics, regulation and diseases of the mammalian immune system and the use of antibodies as tools in the clinical and research laboratory. Two lectures, two three-hour laboratories. Prerequisites: Bi 388 and one year of chemistry, or consent of instructor. Offered alternate years.

## Bi 434 Comparative Animal Physiology 4 hours

An introductory course designed to acquaint the student with the principles of body function in selected animals. The topics covered include cell, organ and total body function and chemical composition. Emphasis is placed on the mechanisms of homeostasis. Three lectures and one three-hour laboratory. Prerequisite: Bi 211 or consent of instructor.

## Bi 438 Human Histology 4 hours

The study of the minute structures of the human body and how they relate to cell, tissue, and organ structure and function. Two lectures and two three-hour laboratory periods. Prerequisites: Bi 211, 212 or consent of instructor.

## Bi 446 Evolution 3 hours

The historical development of evolutionary theory; genetic variability of populations; mechanisms of evolution; perspectives and generalizations developed from studies of fossils; evolution of human lineage. Prerequisite: Bi 341.



# COURSE DESCRIPTIONS

## Bi 451 Invertebrate Zoology 4 hours

Morphology and phylogeny of invertebrates with emphasis on marine forms. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor. Offered alternate years.

## Bi 458/558 Field Biology 3-4 hours

Systematics, life histories and field methods in selected areas of biology. Lecture, laboratory and field trips to be scheduled. Prerequisite: consent of instructor.

## Bi 465/565 Natural History of the Mushroom 3 hours

An introduction to the higher fungi with emphasis on the classification and identification of mushrooms growing in Western Oregon. Weekly field trips required. Offered alternate years. Prerequisite: Bi 101 or consent of instructor.

## Bi 471 Whales, Dolphins and Porpoises 3 hours

An overview of the biology of whales, porpoises and dolphins with an emphasis on the great whales. Major topics include: a survey of living species, feeding, locomotion, diving adaptations, nervous system, sound production and hearing, reproduction, exploitation by humans, and current developments in conservation. Three lectures. Prerequisite: Bi 101, 102, 103. Offered alternate years.

## Bi 474 Entomology 4 hours

Survey of the insect orders including a study of selected aspects of their morphology, life history, physiology and ecology. Some consideration of related arthropods. Two lectures, two three-hour laboratory periods. Prerequisite: Bi 213 or consent of instructor. Offered alternate years.

## Bi 475 Molecular Biology 4 hours

The 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. Three lectures and one three-hour lab. Prerequisites: Bi 388 and one year of chemistry or instructor's consent.

## Bi 506M Special Individual Studies 1-15 hours Terms and hours to be arranged.

## Bi 508M Workshop 1-15 hours Terms and hours to be arranged.

## Bi 509M Practicum 1-9 hours Terms and hours to be arranged.

## Bi 524M Human Dissection 2-5 hours

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. Prerequisite: graduate standing and permission of instructor.

## Bi 566M Edible/Poisonous Plants 3 hours

A study of the edible and poisonous plants of western Oregon and the surrounding area. Emphasis is placed on being able to recognize or identify through the use of keys the potentially edible and poisonous plants one is most likely to encounter in the field and in or near the home. Symptoms of poisoning and antidotes for such poisoning in both humans and other animals are discussed. The preparation and uses of various edible plants are also covered. Two hours lecture plus one three-hour laboratory. Prerequisite: Bi 321 or consent of instructor.

## Bi 588M Cell Biology 4 hours

A course in molecular cell biology which places emphasis on the study of the structure and function of cells and cell organelles using contemporary techniques of microscopy, tissue culture, centrifugation, electrophoresis, radioautography and DNA techniques. Three lectures and two three-hour laboratory periods. Prerequisites: Bi 388 or consent of instructor.

# Chemistry

## LOWER-DIVISION COURSES

### Ch 104, 105, 106 Introductory Chemistry 4 hours each term

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 three-hour laboratory. Prerequisite: high school algebra.

### Ch 221, 222, 223 General Chemistry 4 hours each term

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 100 equivalency and high school chemistry.

## UPPER-DIVISION AND GRADUATE COURSES

### Ch 310 Geochemistry 3 hours

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. Prerequisites: one year of college chemistry, G 351 or equivalent or consent of instructor.

## Ch 312 Quantitative Analysis 4 hours

A study of the fundamental principles of analytical chemistry. Laboratory work consists of standard titrimetric and gravimetric procedures. Two lectures and two laboratory periods. Prerequisite: Ch 223.

## Ch 313 Instrumental Analysis 4 hours

A study of the use of instrumental methods for quantitative determinations of unknown chemical samples. Two lectures and two laboratory periods. Prerequisite: Ch 312 or consent of instructor.

## Ch 334, 335, 336 Organic Chemistry 4 hours each term

A study of the chemistry of carbon compounds including their structure, reactions and syntheses. Three lectures and one laboratory. Prerequisite: Ch 223 or consent of instructor.

## Ch 340 Elementary Physical Chemistry 4 hours

Fundamental principles of physical chemistry with applications in engineering, biological systems and medicine. This course will not count as credit toward a chemistry major. Prerequisite: Ch 223, Ph 212, or consent of instructor.

## Ch 350 Chemical Literature 1 hour

A study of the methods of searching the chemical literature. One lecture session or field trip per week. Prerequisite: Ch 335.

## Ch 354 Computational Chemistry 2 hours

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 hours

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 370 Selected Topics in Chemistry 1-3 hours

An introduction to contemporary topics in chemistry. Prerequisite: consent of instructor.

## Ch 401 Research 1-3 hours

Terms and hours to be arranged. May be repeated for credit.



# COURSE DESCRIPTIONS

## Ch 407 Seminar 1 hour

Group study and discussions concerning the frontiers of chemistry, current research problems, and the interaction of chemistry with other disciplines. Students will be required to present a seminar. Prerequisite: Ch 350.

## Ch 408 Workshop 1-15 hours Terms and hours to be arranged.

## Ch 409 Practicum 1-9 hours Terms and hours to be arranged.

## Ch 411 Advanced Inorganic Chemistry 3 hours

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. Prerequisite: Ch 223, Mth 254, Ph 213 or consent of instructor.

## Ch 412 Advanced Inorganic Chemistry 3 hours

A study of contemporary bonding theory, coordination chemistry, inorganic reaction mechanisms and organometallic complexes. Not sequential with Ch 411. Prerequisite: Ch 223, Mth 254, and Ph 213 or consent of instructor.

## Ch 440 Physical Chemistry I 3 hours

A study of the laws of thermodynamics with emphasis on their application to chemical systems. Topics considered include: thermochemistry, equation of states, kinetic-molecular theory, free energy and chemical equilibrium. Prerequisite: Ch 223, Mth 254, Ph 213.

## Ch 441 Physical Chemistry II 3 hours

A study of solutions, heterogeneous equilibria, electrochemistry, chemical kinetics, elementary quantum and statistical mechanics. Prerequisite: Ch 440.

## Ch 442 Physical Chemistry III 3 hours

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 hours

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 the instructor.

## Ch 451 Biochemistry II 3 hours

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 Laboratory 3 hours

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. Prerequisite: Ch 336, Ch 450, Mth 251 equivalent or consent of instructor.

## Ch 461, 462, 463 Experimental Chemistry 2 hours each term

An advanced laboratory course devoted to experimental techniques of analytical, inorganic and physical chemistry. Prerequisite or Co-requisite: Ch 440 or consent of instructor.

## Ch 470 Advanced Topics in Chemistry 1-3 hours

In-depth coverage of relevant chemical topics in the areas of analytical, biological, inorganic, organic or physical chemistry. Prerequisite: consent of instructor

## Ch 471 Chemical Instrumentation 4 hours

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 508M Workshop 1-15 hours Terms and hours to be arranged.

## Ch 570M Selected Topics in Chemistry 1-3 hours

In-depth coverage of selected current problems in chemistry research: analytical, biological, inorganic, organic or physical chemistry. Prerequisite: consent of instructor

## General Science

### LOWER-DIVISION COURSES

## GS 104, 105, 106 Foundations of Physical Science 4 hours each term

A survey of the various aspects of earth and physical sciences. GS 104, earth sciences; GS 105, metric measurement and chemistry; GS 106, astronomy and physics. Not open to students who have taken more advanced courses in the corresponding subject matter. Three lectures and one two-hour laboratory.

## GS 107 Seminar 1-3 hours

## GS 161 Photography 2 hours

For students interested in photography as an avocation. Elementary work with hand camera; developing, printing, enlarging. One lecture, one three-hour laboratory period.

## GS 201H, 202H, 203H Natural Science: The Search for Order (Honors) 4 hours 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.

### UPPER-DIVISION AND GRADUATE COURSES

## GS 311 Biological Science for Elementary Schools 3 hours

Concepts, experiences and materials from the biological sciences adaptable to the elementary school. Lecture and laboratory combined in two 3-hour sessions.

## GS 312 Physical Science for Elementary Schools 3 hours

Concepts, experiences and materials from the physical sciences adaptable to the elementary school. One lecture, two 2-hour laboratories.

## GS 313 Earth Science for Elementary Schools 3 hours

Concepts, experiences and materials from the earth sciences adaptable to the elementary school. One lecture, two 2-hour laboratories.

## GS 321 Musical Acoustics 4 hours

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 331 Introduction to Oceanography 3 hours

A study of the nature of sea water and the physical, chemical and geologic processes acting within the oceans. Three lectures.

## GS 342 Coastal Oceanography 3 hours

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: GS 104 or GS 331.

## GS 351 Elements of Astronomy 3 hours

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. Three lectures. Prerequisite: Mth 105 or equivalent.



# COURSE DESCRIPTIONS

**GS 361 Energy and Resources in Perspective 3 hours**

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.

**GS 390 Basic Meteorology 3 hours**

An introductory study of weather elements, their observation, measurement and use in forecasting. Includes a study of the atmosphere, its makeup, energy relationship and circulation.

**GS 401 Research 1-15 hours**  
Terms and hours to be arranged.

**GS 406 Special Individual Studies 1-15 hours**  
Terms and hours to be arranged.

**GS 407 Seminar 1-15 hours**  
Terms and hours to be arranged.

**GS 408 Workshop 1-15 hours**  
Terms and hours to be arranged.

**GS 409 Practicum 1-9 hours**  
Provides the preprofessional experience desired by such professional schools as medicine and physical therapy.

**GS 411/511 History of Science 3 hours**

A brief history of the development of the natural sciences up to the 19th century, their social implications, and the growth of scientific philosophy. Three lectures. Prerequisites: Two sequences in natural sciences or mathematics or consent of instructor.

**GS 420 Selected Field Investigations 1-6 hours, credit to be announced**

Field expeditions to unique geological and/or biological areas of western North America. In these undertakings, the students will plan and undertake studies of the areas selected for exploration.

**GS 424/524 Astronomy 3 hours**

A study of the solar system, stars, stellar systems and galaxies including the application of some of the important concepts of physics, chemistry and mathematics to the field of astronomy. Three lectures. Prerequisites: one year each of college physical science and mathematics.

**GS 501M Research 1-15 hours**  
Terms and hours to be arranged.

**GS 502M Independent Study 1-15 hours**  
Terms and hours to be arranged.

**GS 503M Thesis or Field Study 3-9 hours**

**GS 506M Special Individual Studies 1-15 hours**  
Terms and hours to be arranged.

**GS 507M Seminar 1-15 hours**  
Terms and hours to be arranged.

**GS 508M Workshop 1-15 hours**  
Terms and hours to be arranged.

**GS 512M History of Science 3 hours**

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 525M A Concept Approach to Science 3 hours**

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 591M Physical Oceanography for Teachers 3 hours**

Physical processes in the oceans; the origin and distribution of water masses and currents; waves, tides, tidal currents. Prerequisite: chemistry or permission of the instructor.

**GS 592M Geological Oceanography for Teachers 3 hours**

The topographic, geologic and geophysical nature of the ocean basins; processes of and distribution of sediments and economic deposits, coastal erosion and sedimentation.

**GS 700 (p) In-Service Education**

## Geology

### LOWER-DIVISION COURSES

**G 201, 202, 203 Geology 4 hours each term**

A systematic study of planet earth. The nature and origin of common minerals, rocks and geologic structures; the processes and products of erosion; and the evolution of the earth's crust are studied through readings, lectures, laboratories and voluntary field trips. Three lectures and one two-hour laboratory. No prerequisite.

### UPPER-DIVISION AND GRADUATE COURSES

**G 321 Structural Geology 3 hours**

The mapping, geometrical analysis and origin of folds, faults, joints, foliation and other structures exhibited by rocks; interpretation of structures associated in space and time. Prerequisite: consent of instructor.

**G 322 Geomorphology and Aerial Photo Interpretation 3 hours**

A study of the processes acting to modify the configuration of the earth's surface and landscapes resulting from these processes. Maps and aerial photos of landforms studied in the laboratory include those depicting regions of North American physiographic provinces. Two lectures and one two-hour laboratory period. Prerequisite: consent of instructor.

**G 351 Elements of Geology 3 hours**

Principles of geology, processes which shape the surface of the earth, historical development of the earth. Designed as an introduction to geology for general science teachers and elementary teachers. Two lectures and one three-hour laboratory period. Not open to students who have taken GS 104 or GS 201.

**G 392 Stratigraphy and Sedimentation 3 hours**

Sedimentary processes, structures and depositional environment studies augmented by statistical parameters and interpretation principles of classical and dynamic stratigraphy. Field and laboratory methods will be taught.

**G 401 Research 1-15 hours**  
Terms and hours to be arranged.

**G 406 Special Individual Studies 1-15 hours**  
Terms and hours to be arranged.

**G 407/507 Seminar 1-15 hours**  
Terms and hours to be arranged.

**G 408/508 Workshop 1-15 hours**  
Terms and hours to be arranged.

**G 440/540 Fossils of Oregon 4 hours**

A study of the nature, distribution and relationships of invertebrate, vertebrate and plant fossils in Oregon. Two lectures and two two-hour laboratories. Graduate students will be expected to complete an extra project which will involve the collection, identification and description of a fossil locality.

**G 450/550 Rocks and Minerals 3 hours**

A study of the structure, chemistry, physical properties and occurrences of minerals and the textures, compositions and genetic associations of rocks. The subject matter and format of the course are designed for classroom teachers. One lecture and two two-hour laboratories per week. Prerequisites: upper-division or graduate standing, prior geology course, or consent of instructor.



# COURSE DESCRIPTIONS

## G 453/553 Geology of the Pacific Northwest 3 hours

A study of the mineral resources, rocks, structures and landscapes of the region. Changes in geologic setting and climate are inferred from structural and paleontologic evidence, and the evolution of the area is traced through geologic time. Two lectures and one two-hour laboratory.

## G 460/560 Geology of Mineral Resources 3 hours

Study of the nature, origin and distribution of ores, fuels and industrial rock. Two lectures and one two-hour laboratory period. Prerequisite: consent of instructor.

## G 473/573 Environmental Geology 3 hours

Investigation of geologic hazards and the application of geology to the environment of man, including mineral resources and land utilization, modification, planning and control. Prerequisite: G 351 or consent of instructor.

## G 476/576 Water Resources 3 hours

Concepts of the hydrologic cycle and man's interaction and impact on the hydrologic system. Special emphasis on water use, quality and supply. Field trips will be used to study specific water problems in the Pacific Northwest. Graduate students must do a term report.

## G 501M Research 1-15 hours Terms and hours to be arranged.

## G 503M Thesis or Field Study 3-9 hours. Terms and hours to be arranged.

## G 506M Special Individual Studies 1-15 hours Terms and hours to be arranged.

## G 554M Volcanology 3 hours

Studies of the processes and products of volcanism—rock types, structures, field occurrences, structural settings, conditions of origin and geologic history of volcanism with special emphasis on the Pacific Northwest. In-depth term paper or project required.

## G 555M Glacial Geology 3 hours

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.

## G 556M Geology of North America 3 hours

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.

## Mathematics

### LOWER-DIVISION COURSES

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 105 Introduction to Contemporary Mathematics 4 hours

A course designed to meet the minimal graduation requirements in mathematics. (The course presumes the skills from two years of high school algebra and one year of geometry.) The emphasis is on problem solving. The goal of the course is to convey the power of mathematics. The problems investigated range from managerial and social sciences to biological, physical and computer sciences. Students will need to use a calculator and computer. Prerequisite: Mth 095 with grade of C or better, or satisfactory score on math placement test. The course does not apply toward a math major or minor.

## Mth 106 Intermediate Algebra 4 hours

For students intending to take Mth 111 and beyond. Includes the algebra of polynomials, factoring, linear equations, graphing, inequalities and quadratic formula. Requires successful completion of two full years of high school algebra and one year of geometry. Admission permitted only by math placement test taken at Western Oregon State College. Does not apply toward a math major.

## Mth 111 College Algebra 4 hours

Polynomial equations and inequalities, functions and graphs, inverse functions, system of equations with two or more variables, inequalities, rational functions and graphs, and mathematical induction. Prerequisite: Mth 095 with a grade of C or better, or satisfactory score on WOSC math placement test. Does not apply toward a math major.

## Mth 112 Elementary Functions 4 hours

Exponential and logarithmic functions and graphs, triangle trigonometry, trigonometric equations and identities, circular functions and graphs, complex numbers, polar coordinates, analytic geometry, and the algebra of functions. Prerequisite: Mth 111 with a grade of C or better or consent of instructor.

## Mth 199 Special Studies: Mathematics 1-6 hours

## Mth 211, 212, 213 Foundations of Elementary Mathematics 3 hours each term

Intended for prospective elementary teachers. Introduction to problem solving, sets, whole numbers, number theory, fractions, decimals, percent, ratio and proportion, integers, rational and real numbers. Introduction to probability and statistics, measurement, and geometry. The course presumes the skills from two years of high school algebra and one year of geometry. Prerequisite for Mth 211: Satisfactory score on math placement test taken at Western Oregon State College or Mth 095 with a grade of C or better. Prerequisites for Mth 212: Mth 211 with a grade of C or better. Prerequisite for Mth 213: Mth 212 with a grade of C or better. Does not apply toward a math major.

## Mth 231 Elements of Discrete Mathematics I 4 hours

Includes sets, set operations, scientific notation, number bases, elementary symbolic logic, induction, recurrence relations, functions, algorithms, graph theory, applications. Prerequisite: Mth 111 with grade of C or better, or consent of instructor. Does not apply toward a math major.

## Mth 241 Calculus for Management and Social Sciences 4 hours

Elementary properties of derivatives and integrals, application to marginal analysis, related rates, optimization problems. Prerequisite: Mth 111 with a grade of C or better. Does not apply toward a math major.

## Mth 242 Calculus for Management and Social Sciences II 4 hours

Designed to acquaint students in the natural, social and management disciplines. Topics include exponential and logarithmic functions, sequences, geometric series, limits, the derivative, the integral, linear programming and partial derivatives. A knowledge of trigonometry is not presumed. Students may not receive credit for both Mth 241 and 251, or Mth 242 and 252. Prerequisites: Mth 241 requires Mth 111 with a grade of C or better; Mth 242 requires Mth 241 or Mth 251 with a grade of C or better.

## Mth 243 Introduction to Probability and Statistics 4 hours

Descriptive statistics, discrete and continuous probability models including Binomial and Normal distributions, sampling distributions; concepts and methods of hypothesis testing, point and interval estimation; large and small sample methods for one and two samples. Prerequisite: Mth 111 with grade of C or better. Does not apply toward a math major.



# COURSE DESCRIPTIONS

## Mth 251 Calculus I 5 hours

Differential calculus of functions of a single variable. Limits, continuity, differentiability of the algebraic and trigonometric functions. The Intermediate Value Theorem, the Mean Value Theorem, optimization problems, conics, curve sketching and applications. Prerequisite: Mth 112 with grade of C or better or consent of instructor.

## Mth 252 Calculus II 5 hours

Integral calculus of functions of a single variable. The Fundamental Theorem of Calculus, the logarithmic and exponential functions, techniques of integration, polar coordinates, applications. Prerequisite: Mth 251 with grade of C or better.

## Mth 253 Calculus III: Sequences and Series 3 hours

Convergence and divergence of sequences, L'Hopital's Rule, improper integrals and series, convergence tests, Taylor's Theorem with remainder, power series. Prerequisite: Mth 252 with grade of C or better.

## Mth 254 Vector Calculus 4 hours

Vectors, inner product, cross product, lines and planes in space. Curves in space, arc length, velocity, acceleration, curvature. Introduction to functions of several variables; limits, continuity, differentiability, the gradient. Prerequisite: Mth 252 with grade of C or better.

## Mth 257 Multivariate Calculus 4 hours

Differential and integral calculus of functions of several variables. Differentiability, the gradient, directional derivatives, the chain rules, optimization problems and the second derivative test. Double and triple integrals, iterated integrals, coordinate systems, and applications. Prerequisite: Mth 254 with grade of C or better.

## Mth 292 College Algebra for Elementary Teachers 3 hours

Algebraic skills; solving linear and quadratic equations; inequalities; functions; graphs; systems of linear equations. Prerequisite: Mth 213 with grade of C or better, or consent of instructor. Does not apply toward a math major.

## UPPER-DIVISION AND GRADUATE COURSES

### Mth 311 Advanced Calculus I 4 hours

A rigorous treatment of the differential and integral calculus of functions of a single variable. Topics selected from: limits, continuity, the topology of the real number system, differentiation, integration theory, sequences, series, uniform convergence. Prerequisite: Mth 253, 257, 341.

### Mth 312 Advanced Calculus II 4 hours

A rigorous treatment of the differential and integral calculus of functions of several variables. Topics selected from: implicit function theory, conformal mappings, Lagrange multipliers; special functions, transforms, uniform convergence of integrals, calculus of variations. Prerequisite: Mth 311.

### Mth 314 Differential Equations 4 hours

Introduction to methods of solution of first and second order differential equations. Linear and nonlinear equations, series solutions, the method of Frobenius; systems of linear equations. Applications in the physical, biological, and social sciences. Prerequisite: Mth 253, 257, 341.

### Mth 337, 338 Geometry 3 hours each term

Euclidean Geometry from a formal point of view. The axiomatic foundations of geometry will be thoroughly studied and non-Euclidean geometry will be introduced. The historical development of geometry will be emphasized. Prerequisite: Mth 253 or consent of instructor.

### Mth 341 Linear Algebra I 4 hours

Vector algebra and geometry of 3-space; systems of linear equations; Gaussian elimination; real vector spaces; determinants, linear transformations, introduction to eigenvalue problems. Prerequisite: Mth 254.

### Mth 344 Group Theory 3 hours

An introduction to the theory of groups. Lagrange's Theorem, normal subgroups, homomorphisms, the Isomorphism Theorems; examples from geometry, linear algebra and the physical sciences; applications. Prerequisite: Mth 257, 341.

### Mth 345 Ring Theory 3 hours

An introduction to the theory of rings and fields. Ideals, homomorphisms and isomorphisms, zero-divisors, nilpotency; principal, prime, and maximal ideals; integral domains and fields. Prerequisite: Mth 344.

### Mth 346 Number Theory 3 hours

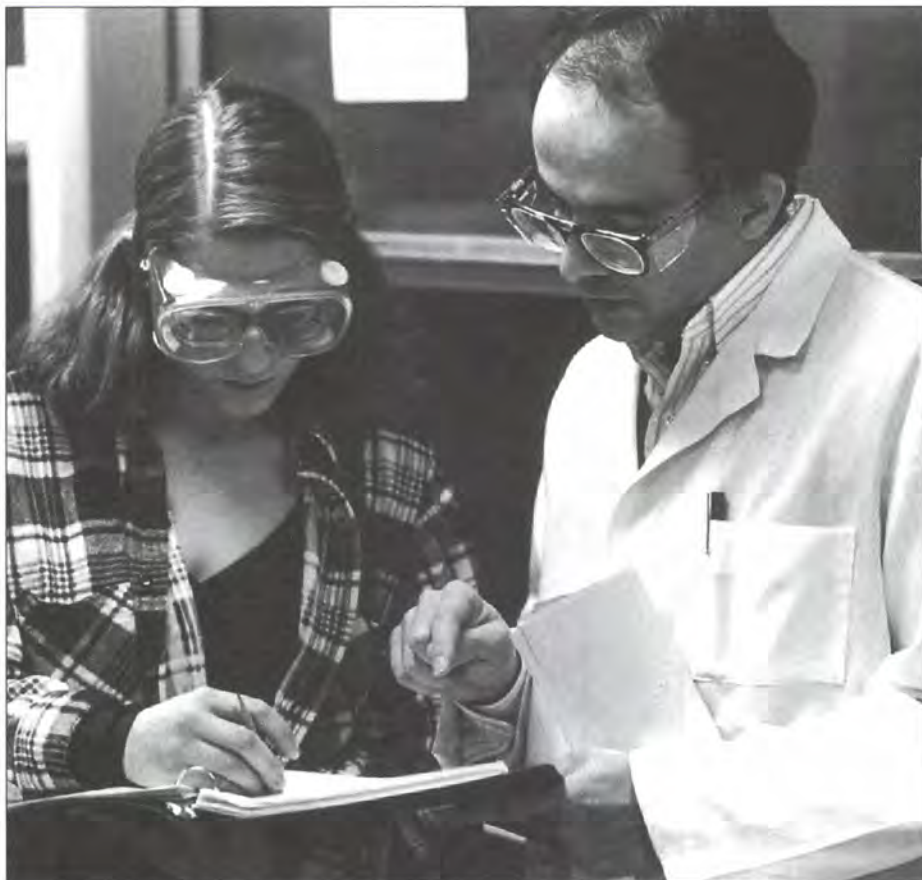
Properties of integers. The division and Euclidean algorithms, Diophantine equations, prime numbers, congruencies and residues. Fermat's Theorem. Prerequisite: Mth 253 or 254.

### Mth 354 Discrete Structures I 3 hours

Sets, relations, partitions, functions, mathematical induction, recursion. Prerequisite: Mth 231 or 252.

### Mth 355 Discrete Structures II 3 hours

Enumeration, complexity of algorithms, graph theory, trees, and network models. Prerequisite: Mth 354.





# COURSE DESCRIPTIONS

## Mth 363 Linear Programming and Games 3 hours

Optimization of functions with linear constraints, convex sets, the simplex method and applications, duality; two person matrix games. Prerequisite: Mth 254, 341.

## Mth 365 Mathematical Probability 3 hours

Probability theory developed through moment generating functions. Random variables, probability distributions, density functions. Prerequisites: Mth 257, and recommended Mth 341.

## Mth 366 Mathematical Statistics 3 hours

Correlation and Covariance, theory of point and interval estimation, hypothesis and significance testing for large and small samples. Prerequisite: Mth 365.

## Mth 391 Math Models 3 hours

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. Three lectures, one laboratory. Prerequisite: Mth 213 or consent of instructor. Does not apply toward math major.

## Mth 392 Introduction to Abstract Algebra 3 hours

An introduction to abstract mathematics as a structured mathematical system. The system of whole numbers, elementary group theory, and integers are examined. Students are expected to make conjectures and prove them true or false with a deductive proof or counter example. Some elementary logic is also examined. Prerequisite: Mth 213 or consent of instructor. Does not apply toward math major.

## Mth 393 Probability and Statistics for Elementary Teachers 3 hours

Using basic elements of probability and statistics to solve problems involving the organization, description and interpretation of data. Concrete application will be explored. Prerequisite: Mth 111 or 292 or consent of instructor. Does not apply toward a math major.

## Mth 394 Introduction to Geometry 3 hours

A brief examination of intuitive geometry including construction, basic Euclidean geometry, proof, and measure. Prerequisite: Mth 213 or consent of instructor. Does not apply toward math major.

## Mth 396 Elementary Problem Solving 3 hours

Goals for this class are to help elementary teachers become better mathematical problem solvers, to introduce techniques and materials helpful in improving student problem solving abilities, and to suggest ways to organize the curriculum and daily instruction to achieve problem solving goals. Prerequisite: Mth 213 or consent of instructor. Does not apply toward math major.

## Mth 397 Secondary Problem Solving 3 hours

Techniques for posing and solving mathematical problems. Critical analysis of student solutions. Intended for secondary mathematics teachers. Prerequisite: Mth 341, 337, or consent of instructor.

## Mth 401 Research 1-9 hours Terms and hours to be arranged.

## Mth 402 Independent Study 1-3 hours Terms and hours to be arranged.

## Mth 404 Work Experience; Internship 1-9 hours Terms and hours to be arranged.

## Mth 405 Reading and Conference 1-6 hours Terms and hours to be arranged.

## Mth 406 Special Problems/Projects 1-3 hours Terms and hours to be arranged.

## Mth 407/507 Seminar 1-3 hours Terms and hours to be arranged.

## Mth 408 Workshop 1-9 hours Terms and hours to be arranged.

## Mth 409 Practicum 1-4 hours Terms and hours to be arranged.

## Mth 410/510 Advanced Topics: Analysis 3 hours

Students enrolled in Mth 510 will be expected to complete a graduate project. Prerequisite: completion of at least nine hours in this area of concentration and consent of instructor.

## Mth 416 Complex Analysis 3 hours

The analysis of functions of a single complex variable. Conformal mappings, the Cauchy-Riemann equations, Cauchy's Theorem, Cauchy's Integral Formula, power series expansions of analytic functions, Morera's Theorem, the Fundamental Theorem of Algebra, additional topics and applications. Students enrolled in Mth 516 will be expected to complete a graduate project. Prerequisite: Mth 311.

## Mth 420/520 Advanced Topics: Applied Mathematics 3 hours

Students enrolled in Mth 520 will be expected to complete a graduate project. Prerequisite: completion of at least nine hours in this area of concentration and consent of instructor.

## Mth 430/530 Advanced Topics: Geometry 3 hours

Students enrolled in Mth 530 will be expected to complete a graduate project. Prerequisite: completion of at least nine hours in this area of concentration and consent of instructor.

## Mth 437/537 Set Theory and Topology 3 hours

Introduction to point set topology including a study of various topological spaces, continuous mappings, and the hierarchy of topological spaces. Students enrolled in Mth 537 will be expected to complete a graduate project. Prerequisite: Mth 311.

## Mth 439 Transformational Geometry 3 hours

A study of the geometric transformations of the plane and their group structure. The first part of the course culminates in the classification theorem for Isometries of the Plane. The latter part of the course focuses upon the Frieze Groups and the Wallpaper Groups. Prerequisite: Mth 341, 338.

## Mth 440 Advanced Topics: Algebra 3 hours

Topics in modern algebra for advanced undergraduate students. Prerequisites: Mth 341, 344, 345 or consent of instructor.

## Mth 441/541 Linear Algebra II 3 hours

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 345.

## Mth 446 Abstract Algebra 3 hours

A rigorous treatment of group theory. Examples from many branches of mathematics. Normal subgroups, quotient groups, the homomorphism and isomorphism theorems. Prerequisite: Mth 345 or consent of instructor.

## Mth 451 Numerical Analysis 3 hours

Approximation of functions, interpolation, curve fitting, numerical integration, orthogonal systems and the representation of functions, numerical solutions of systems of linear equations, conditioning. Prerequisite: Mth 253, 257, 341. (Recommended: Any of Mth 311, 314, 365, 441)



# COURSE DESCRIPTIONS

## Mth 460 Advanced Topics: Probability and Statistics 3 hours

Topics in probability and statistics for advanced undergraduate students. Prerequisites: Mth 365, 366 or consent of instructor.

## Mth 472 History of Mathematics 3 hours

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: Mth 253 or 254.

## Mth 482 Logic and the Foundations of Mathematics 3 hours

A careful analysis of methods of proof. Axiomatic systems, consistency, the elaboration of mathematical structures from a minimal set of axioms and basic principles of logic. Construction of number systems. Cardinality. Prerequisite: Mth 311, 344.

## Mth 498/598 Computer Applications in Math 3 hours

Integration of the computer into mathematics as a tool in problem solving and traditional mathematical computations at all levels. Commercial and student-written programs will be used. Students enrolled in Mth 598 will be expected to complete a graduate project. Prerequisite: CS 211, Mth 252, or consent of instructor.

## Mth 501M Research 1-9 hours Terms and hours to be arranged.

## Mth 502M Independent Study 1-3 hours Terms and hours to be arranged.

## Mth 503M Thesis 1-9 hours Terms and hours to be arranged.

## Mth 504M Work Experience; Internship 1-9 hours Terms and hours to be arranged.

## Mth 505M Reading and Conference 1-6 hours Terms and hours to be arranged.

## Mth 506M Special Problems/Projects 1-3 hours Terms and hours to be arranged.

## Mth 508M Workshop 1-9 hours Terms and hours to be arranged.

## Mth 509M Practicum 1-4 hours Terms and hours to be arranged.

## Mth 517M Complex Analysis I 3 hours

The analysis of functions of a single complex variable. Conformal mappings, the Cauchy-Riemann equations, Cauchy's Theorem, Cauchy's Integral Formula, power series expansions of analytic functions, Morera's Theorem, the Fundamental Theorem of Algebra, additional topics and applications. Prerequisite: Consent of instructor.

## Mth 538M Transformational Geometry I 3 hours

A study of the geometric transformations of the plane and their group structure. The first part of the course culminates in the classification theorem for Isometries of the Plane. The later part of the course focuses on the Frieze Groups and the Wallpaper Groups. Prerequisite: Consent of the instructor.

## Mth 547M Abstract Algebra I 3 hours

A rigorous advanced treatment of group theory. Examples from many branches of mathematics. Normal subgroups, quotient groups, the homomorphism and isomorphism theorems. Students will be required to complete an expository paper exploring an application of groups in some other area of mathematics or science, or trace the historical development of a selected topic as detailed by the instructor. Prerequisite: Consent of the instructor.

## Mth 548M Abstract Algebra II 3 hours

A rigorous treatment of rings and fields. Examples from many branches of mathematics. Ideals and quotient rings, categorization of rings, Euclidean domains, polynomial rings, fields. Prerequisite: Consent of instructor.

## Mth 552M Numerical Analysis I 3 hours

Approximation of functions, interpolation, curve fitting, numerical integration, orthogonal systems and the representation of functions, numerical solutions of systems of linear equations, conditioning. Prerequisite: Consent of the instructor. (Recommended: Any of the following: Mth 311, 314, 365, or 441.)

## Mth 573M History of Mathematics I 3 hours

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. Students will write a paper to be presented in class focusing on either the history of one of the major areas of mathematics from its origins to modern times, or on one of the major turning points in the history of mathematics and its significance. Prerequisite: Consent of the instructor.

## Mth 581M Logic and the Foundations of Mathematics I 3 hours

A careful analysis of methods of proof. Axiomatic systems, consistency, the elaboration of mathematical structures from a minimal set of axioms and basic principles of logic. Construction of number systems. Cardinality. Prerequisite: Consent of the instructor.

## Mth 590M Advanced Topics: Mathematics Education 3 hours

A study of selected topics in the teaching of mathematics. Prerequisite: completion of at least nine hours in this area of concentration and consent of instructor.

## Physics

### LOWER-DIVISION COURSES

#### Ph 201, 202, 203 General Physics 4 hours each term

The study of mechanics, heat, sound, optics, electricity, magnetism and topics in modern physics. Three lectures and one two-hour laboratory period. Prerequisite: Mth 106.

#### Ph 211, 212, 213 General Physics with Calculus 4 hours

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: Math 251 (can be taken concurrently).

### UPPER-DIVISION AND GRADUATE COURSES

#### Ph 311, 312 Introduction to Modern Physics 4 hours each term

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. Prerequisites: Ph 203 or 213.

#### Ph 470 Selected Topics in Physics 1-3 hours

Topics of special interest such as cosmology, relativity, medical and radiation physics, and biophysics.

#### Ph 581M, 582M Modern Physics 3 hours each term

A survey of the developments in physics since 1895. Topics include relativity and quantum mechanics, solid-state and low temperature physics, atomic and nuclear physics, cosmic rays, and fundamental particles and forces. Three lectures. Prerequisite: one year each of college mathematics and physics. Offered during summer session.



# COURSE DESCRIPTIONS

## SOCIAL SCIENCE

### Anthropology

#### LOWER-DIVISION COURSES

**Anth 199 Special Studies 3 hours**

**Anth 214 Introduction to Physical Anthropology 3 hours**

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.

**Anth 215 Introduction to Archeology 3 hours**

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 lifestyles and explain the processes of cultural evolution. Examines some of the major contributions of archeology and discusses the relevance of archeology to everyday life.

**Anth 216 Introduction to Cultural Anthropology 3 hours**

An examination of the concepts and methodology of cultural anthropology by reviewing the research and prominent scholars; examines the role of culture in society by means of a variety of case studies.

#### UPPER-DIVISION AND GRADUATE COURSES

**Anth 310 World Prehistory 3 hours**

A survey of human cultural evolution worldwide over the last four million years up to the beginnings of written records. Examines archeological 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 3 hours**

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 312 Social Anthropology 3 hours**

An examination of anthropological theory and research on the development of diversity in social organization; the role of social institutions; and the concept of culture as a means to understanding social variation.

**Anth 313 North American Prehistory 3 hours**

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 Band and Tribal Societies 3 hours**

Examines selected cultures organized at the band or tribal level in the modern world; explores issues of cultural survival and contributions of traditional societies to human knowledge.

**Anth 316 Circumpolar Peoples 3 hours**

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 325 Participant Observation and Qualitative Research Methods 3 hours**

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. Skills in basic archival work will also be developed. Prerequisite: Consent of instructor.

**Anth 327 Introduction to Social Research 3 hours**

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. Prerequisite: Consent of instructor.

**Anth 328 Introduction to Social Data Analysis 3 hours**

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 and consent of instructor.

**Anth 340 Mothers and Daughters 3 hours**

A cross-cultural examination of women's primary kinship ties with emphasis on how relationships change throughout the human life-cycle. Topics will include control of reproduction, son preference, mother's power, nurturance vs. autonomy, role models, ambivalence and conflict, mature partnerships, and role reversals in old age.

**Anth 350 Research Methods in Archeology 3 hours**

A survey of techniques and methods used in archeology, 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 Archeology 3 hours**

Techniques and their applications in the analysis of materials recovered from archeological sites. Emphasis will vary according to ongoing research.

**Anth 375 Women in Anthropology 3 hours**

Examines women as subjects and practitioners of anthropology; cross-cultural survey of changing views of women in society; review of contributions by women anthropologists, obstacles in women's professional careers, and feminist critiques of anthropology.

**Anth 399 Special Studies 1-3 hours**  
Terms and hours to be arranged.

**Anth 406 Special Individual Studies 1-6 hours**

Designed for individual or specialized research and study in a defined area of interest under the guidance of a designated faculty mentor.

**Anth 407 Seminar 1-3 hours**  
Terms and hours to be arranged.

**Anth 408 Workshop 1-15 hours**  
Terms and hours to be arranged.

**Anth 409 Practicum 3-12 hours**  
Terms and hours to be arranged.



# COURSE DESCRIPTIONS

## **Anth 440 Women and Development 3 hours**

Historical and contemporary analysis of the role of women in the development of the world political economy. Includes consideration of women in the developed and underdeveloped nations/regions of the world. Women's domestic (household) labor and wage labor are analyzed as part of a larger political economy. Sexual inequality within the household and labor market is a central issue.

## **Anth 450 Field Methods in Archeology 12 hours**

Basic archeological survey and excavation skills will be developed through participation in field research at an archeological site. Observation, description, data recording, mapping, and photographic techniques will be practiced or demonstrated. Prerequisite: Anth 215 or permission of instructor.

## **Anth 461 Urban Anthropology 3 hours**

Understanding the origin and evolution of cities. The application of cross-cultural perspectives to the social organization of urban life. An examination of factors in the evolution of urban forms and institutions. Prerequisite: Anth 216 or consent of instructor.

## **Anth 462 Cultural Transformation 3 hours**

The changing nature of families, age, economic activity, political development, education, technological adaptation and religious associations. The relationship and effect of such changes within the cultural and ecological environment.

## **Anth 463/563 Culture and Education 3 hours**

Oriented toward application of anthropology to education. The focus is on the transmission of culture. Particular emphasis on the values that are activated by educational events and settings. The Western educational systems of different cultures and U.S. minority educational problems and solutions are examined.

## **Anth 471 Personality and Culture 3 hours**

An examination of culture in the formation of personality and in the determination of the range of personality types within specific societies. Prerequisite: Anth 216 or consent of instructor.

## **Anth 472 Psychological Anthropology 3 hours**

An examination of findings in anthropology and psychology related to the following areas: Psychoanalytical theory and practice; configurations of culture; national character studies; modal personality; pre-literature studies; and cognitive development.

## **Anth 473 The History and Philosophy of Anthropology 3 hours**

A review of the various schools of thought, important personalities and principal concepts that have contributed to the development of anthropological theory.

## **Anth 475 Anthropological Approaches to Law 3 hours**

A comparative survey of the ethnography of law focusing on the problems of order and conflict resolution in selected non-Western preindustrial societies. Parallels and contrasts are drawn with legal principles of modern Western systems.

## **Anth 476 Anthropology and Religious Behavior 3 hours**

The application of anthropological theories and cross cultural analysis to the study of religious beliefs and magical practices. Topics will include myth symbolism, ritual, witchcraft, spirit possession, shamanism, healing, and millennial cults.

## **Anth 480 History and Theory of Archeology 3 hours**

The development of modern archeological 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 490 Contemporary European Cultures 3 hours**

Analysis of European cultural development from the end of the Roman Empire to modern times.

## **Anth 492 Middle American Cultures 3 hours**

An examination of the variety of cultures which developed in Middle America with emphasis on historical origin and growth, use of the environment and dominant cultural features.

## **Anth 494 Northwest Indian Cultures 3 hours**

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 The Indian in American Culture 3 hours**

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.

# Criminal Justice

## LOWER-DIVISION COURSES

### **CJ 199 Special Studies 3 hours**

### **CJ 211 Introduction to Careers in Criminal Justice 3 hours**

Review and survey of careers in law enforcement and corrections. Students will survey and study areas, visit facilities and meet persons in the criminal justice system.

### **CJ 212 History and Development of American Law Enforcement 3 hours**

This course will survey the historical development, organization and operation of law enforcement agencies in America at all government levels. It will provide a broad historical and developmental background for advanced studies.

### **CJ 213 Survey Juvenile/Criminal Justice System 3 hours**

A study of the sequence involved in the criminal justice process from arrest, courts, institutions and rehabilitation.

## UPPER-DIVISION AND GRADUATE COURSES

### **CJ 331 Police and the Community 3 hours**

The police role and the factors contributing to friction or cooperation between law enforcement personnel and the community; minority groups, cultural and economic problems, community organization and social responsibility. Prerequisite: upper-division standing.

### **CJ 351 Police Organization and Administration 3 hours**

Organizational and management principles; the administrative process in law enforcement agencies; the relationship of theoretical administrative concepts to the practical police environment. Prerequisite: upper-division standing.

### **CJ 403 Field Study 1-9 hours** Terms and hours to be arranged.

### **CJ 406 Special Individual Studies 1-3 hours** Terms and hours to be arranged.

### **CJ 407 Seminar 1-3 hours** Terms and hours to be arranged.

### **CJ 408 Workshop 1-15 hours** Term and hours to be arranged.

### **CJ 409 Practicum 3-12 hours** Terms and hours to be arranged.



# COURSE DESCRIPTIONS

## **CJ 423/523 Middle Management for Law Enforcement 3 hours**

Managerial concepts, administrative principles and supervisory practices for the middle command officer. Police leadership, policy formulation and application of sound management practices. Prerequisite: Consent of instructor.

## **CJ 424/524 Law Enforcement Planning 3 hours**

Planning techniques, development of criminal justice planning, identification of problem areas, causative factors, solutions and alternative strategies, using resources to effect change. Prerequisite: Consent of instructor.

## **CJ 425/525 Personnel Management in Law Enforcement 3 hours**

Issues in personnel problems and practices: collective bargaining, professionalism, motivation, training, productivity and accountability. Prerequisite: Consent of instructor.

## **CJ 450/550 Criminology 3 hours**

The nature and extent of delinquency and crime as forms of deviant social behavior; contributing factors; current prevention and treatment programs.

## **CJ 451/551 Juvenile Delinquency: Prevention and Control 3 hours**

Social dimensions of juvenile delinquency, its nature, demographic distribution and causes; a comparison and analysis of agencies, police, courts, individuals, groups and communities in their respective roles of treatment, control and prevention.

## **CJ 452/552 Legal Aspects of Law Enforcement 3 hours**

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. Prerequisite: introductory course in criminal law.

## **CJ 453/553 Penology 3 hours**

The evolution of punishment; penological theories; survey of prison development and administration. Education, labor and rehabilitation processes. Social groups in the prison community.

## **CJ 454/554 Parole and Probation 3 hours**

History of parole and probation, adult and juvenile parole and probation (a comparison of systems), contemporary practices and theories, administration and research, treatment processes and tools.

## **CJ 455/555 Correctional Casework and Counseling 3 hours**

History, development and contemporary practices, theories and techniques of juvenile and adult correctional casework, counseling and treatment.

## **CJ 456 Contemporary Issues in Criminal Justice 3 hours**

A study of contemporary issues in criminal justice.

## **CJ 463/563 Juvenile Issues 3 hours**

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.

## **CJ 501M Research 3-9 hours** Terms and hours to be arranged.

## **CJ 503M Thesis/Field Study 1-9 hours** Terms and hours to be arranged.

## **CJ 506M Special Individual Studies 1-15 hours** Term and hours to be arranged.

## **CJ 507M Seminar 1-15 hours** Term and hours to be arranged.

## **CJ 508M Workshop 1-15 hours** Term and hours to be arranged.

## **CJ 516M Community-Based Corrections 3 hours**

Inventory, assessment and impact of community based programs implemented for treatment and care of the juvenile and adult offenders.

## **CJ 517M Criminal Justice Administration and Organizational Behavior 3 hours**

Designed to provide the student with administrative competence in problem identification and problem solving techniques as applied to agency and personnel roles within the adult and juvenile systems of justice.

## **CJ 518M Criminal Law and Corrections 3 hours**

The substantive criminal law with its corresponding penal sanctions. Review of recent court cases, with emphasis on their import in the corrections process, including the legal rights of offenders.

## **CJ 519M Detention/Jail/Correctional Facility Management 3 hours**

A study of the way that detention, jail and correctional facilities are organized and managed.

## **CJ 520M, 521M, 522M Offender Treatment 3 hours each**

This sequence is a study of the organization and administration of correctional treatment programs for the juvenile and adult law offender.

## **CJ 556M Contemporary Issues in Criminal Justice 3 hours**

A study of contemporary issues in criminal justice.

# Economics

## LOWER-DIVISION COURSES

### **Ec 199 Special Studies** Terms and hours to be arranged 1-6 hours

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 201 Principles of Economics (Micro-economics) 3 hours**

Introduction to the micro-economic behavior of the economy. Includes market structures ranging from pure competition to pure monopoly, productivity, costs, profit, efficiency and regulation.

### **Ec 202 Principles of Economics (Macro-economics) 3 hours**

Introduction to the macro-economic behavior of the economy. Includes national income accounting, business cycles, growth, recession, inflation, unemployment and monetary-fiscal policies.

### **Ec 203 Principles of Economics 3 hours**

Third course in Principles of Economics with emphasis on international economics. Includes basis for international trade, balance of payments, international finance, exchange rates, trade policy and contemporary social issues.

## UPPER-DIVISION COURSES

### **Ec 315 Economic Analysis and Report Writing 3 hours**

Basic methods of economic analysis; data sources, collection and presentation; report writing; projects to develop these skills.

### **Ec 318 Money and Banking 3 hours**

Description and analysis of the operations of commercial banks, the Federal Reserve System, and the Treasury as they affect the monetary system of the United States. Prerequisite: Ec 201, 202, 203 or consent of instructor.

### **Ec 319 Public Finance 3 hours**

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. Prerequisite: Ec 201, 202, 203 or consent of instructor.



## COURSE DESCRIPTIONS

### **Ec 320 Public Sector Budgeting and Financial Control 3 hours**

Students will review and analyze the budgeting process of offices, divisions, and government agencies. Financial control strategies, techniques, procedures, and regulations will be reviewed in terms of this integration into the financial control of public sector budgeting.

### **Ec 395 Managerial Economics 3 hours**

Economic analysis and application of the concepts of demand, cost, revenue, profit and competition. Product lines, pricing techniques, price differentials and capital budgeting integrated into management decision-making. Prerequisite: six hours of lower-division credit in economics or consent of instructor.

### **Ec 399 Special Studies 1-3 hours** Terms and hours to be arranged.

### **Ec 406 Special Individual Studies 1-9 hours** 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 1-3 hours** Terms and hours to be arranged.

### **Ec 409 Practicum 3-12 hours**

Practical application of economic theory and/or collection of data for theoretical interpretation.

### **Ec 417 Problems of Economic Development of Nations 3 hours**

A study of development problems in such countries as Israel, the Latin Americas and the African nations. Prerequisite: six hours of lower-division economics or consent of instructor.

### **Ec 430 Economics of Public Policy 3 hours**

Discussion of public economic policy. Analysis of the formulation, implementation and expected and actual results of various policies. Examination of the role of economists in evaluating and advising on public policy.

### **Ec 432 Urban Economics 3 hours**

Economic analysis of spatially oriented problems, with emphasis on the problems and techniques related to the understanding of economic base and the comparative economic growth of regions. Prerequisite: six hours of lower-division economics or consent of instructor.

### **Ec 436 Environmental Economics and Public Policy 3 hours**

An economic study of environmental problems with special reference to social welfare and economic efficiency criteria in evaluating the alternative uses of natural resources. Prerequisite: six hours of lower-division economics or consent of instructor.

### **Ec 440 Introduction to International Economics 3 hours**

Economic analysis of international trade—basis, problems and effects—trade restrictions, balance of payments and its settlement—exchange rates, gold reserves, international economic organization and financial institutions. Prerequisite: six hours of lower-division economics, or consent of instructor.

### **Ec 444 Introduction to Human Resource Economics 3 hours**

Economics analysis applied to the labor market as a factor of production. Wage determination, relationship between wages and prices, relationship between wages and employment is emphasized. Problems of manpower utilization. Prerequisite: six hours of lower-division economics or consent of instructor.

### **Ec 445 Industrial Relations 3 hours**

Theories of the labor movement plus the history, aims, methods and policies of trade unions. The mechanics and functioning of collective bargaining will be explored. Prerequisite: six hours of lower-division economics or consent of instructor.

### **Ec 450 Contemporary Economic Systems 3 hours**

A study of capitalism, communism and socialism in contemporary society. Prerequisite: six hours of lower-division economics or consent of instructor.

### **Ec 451 Contemporary Economic Systems 3 hours**

A study of capitalism, socialism and communism as reflected in a group of contemporary societies, stressing theory of development. Prerequisite: six hours of lower-division economics or consent of instructor.

### **Ec 457 Microeconomic Theory and Policy 3 hours**

Microeconomics: economic theory of the firm, the price system and resource allocation under various market structures. Prerequisite: Ec 201, 202, and junior standing.

### **Ec 458 Macroeconomic Theory and Policy 3 hours**

Macroeconomics: measurement, analysis and policy related to the aggregate economic activity, with emphasis on employment, stable prices and economic growth. Prerequisite: Ec 201, Ec 202, and junior standing.

### **Ec 470,471 History of Economic Thought 3 hours each term**

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. Philosophical problems in economics are examined with some emphasis on the methodology and epistemology of economic theory. Major contributions to economic thought in the 20th century are examined in greater detail.

### **Ec 480 Introduction to Mathematical Economics 3 hours**

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: 9 hours of lower-division economics, 4 hours of lower-division mathematics, or consent of instructor.

### **Ec 487 Technology and American Economic History 3 hours**

An investigation of American economic history with emphasis on analyzing the interaction between technology, research and development, economic structure and institutions. Prerequisite: 9 hours of lower-division economics or consent of instructor.

### **Ec 488 Introduction to Consumer Economics 3 hours**

An analysis of economic efficiency and growth as they relate to micro and macro consumption behavior and consumerism: protection, information and education. Prerequisite: six hours of lower-division economics or consent of instructor.



## COURSE DESCRIPTIONS

### Fire Services Administration

#### UPPER-DIVISION COURSES

##### FSA 311 Principles of Fire Protection Management 3 hours

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. Prerequisites: course work and experience for Fire Fighter II certificate; selection by Oregon Fire Standards and Accreditation Board.

##### FSA 313 Fire Personnel Management 3 hours

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. Prerequisites: course work and experience for Fire Fighter II certificate; selection by Oregon Fire Standards and Accreditation Board.

##### FSA 315 Organization for Fire Protection 3 hours

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, intermunicipality for fire services. A pre- or post-session project will be assigned as part of this course. Prerequisites: course work and experience for Fire Fighter II certificate; selection by Oregon Fire Standards and Accreditation Board.

##### FSA 317 Fiscal Management in Fire Protection 3 hours

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. A pre- or post-session project will be assigned as part of this course. Prerequisites: completion of FSA 311, 313, 315.

##### FSA 319 Legal Aspects of Fire Protection 3 hours

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. Prerequisites: completion of FSA 311, 313, 315.

##### FSA 321 Fire Protection Master Planning 3 hours

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. Prerequisites: completion of FSA 311, 313, 315.

##### FSA 323 Fire Administration 5 hours

Organization and management of fire services, including new technologies and changing organizational structures. Blending personnel and equipment; municipal fire protection planning; fire department functions; manpower and training; statistics and reporting systems; managing finances and other resources; communications, dispatching, and facilities management; labor relations and personnel policies; productivity and systems; codes and legislation; coordinating with the community and with local, state, and Federal governments; community relations and public information.

##### FSA 324 Analytic Approaches to Public Fire Protection 5 hours

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 hours

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 hours

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.





# COURSE DESCRIPTIONS

## FSA 327 Fire Related Human Behavior 5 hours

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 and Fire Defense Planning 5 hours

Concept and principles of community risk assessment. Regional and cooperative procedures and plans. Relationship of structural, climatic, and topographical variables to group fires, conflagrations, and natural disasters. Pre- and post-occurrence factors, communications, planning, organizing, coordination, command, and logistics.

## FSA 329 Political and Legal Foundations of Fire Protection 5 hours

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 Structure and Systems Design 5 hours

The design principles involved in protecting a structure from fire spread. Empirical tests and prediction procedures. Detection and suppression system design. Fundamentals of the hydraulic design of sprinkler and water spray systems with recent innovations.

## FSA 331 The Community and the Fire Threat 5 hours

The sociological, economic, and political characteristics of communities and their impact on the fire problem. Review of the urban studies related to housing, structural abandonment, rent control, crime, false alarm, and incendiary fire rates and the fire problem. The role of the fire department and fire prevention programs. Community and fire service role conflicts.

## FSA 332 Incendiary Fire Analysis and Investigation 5 hours

Procedures and techniques for collection, comparison, and analysis of the physical evidence relative to the area of fire origin. Principles of evidence, of ignition phenomenon and propagation variables. Legislative, economic, psychological and sociological variables of the incendiary fire. The role of insurance and government programs. Data analysis and prediction techniques, including pattern analysis.

## FSA 333 Applications of Fire Research 5 hours

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 hours

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 hours

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 403 Field Study 1-3 hours

## FSA 407 Seminar 2 hours

## FSA 419 Advanced Legal Aspects of Fire Protection 3 hours

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.

# Geography

## LOWER-DIVISION COURSES

### Geog 105, 106, 107 Introductory Geography 3 hours each term

- 105—Introductory Physical Geography.
- 106—Introductory Economic Geography.
- 107—Introductory Cultural Geography.

### Geog 199 Special Studies 1-6 hours 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 206 Area Studies 3 hours

An analysis of the physical and cultural patterns of a geographic area. The specific area selected varies with the instructor and demands of students, but major emphasis is on the fundamental processes and patterns unique to the area and its relationships to the larger region in which it is located. Major topics include the evolution of settlement forms, transport systems, economic and social patterns, and ways of managing the land. A maximum of two terms (6 hours) may be included in each student's degree program.

### Geog 221 Field Geography 3 hours

Observation of geographic features in the field; construction of maps from field sketches and notes; preparation of field reports. Prerequisite: Geog 105.

### Geog 222 The World in Maps 3 hours

Understanding of human activities on the face of the earth through analysis, synthesis and evaluation of maps, air photos and other remote sensing imagery.

### Geog 240 Map and Air Photo Interpretation 3 hours

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.

## UPPER-DIVISION AND GRADUATE COURSES

### Geog 310 World Regional 3 hours

An examination of the principal physical, cultural and economic characteristics of the major geographical regions of the world. Prerequisite: Geog 105.

### Geog 312 Oregon 3 hours

Observing and understanding landscapes of Oregon. Topics will vary from time to time, and will include rural and urban architecture, transportation patterns, placenames, analysis of central places, religious and political patterns, and alternative future landscapes.

### Geog 313 The Pacific Northwest 3 hours

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 Basin 3 hours

The lands and peoples of the Pacific realm and their political, cultural and economic well-being. Emphasis on Melanesia, Micronesia and Polynesia.

### Geog 318 Geography of Religion 3 hours

The origin and diffusion of religion; the role of religion in defining cultural regions; problems of societies characterized by religious pluralism.

### Geog 340 Cartography 4 hours

This course emphasizes the design and creation of maps. The underlying theme is communication of geographic information combining cartographic design with user perception. Prerequisite: Geog 240



# COURSE DESCRIPTIONS

## Geog 380 Environmental Conservation 3 hours

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 385 Quantitative Methods in Geography 4 hours

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 390 Introductory Meteorology 3 hours

Observation, measurement and analysis of weather elements and phenomena; interrelationships of weather elements; stratification, general and local storms; weather and flying; causes of weather changes. Prerequisite: Geog 105.

## Geog 391 Biogeography 3 hours

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 3 hours

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 hours

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 394 Landform Processes 3 hours

This is a process oriented course that seeks the answers to the questions "why" and "how" landforms and landscapes develop. Landscape changes due to human activity and the impingement of society by physical processes such as landslides and floods are also considered. Prerequisite: Geog 105.

## Geog 399 Special Studies 1-3 hours Terms and hours to be arranged.

## Geog 406/506 Special Individual Studies 1-6 hours 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 1-3 hours Terms and hours to be arranged.

Intended for non-teaching majors. Maximum of 3 hours.

## Geog 409/509 Practicum 3-12 hours 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 Global Issues 3 hours

A study of selected, current international issues/problems and the geographical context in which they occur. Prerequisite: Geog 105, 106 and 107.

## Geog 411/511 Cultural Geography: Landscape and Diffusion 3 hours

Analysis of geographic theory and geographic information related to understanding the basic characteristics of culture, landscape, diffusion, and region.

## Geog 412/512 Cultural Geography: Selected Topics 3 hours

Analysis of traditional and contemporary research topics in cultural geography.

## Geog 413/513 Urban Geography 3 hours

Urban settlements in terms of patterns, forms and functions; systems of urban land classification and geographic aspects of forces affecting urban land use.

## Geog 414/514 Geographic Backgrounds of American History 3 hours

Diffusion of culture traits across the United States from the 17th century to the present. Emphasis on settlement, transportation, religion, agriculture, communication systems and the differentiation of regional cultures.

## Geog 416/516 Location Analysis and Marketing 3 hours

An examination of theories, models, and case studies leading to the solution of problems involving site selection, location analysis, and marketing.

## Geog 417 Global Economic Geography 3 hours

Contemporary problems and issues of a geographic nature which involve large segments of the global economy and population.

## Geog 418/518 International Trade and Transportation 3 hours

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 425 Environmental Planning and Policy 3 hours

Analysis of the processes related to planning, regulating, and policy in an environmental context. Local, regional, and state processes will be emphasized.

## Geog 426 Geography of Europe 3 hours

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 429 Geography of Anglo-America 3 hours

Understanding of economic and social activities in the major human-use regions of the home continent; description and interpretation of the present occupancy pattern of the major regions of the United States and Canada.

## Geog 432 Geography of Africa 3 hours

The African continent, its nations and colonies; the physical and cultural geography of the regions of the continent and their implications.

## Geog 433 Political Geography 3 hours

The nations of the world and their interrelations analyzed geographically, emphasizing both physical and cultural factors of the environment to assist in the interpreting of world affairs.

## Geog 440 Geographic Information Systems (GIS) 4 hours

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 2 hours for lab and lecture. Prerequisites: Geog 240 and Geog 340 or consent of instructor.

## Geog 450 East Asia 3 hours

Physical and cultural geography of China, Japan, the Koreas, and Taiwan. Emphasis on cultural landscapes and the lifeways and traditions that continue to fashion them.

## Geog 451 South Asia 3 hours

Physical and cultural geography of Asia's southern rim. Special emphasis on culture origins, regional development, international relations and the resulting landscapes. Focus on India, Burma, Thailand, Malaysia, Cambodia, Laos, Vietnam, and Indonesia.



# COURSE DESCRIPTIONS

## Geog 461 South America 3 hours

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 463 Geography of Middle America 3 hours

Physical and cultural processes that have shaped the landscapes of Middle America.

## Geog 490 Climatology 3 hours

The climate controls and where they operate; climate classification; world regional climate patterns; the characteristics of the world's climates. Prerequisite: Geog 390.

## Geog 492 Regional Physiography of North America 3 hours

The interrelationship of soil, vegetation, landforms and climate in the physiographic regions of North America as they have played a role in the cultural and economic development of the continent. Prerequisite: Geog 392 or G 322.

## Geog 495 History and Philosophy of Geography 3 hours

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.

## Geog 501M Research 1-3 hours Terms and hours to be arranged.

## Geog 503M Thesis 3-9 hours Terms and hours to be arranged.

## Geog 508M Workshop 1-3 hours Terms and hours to be arranged.

## Geog 515M Geographic Background of European History 3 hours

Influence of geographic factors on the development of European ethnic, settlement, political and economic patterns. Emphasis given to the evolution of these patterns since the time of the dissolution of the Roman Empire.

## Geog 519M Map and Globe Skills for Teachers 3 hours

Provides the elementary and secondary level teacher with the skills necessary to use maps and globes in the classroom. These skills would include using maps and globes to establish distance and direction, demonstrate earth-sun relationships, understand map projections, and to make simple maps.

## Geog 520M Physical Geography and Field Methods for Teachers 3 hours

Observation of geographic features in the field; construction of maps from field sketches and notes; preparation of field reports; analysis of methods of field teaching in the public schools.

## Geog 521M Modern Viewpoints, Methods and Materials in Geography 3 hours

Analysis of the learning skills, concepts, tools and techniques to provide understanding of the physical environment and its relationship to man's way of living.

## Geog 522M Cartography for Teachers 3 hours

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

## Geog 580M Geography in the School Curriculum 3 hours

Description and analysis of major trends, concepts and content of geography as related to the social studies curriculum in the public schools.

## History

### LOWER-DIVISION COURSES

#### Hst 101, 102, 103 History of Western Civilizations 3 hours each term

A history of western civilization from ancient times to the present. Courses cover intellectual currents, political institutions, social organization, and cultural expression.

#### Hst 104, 105, 106 World History 3 hours each term

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 3 hours each term

The American nation: 201—from colonial settlement to the 1840s with emphasis on Constitutional roots and the emerging new society of the 19th century; 202—from westward expansion to the Progressive reform. Major themes are the slave system, Civil War, "winning of the west," protest politics and imperialism; 203—the 20th century. Emphasis on foreign policy between Spanish-American War and World War I, the 1920s, the Great Depression, World War II, and the political, social and cultural developments of recent decades.

### UPPER-DIVISION AND GRADUATE COURSES

#### Hst 301 History Research and Writing 3 hours

Introduce historical sources, literature, and critical tools needed for research. Discuss the style and interpretations of schools of historical scholarship.

#### Hst 304, 305, 306 English History 3 hours each term

The making of England beginning with the Roman revolution and proceeding to modern times. Stressed are the Glorious Revolution, the Industrial Revolution, and the constitutional and colonial revolutions.

#### Hst 307 History of American Protest Movements 3 hours

Protest in American history from Bacon's Rebellion to modern times.

#### Hst 309, 310, 311 Multicultural America in Historical Perspective 3 hours each term

An emphasis on ethnicity, race, and multicultural issues in the United States from the period of colonization to the present. History 309 presents these issues from before 1492 to the early 19th century. History 310 deals with the 19th century to the end of World War I. History 311 considers the period from 1920 to the present.

#### Hst 315 Ancient Near East and Greece 3 hours

A study of the origins of civilization in the Near East and the development of classical Greek culture and society.

#### Hst 316 Hellenistic and Roman Civilization 3 hours

A study of culture, political thought, and religion of the Hellenistic and Roman empires.

#### Hst 333, 334 The History of Education in America 3 hours each

The assumptions, methods and systems by which this nation has transmitted attitudes, values, and skills from one generation to the next. Hst 333 from colonial times to 1900. Hst 334 from 1900 to present.

#### Hst 350 Pre-Columbian and Colonial Latin America 3 hours

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 351 Mexico and the Caribbean Since Independence 3 hours

A study of nation-building, conservative/liberal rivalries, and foreign intervention. Particular stress in the 20th century on social revolutions and modernization.



# COURSE DESCRIPTIONS

## Hst 352 South America Since Independence 3 hours

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 354 American Military History 3 hours

An overview of the American military experience from colonial times to the present. The course also examines the diplomacy and domestic politics that affected strategy.

## Hst 391, 392, 393 History of the Far East 3 hours each term

The history, civilization, and institutions of the Far East with emphasis on Japan and China from pre-history to the present.

## Hst 399 Special Studies 1-3 hours

Provides a means by which students may earn upper-division credit for research, writing, reporting, discussion, and career-related and/or participatory skills.

## Hst 405 Reading and Conference 3 hours

## Hst 407 Seminar 3 hours

Special seminar topic offerings in the History discipline.

## Hst 409 Practicum 1-5 hours

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 410 Gender Issues in Premodern History 3 hours

A historical examination of the experiences of diverse groups of women before the mid-nineteenth century, with emphasis on cultural ideas about gender and women's roles, women's relationships with families, communities, and the state as well as with one another, and the way in which race, class, and ethnicity intersect with gender to shape women's lives.

## Hst 411 Gender Issues in Modern History 3 hours

A continuing examination of the history of women and gender relations in the 19th and 20th centuries, with emphasis on cultural ideas about gender and women's roles, women's relationships with families, communities, and the state as well as with one another, and the way in which race, class, and ethnicity intersect with gender to shape women's lives.

## Hst 419 Introduction to Public History 3 hours

This course will begin with a review of the special skills of the historians craft. Then students will be introduced to the sectors of public history such as business related opportunities, government service, archival and museum work, and historical editing.

## Hst 420/520 Philosophies of History 3 hours

The evolution of the discipline of history as portrayed through the writings of the major historians. Prerequisite: Consent of instructor.

## Hst 421 The Early Middle Ages 3 hours

A study of the origins and early development of medieval European culture and institutions, 450-1050 A.D., focusing particularly on the Greco-Roman cultural heritage, the role of the Christian Church, and the contributions of the Germanic tribes.

## Hst 422 The High and Late Middle Ages 3 hours

A study of Europe, 1050-1450 A.D., focusing on the economic, political, social, religious and intellectual revival of the 11th and 12th centuries, the high point of medieval culture in the 13th century, and the decline of medieval institutions in the 14th and 15th centuries.

## Hst 424 Renaissance and Reformation 3 hours

Civilization of the Renaissance in Italy and Northern Europe; Protestant and Catholic reformations of the 16th century.

## Hst 425 Early Modern Europe 3 hours

Movements and events of the 17th and 18th centuries; the Enlightenment; the Old Regime; the classical age in art, architecture and literature; the development of modern science, society and nation states.

## Hst 436 Mexico Since Independence 3 hours

An overview of the Indian and Spanish background of Mexico with emphasis on 19th century liberalism, foreign intervention, the Mexican Revolution, and modernization.

## Hst 437, 438, 439 Modern German History 3 hours each term

A study of the German nation: Hst 437—from Bismark to the outbreak of the Great War in 1914; Hst 438—from World War I to the collapse of the German Republic; Hst 439—from the Nazi Era to the post-war division and recovery, and reunification.

## Hst 442 Modern France: The Revolution and Napoleon 3 hours

The structure of the *Ancient Regime*, its demolition by the Revolution, its transformation by Napoleon and its dilemmas in the era of Restoration.

## Hst 443/543 Europe in Ascendancy 3 hours

Europe from mid-19th century to 1914, including the rise of new nations, the events and influences of European imperialism, the development of radical social and political movements, and the forces leading to World War I.

## Hst 444/544, 445/545 20th-Century Europe 3 hours each term

The impact of World War I, the inter-war adjustment and conflict between democracy and the totalitarian powers; World War II and its aftermath; the rebuilding and reorientation of Europe, including the disintegration of the Soviet Union and Yugoslavia.

## Hst 446 The Near East in the 20th Century 3 hours

The contemporary Near East; its societies, its economic and political patterns, and its role in world affairs. Special attention is given to the Turkish revolution, the Mandate experience and the background of Israeli-Arab tensions.

## Hst 447 History of Russia and Eastern Europe 3 hours

The History of Russia and Eastern Europe from the time of the Black Death to the eve of the Enlightenment in the Mid-18th Century. This course is designed to convey an understanding of the reasons for the relative underdevelopment of this geographic area compared to Western Europe, setting the stage for later peculiarities in the political, social and cultural history of Eastern Europe and Russia.

## Hst 448 History of Russia and Eastern Europe 3 hours

The History of Russia and Eastern Europe from the Age of Enlightenment to the First World War. Focal points of this course will be various attempts to 'modernize' those societies; the development of nationalism; the development of labor movements; and the survival of absolutist monarchies into the 20th century.

## Hst 449 History of the Soviet Union 3 hours

The History of Russia and Eastern Europe from the Russian Revolutions of 1917 to the Present. Emphasis will be placed on understanding the origins and the nature of Bolshevism, Stalinsim, and Soviet society; the rise of right-wing authoritarian regimes in Eastern Europe between the First and Second World Wars; the mechanisms of inclusion of Eastern Europe into the Soviet sphere of influence after 1945; the reasons for the ultimate disintegration of Eastern bloc societies and economies; and the nature of the revolutions of 1989.



# COURSE DESCRIPTIONS

## Hst 450 Modern France: The Nineteenth Century 3 hours

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 451 Modern France: The Twentieth Century 3 hours

France in two world wars with an inter-war depression and the rise of Nazi Germany; her developments and readjustments since 1945.

## Hst 457 The Jacksonian Era 3 hours

The United States, 1815-1850. Westward expansion and the roots of intersectional conflicts; growth of a native American culture: party struggles of the age of Jackson.

## Hst 458 Civil War and Reconstruction 3 hours

The critical decade before the Civil War; the war to preserve the Union; efforts to reconstruct southern society after the war, and the resulting turmoil. Emphasis on changing interpretations of Civil War history.

## Hst 459 Business America, 1877-1900 3 hours

An examination of the urban-industrial development in the years following Reconstruction to the turn of the century. The course will also deal with the intellectual, social and cultural change as well as American foreign policy.

## Hst 460, 461, 462 American Social and Intellectual History 3 hours each term

Influence of social factors on American history and culture; the main currents of intellectual and cultural developments upon American life.

## Hst 463 History of Canada to Confederation (1867) 3 hours

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 464 History of Canada Since Confederation 3 hours

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 476 History of the West to 1900 3 hours

Examines the origins, traditions, and cultural interaction within the North American, trans-Mississippi West of peoples living in the region from the pre-contact era through the late 19th century with particular attention to comparative colonial cultures in the region, and the integration of the region into the industrial, political, and social framework of the United States as an emerging imperial power. Explores issues of natural resource identification and allocation in relation to nationalist expansion and cultural conflict.

## Hst 477 History of the Twentieth Century West 3 hours

Examines the transformation of the trans-Mississippi West in the 20th century with particular attention to the market networks, community traditions, and historical myths that have shaped the ways in which the diverse peoples of the West have viewed themselves in relation to their surroundings, with particular attention to economic growth, and industrialization in the context of federal power and regional resistance.

## Hst 478/578 History of the Pacific Northwest 3 hours

Historical, cultural, economic, and political developments of the Pacific Northwest from the pre-white period to the present.

## Hst 479 Urban American History 3 hours

The growth and development of the city and its impact on American life and culture.

## Hst 480/580 The United States in the 20th Century 3 hours

From the Progressive Era through the onset of the Great Depression. The reform tradition and its successes and failures as it dealt with the rise of an industrial and urban society.

## Hst 481/581 The United States in the 20th Century 3 hours

The New Deal and its attempt to re-direct politics and economics during the depression decade. World War II and the post-war adjustments. Emergence of the U.S. as an international power.

## Hst 482 The United States in the 20th Century 3 hours

From the election of Kennedy to the present. Reform and reaction. The "American Decade" and the signs of retreat.

## Hst 483 Colonial America 3 hours

Colonial background of American history from the Age of Discovery to the Revolution. Emphasis on broad, unifying themes of the colonial period.

## Hst 484 The New Nation 3 hours

History of the United States from 1775 to the Jacksonian Era. The process of nation-building and the counterforces of sectionalism. Concentration will be on the Revolution and the Constitution as each relates to the efforts to establish a national identity.

## Hst 490/590 20th-Century Latin America 3 hours

Comparative development patterns in Latin America. Social revolutions and authoritarian reactions. The new Latin American culture.

## Hst 491/591 History of Inter-American Relations 3 hours

A diplomatic history from 1810 to the present with emphasis on relations between the United States and Latin America.

## Hst 492/592 World Problems 3 hours

Selected historical issues which are both contemporary and significant. Attention given to the political, economic and social aspects of these global issues.

## Hst 499 Senior Seminar 3 hours

Research and writing of a seminar paper showing the variety of sources, knowledge of the literature, and the development of historical style.

## Hst 501M Research 1-6 hours Terms and hours to be arranged.

## Hst 503M Thesis 1-6 hours Terms and hours to be arranged.

## Hst 505M Reading and Conference 1-6 hours Terms and hours to be arranged.

## Hst 507M Seminar 3 hours

## Hst 508M Workshop 1-6 hours Terms and hours to be arranged.

## Hst 509M Practicum 1-9 hours Terms and hours to be arranged.

## Hst 521M United States Before 1865: Topic 3 hours

Reading, discussion and research of the historical literature relevant to the United States prior to 1865.



# COURSE DESCRIPTIONS



**Hst 522M United States After 1865: Topic**  
3 hours

Reading, discussion and research of the historical literature relevant to the United States since 1865.

**Hst 523M Latin America: Topic** 3 hours

Reading, discussion and research of the historical literature relevant to Latin America.

**Hst 524M Europe: Topic** 3 hours

Reading, discussion and research of the historical literature relevant to Europe.

**Hst 525M Asia: Topic** 3 hours

Reading, discussion and research of the historical literature relevant to Asia.

**Hst 526M Africa: Topic** 3 hours

Reading, discussion and research of the historical literature relevant to Africa.

## Political Science

### LOWER-DIVISION COURSES

**PS 199 Special Studies** 1-6 hours  
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. Prerequisite: consent of instructor.

**PS 201 American National Government**  
3 hours

An introduction to the study of political institutions, public policy and public opinion in the United States.

**PS 202 State and Local Government**  
3 hours

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 203 International Relations** 3 hours

An introduction to the analysis of relations among nations, international organizations, global problems and possibilities.

### UPPER-DIVISION AND GRADUATE COURSES

**PS 303 Politics and Governments of Europe**  
3 hours

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. Prerequisite: consent of instructor.

**PS 325H Democracy in Theory and Practice**  
3 hours

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 hours

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. Prerequisite: PS 201 or consent of instructor.

**PS 351 Introduction to Public Administration**  
3 hours

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. Prerequisite: PS 201 or consent of instructor.

**PS 352 Constitutional Law** 3 hours

An examination of the impact of the Supreme Court upon the rights and freedoms of the individual in the United States with emphasis on the case study approach. Prerequisite: PS 201 or consent of instructor.

**PS 399 Special Studies** 1-3 hours

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 hours 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 hours  
Terms and hours to be arranged.

Special seminar topic offerings in the Political Science/Public Policy and Administration discipline. Prerequisite: consent of instructor.

**PS 409 Practicum: Administrative Internship**  
3-12 hours  
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 non-profit organizations. Prerequisite: PS 201, PS 202, or consent of instructor, and at least a 3.0 GPA.

**PS 410 Political Science Internship**  
3-12 hours

This course provides opportunities for practical experience with the Oregon State Legislature, city councils, legal offices, political campaign or interest group activities. Prerequisites: PS 201, PS 202, or consent of the instructor, at least a 3.0 GPA



# COURSE DESCRIPTIONS

## PS 414 Political Parties, Pressure Groups and Elections 3 hours

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 hours

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 hours

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 hours

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 hours

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 hours

An examination and analysis of selected key issues and characteristics of contemporary state government. Prerequisite: PS 202 or consent of instructor.

## PS 426 Federalism and Intergovernmental Relations 3 hours

An investigation of the constitutional, political, financial and administrative relationships among national, state and local governments within the American Federal system. Prerequisite: PS 201, PS 202 or consent of instructor.

## PS 435 Women and Politics 3 hours

A survey and analysis of the socio-economic 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. Prerequisite: PS 201, PS 202, or consent of instructor.

## PS 445 Policy Analysis and Implementation 3 hours

A study of the process and problems of policy analysis with a focus on the limitations and proper use of analysis techniques. Prerequisite: PS 201, PS 202 or consent of instructor.

## PS 446 Land Resource Politics and Policy 3 hours

A broad examination of the development and present nature of land use policies, particularly the management of national lands. Prerequisite: PS 201, PS 202 or consent of instructor.

## PS 447 Environmental Politics and Policy 3 hours

An analysis of the history, politics and implementation of national environmental policy and the most important environmental laws and organizations. Prerequisite: PS 201, or consent of instructor.

## PS 460 Governments and Politics of Asia 3 hours

A comparative study of political cultures, ideologies, governments and contemporary issues in selected Asian nations. Prerequisite: PS 203, PS 303 or consent of instructor.

## PS 461 Politics and Governments of Communist Nations 3 hours

A comparative study of political cultures, ideologies, governments and contemporary issues in selected communist nations. Prerequisite: PS 203, PS 303 or consent of instructor.

## PS 463 Governments and Politics of Developing Nations 3 hours

A comparative study of political cultures, ideologies, governments and contemporary issues in selected developing nations. Prerequisite: PS 203, PS 303 or consent of instructor.

## PS 466 Governmental Budgeting 3 hours

A study of the political, fiscal, policy and management aspects of budget formation and implementation in American state and national governments. Prerequisite: PS 350, PS 351 or consent of instructor.

## PS 469 Congress and the Presidency 3 hours

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 478 Political Fiction 3 hours

A study of political belief systems, behaviors, relationships and concepts (justice, moral choice, liberty) through the medium of the political novel. Prerequisite: consent of instructor.

## PS 480 Administrative Law 3 hours

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. Prerequisite: PS 350, PS 351 or consent of instructor.

## PS 490 Community Politics 3 hours

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 Ideologies of the Twentieth Century 3 hours

Capitalism, liberalism, conservatism, communism, socialism and fascism considered as world views and politico-economic systems with emphasis on comparative values and methods. Prerequisite: PS 203, PS 303 or consent of instructor.

## PS 493 International Organizations 3 hours

An advanced study of global problems (war, economic development) and organizations designed to alleviate them. An assessment of the successes/failures of the United Nations, European Community and collective security arrangements. Prerequisite: PS 203, PS 303 or consent of instructor.

## PS 497 American Foreign Relations 3 hours

A consideration of the origin, character and consequences of American foreign policy with an emphasis on policy-making and issues since 1945. Prerequisite: PS 201, PS 203 or consent of instructor.

## PS 501M Research 1-6 hours Terms and hours to be arranged.

## PS 503M Thesis or Field Study 1-6 hours Terms and hours to be arranged.

## PS 505M Reading and Conference 1-6 hours Terms and hours to be arranged.

## PS 507M Seminar 3 hours



# COURSE DESCRIPTIONS

PS 508M Workshop 1-6 hours

PS 509M Practicum: Internship 1-9 hours

## Psychology

### LOWER-DIVISION COURSES

Psy 199 Special Studies 1-3 hours  
Terms and hours to be arranged.

Psy 201, 202 General Psychology  
3 hours each term

A study of the science of human behavior and experience. Areas covered include: biological bases of behavior, learning, memory, motivation, perception, development, personality, abnormal behavior, psychotherapy and social psychology.

Psy 217 Introduction to Research Methods  
3 hours

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.

Psy 225 Introduction to Child Development  
3 hours

Introduction to processes of human development during the first two decades of life. A topical discussion of issues particularly relevant to classroom applications including learning, memory, cognition, language and intelligence.

### UPPER-DIVISION AND GRADUATE COURSES

Psy 311 Developmental Psychology  
3 hours

The psychological study of human development from conception to death. Stages and issues of developmental 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, 202 or equivalent.

Psy 328 Mental Health 3 hours

A survey of theories of adequate and optimal psychological functioning. A study of processes which may lead to the restoration of adaptive functioning and its maintenance and how these processes may be brought into play in the individual's environment or community. Prerequisite: Psy 201, 202 or equivalent.

Psy 334 Social Psychology 3 hours

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, 202 or equivalent.

Psy 349 Introduction to Behavior Modification  
3 hours

A survey of behavior modification topics including principles of learning and relevant methodology. An exploration of practical applications.

Psy 360 Cognitive Psychology 3 hours

This class provides an overview of basic topics in cognitive psychology including learning, memory, attention, sensation, perception, language/phonology and problem solving. Prerequisite: Psy 201.

Psy 370 Sensation and Perception 3 hours

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.

Psy 390 Learning and Memory 3 hours

Survey of fundamental concepts of conditioning, rate learning, discrimination, problem solving, memory and motor skill. Major theories of learning, memory and related experimental literature. Prerequisite: Psy 201, 202 or equivalent.

Psy 398 Professional Issues in Psychology  
3 hours

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, 202 or equivalent.

Psy 406 Special Individual Studies  
1-6 hours

Designed for individual or special studies in a defined area of interest under the guidance of a designated faculty member.

Psy 407 Seminar 1-15 hours  
Terms and hours to be arranged.

Psy 408 Workshop 1-15 hours  
Terms and hours to be arranged.

Psy 409 Practicum 1-9 hours

Field experience in applied psychology. Prerequisite: Psy 398 or consent of instructor.

Psy 415/515 Psychology of Sports 3 hours

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.

Psy 423 Interviewing and Appraisal  
3 hours

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.

Psy 426 History of Psychology 3 hours

Historical study of psychologists, basic psychological concepts and theories. Prerequisite: minimum of 15 hours of upper-division psychology courses.

Psy 435/535 Theories of Personality  
3 hours

Major historical and contemporary theories of personality development and function and their relation to current issues in psychology. Prerequisite: a 300-level course in psychology or consent of instructor.

Psy 437/537 Advanced Social Psychology  
3 hours

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 440/540 Small Group Theory 3 hours

Survey of major social-psychological theories and research related to small groups; application of theory and research to development, organization and functioning of small groups. Prerequisite: six or more hours of upper-division psychology courses.

Psy 443/543 Group Processes 3 hours

An analysis of the basic psychological processes of group interactions. Principles, techniques, and characteristics of productive groups in business, education and the community will be discussed.

Psy 445/545 Organizational Psychology  
3 hours

A study of psychology as applied to work settings in industry, business, government, and social service. Topics include trends in organizational design, personnel selection and placement, human resource management, work motivation, job satisfaction and leadership. Prerequisite: Psy 201, 202 or Psy 334, or consent of instructor.



# COURSE DESCRIPTIONS

**Psy 446/546 Strategic Human Resource Planning 3 hours**

Investigation of human resource needs including manpower planning systems; concepts of adult learning and development; long- and short-range planning models; and employee training programs. Prerequisite: Psy 445/545 or consent of instructor.

**Psy 447/547 Organizational Structure and Functions 3 hours**

An advanced course in organizational psychology integrating processes and principles in organizational settings. Prerequisites: Psy 445/545, 446/546, plus six additional hours selected from the following: Psy 423/523, 443/543, 448/548, 467, 468 or 496/596.

**Psy 448/548 Topics in Organizational Psychology 3 hours**

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 under different subtitles. Prerequisite: Psy 445/545.

**Psy 450/550 Abnormal Psychology 3 hours**

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 or consent of instructor.

**Psy 451/551 Biopsychology 3 hours**

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, 202 or equivalent.

**Psy 460 Cognitive Neuroscience 3 hours**

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 The Maladjusted Child 3 hours**

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: a 300-level psychology course or consent of instructor.

**Psy 465/565 Motivation 3 hours**

Deals primarily with human motivation. Topics such as stress, conflict, learned motives, arousal and unconscious determinants will be considered. Prerequisite: 3 or more hours of 300-level psychology or consent of instructor.

**Psy 467 Quantitative Methods 3 hours**

Methods which psychologists use to describe, summarize and make inferences about measurements made on people, things or events. Prerequisite: Psy 201, 202 or equivalent.

**Psy 468 Research Methods 3 hours**

An introduction to the experimental, correlational and survey methods employed in psychological research. Prerequisite: Psy 467 or consent of instructor.

**Psy 471/571 Computers in Psychology 3 hours**

Survey of computer applications in psychology with emphasis on microcomputers. Topics include computer testing: methods and ethics, computer aided instruction, artificial intelligence, networking and research applications. Prerequisite: CS 101 or equivalent or consent of instructor.

**Psy 472/572 Psychological Assessment 3 hours**

The use of psychological assessment approaches to developing understanding of individuals and groups. Basic principles of test theory and interpretation of test scores will provide a framework for test evaluation. Interviewing and non-quantitative assessment approaches will also be examined. Research and theoretical issues involving major constructs such as intelligence, aptitude, interest and personality will be addressed. Prerequisite: a 300-level psychology course or consent of instructor.

**Psy 480/580 Infancy and Early Childhood 3 hours**

Theory and research related to first five years of life in the motor, emotional, cognitive, social and linguistic domains. Topics include attachment, temperament, and atypical development. Prerequisites: Psy 201, Psy 202, Lifespan Development.

**Psy 481/581 Middle and Late Childhood 3 hours**

Theory and research related to children who are between school age and adolescence. Emphasis on socialization, cognitive development, and deviations from typical development. Prerequisite: Psy 201, Psy 202, Lifespan Development, graduate status, or consent from instructor.

**Psy 482/582 The Psychology of Adolescence 3 hours**

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. Prerequisite: Psy 201, 202 and a 300-level psychology course or consent of instructor.

**Psy 483/583 Adulthood and Aging 3 hours**

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, Psy 202, Lifespan Development, or consent of instructor.

**Psy 484/584 Theories of Development 3 hours**

Theories of human development across the lifespan 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. Prerequisite: a 300-level psychology course or consent of instructor.

**Psy 485/585 Special Topics in Developmental Psychology 3 hours**

Each quarter that 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. Prerequisite: Psy 201, Psy 202, Lifespan Development, or consent of instructor.

**Psy 492/592 Psychology of Women 3 hours**

Application of psychological methods to the study of women's roles and behavior. Sub-topics may include development, sexuality, achievement, aptitudes and work.

**Psy 496/596 Program Evaluation 3 hours**

An introduction to the models and purposes of program evaluation in public and private settings. Prerequisite: Psy 467, 468 or consent of instructor.



# COURSE DESCRIPTIONS

**Psy 498/598** Advanced General Psychology  
3 hours

A survey of the latest and most important research findings in the major areas of psychology including human development, physiological, social, learning, memory, motivation, personality, abnormal, health, thinking and perception.

**Psy 506M** Special Individual Studies  
1-6 hours Terms and hours to be arranged.

**Psy 507M** Seminar 1-15 hours  
Terms and hours to be arranged.

**Psy 508M** Workshop 1-15 hours  
Terms and hours to be arranged.

**Psy 509M** Practicum 1-15 hours  
Terms and hours to be arranged.

**Psy 519M** Research Methods in Human Development 3 hours

A survey of methods for observing, recording, analyzing and interpreting changes in the physical, cognitive, affective and social behavior of children and adults.

**Psy 520M** Theories of Learning 3 hours

A survey of the historical and contemporary theories of learning emphasizing the research associated with each theory and its application to and influence on an educational practice.

**Psy 523M** Intelligence Testing and Reporting 3 hours

Course objectives are to train individuals to administer and score individual intelligence scales competently and accurately and to learn initial aspects of test interpretation and reporting. Social, cultural and socio-economic factors that affect test results will also be discussed.

**Psy 524M** Individual Intelligence Testing 3 hours

Selection, administration and interpretation of individual tests. Problems in testing of exceptional children and the integration of referral and history assessment data into a case study report, including an individual educational program. Prerequisite: Psy 523.

**Psy 527M** Identification and Assessment of the Talented and Gifted 3 hours

An introduction to the measures and procedures used to identify talented and gifted individuals. Differential assessment procedures for identifying the wide range of gifted individuals will be evaluated and new concepts in assessing talent and giftedness will be explored.

**Psy 532M** Advanced Behavior Modification 3 hours

Experimental and theoretical foundations of a variety of behavior modification techniques such as operant conditioning, contingency contracting, systematic desensitization, modeling, self-management, aversive therapy, token economics and others. In addition, opportunity will be available for practical applications of such techniques. A study of the role of cognitive variables in behavior modification will be included. Prerequisite: 12-15 hours of psychology, including learning or behavior modification, or consent of instructor.

## Social Science

### LOWER-DIVISION COURSE

**SSc 199** Special Studies 1-15 hours  
Terms and hours to be arranged.

**SSc 201** Introduction to Gender Studies 3 hours

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.

### UPPER-DIVISION AND GRADUATE COURSES

**SSc 401** Research 3-6 hours  
Terms and hours to be arranged.

**SSc 403** Field Study 1-9 hours  
Terms and hours to be arranged.

Maximum of nine hours. Not intended as practicum for teaching majors.

**SSc 406** Special Individual Studies 1-15 hours  
Terms and hours to be arranged.

**SSc 407** Seminar 1-3 hours  
Terms and hours to be arranged.

**SSc 408** Workshop 1-15 hours  
Terms and hours to be arranged.

**SSc 409** Practicum 3-12 hours  
Terms and hours to be arranged.

**SSc 490, 491** Senior Social Science Seminar 3 hours 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. Required of all secondary education social science teaching majors and teaching minors, and language arts/social science teaching majors.

**SSc 501M** Research 3-9 hours  
Terms and hours to be arranged.

**SSc 503M** Thesis or Field Study 3-9 hours  
Terms and hours to be arranged.

**SSc 506M** Special Individual Studies 1-15 hours  
Terms and hours to be arranged.

**SSc 507M** Seminar 1-15 hours  
Terms and hours to be arranged.

**SSc 511M** Contemporary Developments in the Social Sciences 3 hours

A study of contemporary literature in the various social science areas for elementary teachers.

**SSc 512M** Contemporary Developments in the Social Sciences 3 hours

A study of contemporary literature in the various social science areas for junior and senior high school teachers. (Acceptable for secondary certification.)

**SSc 513M** Social Problems in American Democracy 3 hours

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 515M** Political Problems in American Democracy 3 hours

A study of current domestic political problems.

**SSc 700 (p)** In-Service Education

## Sociology

### LOWER-DIVISION COURSES

**Soc 223** Theoretical Foundations of Sociology 3 hours

A broad introduction to the discipline of sociology, synthesizing the contributions of classical authors and applying their insights to the core concerns of the discipline. Focus is on the theoretical and historical dimensions of sociology.

**Soc 224** Empirical Foundations of Sociology 3 hours

An introduction to the empirical practice of sociology, emphasizing research methods, applied perspectives and critical analysis.

**Soc 225** Social Problems 3 hours

Basic sociological concepts applied to the analysis of various contemporary social problems. Both the causes and prospects for alleviating social problems will be discussed.



# COURSE DESCRIPTIONS

## Soc 290 World Population and Social Structure 3 hours

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.

### UPPER-DIVISION COURSES

## Soc 309 American Society 3 hours

An analysis of American society in terms of its significant structural traits and their functions; major changes in American society and selected contemporary problems examined in their relation to institutional structures. Prerequisite: Soc 223 or consent of instructor.

## Soc 315 Social Stratification and Inequality 3 hours

Introduction to the social bases of stratification and inequality in capitalist societies. The focus of the course is 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 hours

Introduction to the history and structure of industrial capitalist societies. Development of the labor process and industrial bureaucracy is a focus. Social and political history of labor is included. Relevance for contemporary economic development is considered.

## Soc 325 Participant Observation and Qualitative Research Methods 3 hours

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 Introduction to Social Research 3 hours

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 hours

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 hours

An introduction to urban development in the West. Includes a historical and contemporary analysis of the rise of towns and cities. Consideration given to the role of cities in the development of capitalism. Contemporary urban forms and problems are examined. Attention given to special topics such as urban redevelopment, urban government, fiscal crisis, housing, and gentrification.

## Soc 334 Self and Society 3 hours

A distinctly sociological approach to the analysis of the individual in the context of larger social structures.

## Soc 338 Sociology of the Family 3 hours

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 350 Food and Hunger 3 hours

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 360 Sociology of Gender 3 hours

This course 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 Sociology of Education 3 hours

Sociological analysis and critique of education in the United States. Special attention given to consideration of education as part of a larger, capitalist society.

## Soc 400 International Development 3 hours

Introduction to the problematics of development and underdevelopment in the world political-economy. Social, economic, and political dimensions of the core and periphery are examined. History of colonialism, imperialism, and neo-colonialism is reviewed. Theories of development and underdevelopment are used to consider the problematics.

## Soc 406 Special Individual Studies 3 hours

## Soc 407 Seminar: Special Topics in Sociology 3 hours

## Soc 410 Historical Sociology: Origins of Capitalism 3 hours

Historical and theoretical analysis of the emergence of capitalism in the West. Consideration of the transition from feudalism to capitalism is included. The social structures of feudalism, mercantilism, and industrial capitalism are presented. Historical analysis of the British Industrial Revolution is a key part of the course.

## Soc 420 Political Sociology: Theories of the State 3 hours

Critical introduction to theories of power and the state. Historical dimensions of the state in the West are included. 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 hours

Description and analysis of revolutionary movements around the world. Special attention given to the French, Russian, and Chinese Revolutions. Selected revolutionary movements in Latin America are considered. 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 hours

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 437 Sociology of Race/Ethnic Relations 3 hours

This course provides an introduction to the history and problems that racial and ethnic groups have confronted in the United States. Analysis will include an overview of the social movements that have emerged to confront forms of oppression and discrimination. The impact of racial discrimination on women will be addressed.

## Soc 440 Women and Development 3 hours

Historical and contemporary analysis of women in the development 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.



# COURSE DESCRIPTIONS

## Soc 450 Latin American Society 3 hours

This course includes an analysis of current social issues in Latin America. Topics include economic restructuring, state transformation, gender and family relations.

## Soc 460 Feminist Theory 3 hours

This course provides an introduction to major themes of feminist thought. A wide range of representative works of theorists from the first and second wave feminist movement will be included.

## Soc 454 Sociology of Deviant Behavior 3 hours

Identification of different forms, distribution and extent of deviant behavior and current theories of deviant causation. The influence deviance has upon the individual and on society. Prerequisite: Soc 225 or consent of instructor.

## Soc 471 Classical Sociological Thought 3 hours

An examination of the ideas of some of the most renowned social thinkers of the 19th and early 20th centuries, of whom Karl Marx, Max Weber and Emile Durkheim will be given primary emphasis. Prerequisite: Soc 223 and 224.

## Soc 472 Contemporary Sociological Theory 3 hours

Study of significant sociological theories from the 19th century to the present. Prerequisite: Soc 223, 224 and 471.

## Soc 492 Senior Seminar I 3 hours

A research-oriented seminar.

## Soc 493 Senior Seminar II 3 hours

A research-oriented seminar.

## Soc 494 Senior Seminar III 3 hours

A research-oriented seminar.

## EDUCATION

### Computer Science Education

#### UPPER-DIVISION AND GRADUATE COURSES

## CSE 406 Special Individual Studies 3 hours

Terms and hours to be arranged.

## CSE 407/507 Seminar 1-6 hours, variable

Terms and hours to be arranged.

## CSE 408/508 Workshop 1-9 hours

Terms and hours to be arranged.

## CSE 409 Practicum 3-9 hours

Field Placement in a setting where computer education applications may be encountered under guidance and supervision.

## CSE 410/510 Computers in Education 3 hours

Analysis of strategies and techniques for using computers in instruction. Skills development in adapting application software for inclusion in lesson plans.

## CSE 420/520 Computer as a Management Tool 3 hours

An exploration of record keeping, planning and forecasting techniques. Performance of needs analysis of management tasks. Practical, hands-on experience with word processor, electronic spreadsheet, graphing program and data base manager is provided. Prerequisite: CSE 410/510 or consent of instructor.

## CSE 430/530 Desktop Publishing and Presentations 3 hours

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 hours

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 454/554 Authoring Systems 3 hours

The selection, evaluation and use of authoring systems to develop an instructional unit.

## CSE 540M Computer Based Lesson Design 3 hours

Application of the principles of instructional design to the creation of a computer lesson in HyperCard. Courseware developed will stress developmental techniques and validation.

## CSE 560M Computer Interactive Video Systems 3 hours

Principles and practices of interfacing and utilizing audio and video systems with microcomputers in instructional environments. Prerequisites: Ed 526 and Ed 541.

## CSE 580M Integrating Computers Into the Curriculum 3 hours

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.

## Education

#### LOWER-DIVISION COURSES

## Ed 111 Contemporary Education 2 hours

Exploration of trends and educational practices in today's schools coupled with field experiences in public schools, working directly with children in grades K-12.

## Ed 199 Special Individual Studies 1-6 hours

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.

## Ed 200 Introduction to Education 3 hours

An overview of issues and options in the contemporary secondary school is provided. Emphasis is also focused on preparation decisions and specializations available to the student.

## Ed 220 Introduction to Early Childhood Education 3 hours

An 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.

#### UPPER-DIVISION AND GRADUATE COURSES

## Ed 303 September Experience 1-3 hours

This one to three week pre-student teaching program is 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.

## Ed 312 Students, Teachers, Schools and Society 3 hours

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 students); current issues and effective schools. Prerequisite: 2.75 gpa.



# COURSE DESCRIPTIONS

## Ed 357 Assessment and Evaluation (Secondary) 3 hours

Self-evaluation, micro-teaching lab, tests and measurement. Students will be able to develop, administer and interpret curriculum aligned tests; analyze their own skills in test administration and construction; and acquire knowledge regarding standardized tests. Prerequisite: Psy 225, 2.75 gpa and passing score on CBEST.

## Ed 358 Christmas in the Country 1 hour

A practicum experience providing an opportunity for students to spend a week in a school prior to Christmas vacation. Students participate in the school and community activities.

## Ed 387 Reading, Writing and Children's Literature I 3 hours

Integrates current research in teaching reading, writing and children's literature. Developmental stages of children will be stressed as a focus for instruction in reading and writing. Various genre of children's literature and selected authors and illustrators will be examined, as well as ways of using children's literature across the curriculum. A variety of approaches to the teaching of reading and writing will be explored.

## Ed 388 Reading, Writing and Children's Literature II 3 hours

Integrates current research in teaching reading, writing and children's literature. Developmental stages of children will be stressed as a focus for instruction in reading and writing. Various genre of children's literature and selected authors and illustrators will be examined, as well as ways of using children's literature across the curriculum. A variety of approaches to the teaching of reading and writing will be explored.

## Ed 389 Reading and Telling Children's Stories 3 hours

Techniques and principles for sharing stories with children through reading and story-telling. Involves study and selection of literature for children of all ages. Opportunities to investigate stories used for such special topics as puppetry, bibliotherapy, crafts, choral reading and special ethnic or minority groups.

## Ed 391 Establishing a Personalized Classroom Climate 3 hours

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 392 Planning and Assessment 3 hours

Students will develop in a laboratory setting the understanding and skills needed to make instructional decisions in the areas of content, student understanding, teaching and assessment.

## Ed 399 Special Studies 3 hours

This course is 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.

## Ed 402 Early Student Teaching 2 hours

Orientation to student teaching and an extension of the total experience.

## Ed 406 Special Individual Studies 1-6 hours

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.

## Ed 407 Seminar 1-15 hours

Terms and hours to be arranged.

## Ed 408 Workshop 1-15 hours

Terms and hours to be arranged.

## Ed 409 Practicum 1-12 hours

Bilingual Education/ESL  
Early Childhood Education  
Educational Media  
Elementary

## Ed 414 Student Teaching I 3 hours

This course includes a total of four weeks, which are spent in the schools observing, analyzing and assuming minimal classroom responsibilities including the teaching of at least one lesson which the student will prepare and present.

## Ed 415 Student Teaching II 6 hours

Includes a full-time, four-week opportunity to work in a school. Student will assume increasing responsibility for instruction from single lessons to a full day, culminating in the completion of a three-day full responsibility teaching experience. Successful completion of the short term, full responsibility teaching will be required for continuation to extended full responsibility during Student Teaching III.

## Ed 416 Student Teaching III 12 hours

Complete a nine-week period of student teaching, with greater classroom responsibilities than during Pre-Student Teaching I or II. Students will use this time to complete a portfolio showing their ability to bring about learning gains within the school setting.

## Ed 417/517 Cooperative Learning 3 hours

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.





# COURSE DESCRIPTIONS

## Ed 420 Learning/Teaching Models 4 hours

Examine current research of learning, teaching models; participate in a practicum in school setting. Taken concurrently with Ed 425, 430 and 435.

## Ed 424/524 Measurement in Education 3 hours

Theory of educational measurement. Test planning, item writing, essay testing, administration and scoring, analysis of scores and grade assignment. Use of informal and standardized tests for the diagnosis, analysis and evaluation of learning and instruction. Simple statistics of test interpretation.

## Ed 425 Curriculum and Planning 3 hours

Study of current curriculum and governing practice; instruction in planning and design of courses. Taken concurrently with Ed 425, 430 and 435.

## Ed 430 Management and Motivation 2 hours

Students will become familiar with and practice management techniques for the classroom. Successful programs with high motivation for students will be examined. Taken concurrently with Ed 425, 430 and 435.

## Ed 435/535 Technology and Computer Applications 3 hours

Students form a conceptual framework for integrating instructional technology and evaluate its potential for improving learning. The impact of computers and emerging technologies on educational practice are examined. Taken concurrently with Ed 425, 430 and 435.

## Ed 437/537 Whole Language Strategies 3 hours

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 441/541 Small Camera Video Production 3 hours

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 445/545 Whole Language Strategies - Middle School 3 hours

Strategies for integrating language arts instruction, with an emphasis on quality children's literature is the focus for this course. Writing as a process, the workshop approach to reading and writing, and reading and writing across the curriculum will also be stressed. Students will learn to plan, implement and evaluate units of instruction based on themes or pieces of related literature.

## Ed 447/547 The Developing Child and the Environment 3 hours

This course will study the developing child's behaviors, attitudes and abilities; integrate the contexts in which a child develops, including the relationships and interactions of the people in the environment; emphasize skills to help children adapt optimally to the varied cultures in our changing world.

## Ed 448/548 Developmentally Appropriate Practices 3 hours

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 451 Reading and Writing in Secondary Schools 3 hours

A course of reading, writing and study skills for the content area specialists. Students will also examine and develop a variety of assessment instruments which will lead to a wide range of teaching strategies.

## Ed 452 Applied Human Learning I—The Social Arts: Social Studies and Language Arts 3 hours

Within a seminar/laboratory format, this course is designed to integrate the competencies essential for elementary school teaching. The primary focus will be the nature of learning and methods of instruction appropriate for use in elementary classrooms. Areas of emphasis will include the social sciences, the language arts areas of speaking and listening, interpersonal communication skills, human relations, social skills, management approaches and leadership styles.

## Ed 453 Applied Human Learning II: Mathematics/Science 3 hours

In the planning and implementation of strategies and concepts related to math and science, students will learn and make use of the process approach, the conceptual approach, problem solving and guided discovery. Integration in planning, use of teaching strategies and concept attainment within and between these two subject areas will also be emphasized.

## Ed 454 Applied Human Learning III: Integration and At Risk 3 hours

Within a seminar laboratory structure, this course is designed to integrate the competencies essential for elementary school teaching. The primary focus will be curriculum development and methods of instruction. The area of emphasis will be upon integrating subjects into thematic units. Inquiry, creativity, problem solving, and curriculum innovations will be major topics along with techniques that are effective with special populations including at risk youth.

## Ed 455/555 Foundations of Literacy, K-Adult 3 hours

Study of concepts and processes related to developmental instruction in elementary school, middle school, secondary school, and adult education. Will provide opportunity to acquire knowledge about reading and the variables and procedures related to the process of learning to read in the above settings. Prerequisite: a developmental reading course or consent of instructor.

## Ed 457/557 The Parent-Educator Partnership 3 hours

The purpose of this course is to explore 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 458/558 Organization and Management of Early Childhood Education Programs 3 hours

Organization and management skills of Early Childhood Education program development and implementation will be included in the course. Federal and state laws governing ECE programs will be reviewed. Students will create an ECE model program.

## Ed 462/562 Encouraging Discouraged Children 3 hours

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 467/567 Language Development and Reading 3 hours

Introduces the student to the concept that language development is a continuous, sequential process of learning at every level from kindergarten through adulthood. Language development is the basis for learning to read and to develop the realization that communication is the base goal of language. The student will analyze the interrelationship between language development, reading and communication skills.



# COURSE DESCRIPTIONS

## Ed 475/575 Innovation in General Mathematics Education 3 hours

A review of curricular trends in the broad areas of general mathematics education. Emphasis on current pedagogical implications of learning theory applied to concept development and teaching basic skills. Field trips and laboratory experiences are designed to explore the concrete-manipulative approach to learning mathematics.

## Ed 477 Reading in the Middle School 3 hours

Study of techniques and research appropriate to teaching reading in the intermediate and upper grades of elementary school; emphasis on extending word recognition and vocabulary, comprehension; work-study skills; individual differences; grouping practices; individual readings; importance of recreational reading and improvement of reading tastes; evaluation of reading growth; new trends and materials in teaching reading. Prerequisite: developmental reading class or consent of instructor.

## Ed 478/578 Evaluation in School Mathematics 3 hours

A study of standardized and teacher-made evaluation instruments in mathematics to include prognosis, diagnosis, achievement and remediation. Emphasis will be given to the nature, causes and correction of learning difficulties in mathematics at all levels.

## Ed 479/579 Parent, Teacher, Child, Community Relations 3 hours

Parent-teacher conferencing and interview techniques utilizing parents as educational resources; developing teacher-aide relationships; utilizing community agencies; involves demonstrations and observations.

## Ed 481/581 Introduction to Educational Linguistics 3 hours

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 language proficiency assessment, second language scope and sequence, and resources.

## Ed 482/582 Bilingual/ESL Education—Principles and Practices 3 hours

Surveys the historical development of bilingual education both nationally and internationally. It will provide the student with insight into government policy and legal aspects of bilingual education as well as theory and research in the field. Emphasis will be placed on the history and philosophy of bilingual education in a cross-cultural context.

## Ed 483/583 Cultural and Community Needs of LEP Students in the Instructional Process 3 hours

Cultural differences and their impact in the classroom will be explored. Focus will be placed on the educational system and its need to provide cultural support and community involvement in the educational process. Great emphasis will be placed on the LEP students' motivation, learning styles and strategies which result from cultural differences. Strategies to maximize learning using cultural and community resources will be addressed.

## Ed 484/584 First and Second Language Acquisition in the Bilingual/ESL Program 3 hours

Students will understand the differences in first and second language acquisition and the relationship to learning in the first language while the second language is acquired. Theory and research will be studied and applications to the bilingual classroom setting will be emphasized.

## Ed 485/585 The Early Childhood Educator 3 hours

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 hours

This course focuses on planning for instruction bilingually 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 hours

This course 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 491/591 Curriculum Models and Instructional Strategies of Bilingual Classrooms 3 hours

Various curriculum organizational models and exploration and application of a variety of instructional and management strategies will be addressed. Emphasis will be placed on problem solving given a variety of school and classroom situations and environments.

## Ed 492/592 Classroom Strategies in First and Second Language Reading and Language Arts 3 hours

Examines language arts materials as well as instructional strategies for native language development and second language development. A language continuum will be identified and its relationship to approaches in first and second language development will be studied. Students will learn how to adapt commercially available materials and develop supplementary language activities.

## Ed 493/593 Bilingual/Multicultural Teaching Methods in Content Area Instruction 3 hours

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 hours

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 hours

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 Advanced Strategies: Content Area 3 hours

Students will be expected to apply previous materials and learnings to a professional setting while enhancing their knowledge of resources appropriate for instruction.

Language Arts  
Mathematics  
Science  
Social Science

## Ed 497 Pre-Student Teaching (Secondary) 3 hours

Intended to be a pre-student teaching placement which will allow the student to gain knowledge about the setting, curriculum and the professional educator with whom the student will be placed for the major student teaching experience. In addition to the practicum placement there will also be a seminar.



# COURSE DESCRIPTIONS

## Ed 498 Student Teaching (Secondary - K-12) 3-12 hours

A major opportunity for the student to demonstrate teaching skills and gain an understanding of professional responsibilities.

## Ed 499 Applied Research: Content Area 3 hours

This course will be taken with student teaching and will include preparation of work samples, analysis of the teaching/learning process, evaluation of student learning, examination of research materials on effective schooling, and the review of teaching strategies.

## Ed 503M Thesis or Field Study 3-9 hours Terms and hours to be arranged.

## Ed 506M Special Individual Studies 1-15 hours 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.

## Ed 507M Seminar 1-6 hours Terms and hours to be arranged.

## Ed 508M Workshop 1-9 hours Terms and hours to be arranged.

## Ed 509M Practicum 1-15 hours Hours to be arranged.

Reading - Prerequisite: Ed 468/568  
Bilingual/Multicultural  
Curriculum Implementation  
Competency Assessment  
Educational Media  
Early Childhood Education

## Ed 510M Skills and Techniques of Supervision 3 hours

The supervisory process; group and individual processes and techniques; analysis of supervisory problems.

## Ed 511M The Multi-Age Classroom 3 hours

An in-depth study of the multi-age classroom. Major topics will include alternative methods of assessment, integrating inter-disciplinary content, classroom management strategies, and implementation strategies.

## Ed 512M Research Procedures in Education 3 hours

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 513M Evaluation of Classroom Instruction 3 hours

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 514M Children With Learning Difficulties 3 hours

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 519M Contemporary Developments in Early Childhood Education 3 hours

An examination of recent research and developments in the area of early childhood education and the application of these developments in a variety of programs for young children. Includes studies of how children learn, curriculum development, method and administrative organization.

## Ed 520M Application of Learning and Developmental Theories to Early Childhood Education 3 hours

This course 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 522M Secondary School Curriculum 3 hours

Overview of the secondary school curriculum, with emphasis on the various subject fields; organization of the school for curriculum development; educational objectives; the course of study; evaluation of the secondary school curriculum.

## Ed 526M Instructional Design 3 hours

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 assisted instruction.

## Ed 528M Educational Diagnosis and Prescription Pre-Academic 3 hours

Class is directed toward the development of competencies in the use of basic learning skill screening instruments, interviews with parents or care givers and interpretation of data from audiometric and visual examination. Students will be expected to write individual educational prescriptive programs in cognitive, psychomotor and socio-emotional components.

## Ed 529M The Classroom Teacher-Counselor 3 hours

This course focuses on the classroom teacher's obligations and opportunities for guiding and counseling students in academic and personal areas. It acquaints the teacher with the varied needs and characteristics of children and adolescents, basic concepts and techniques of group and individual counseling and guidance, and means of incorporating these factors in a practical, functional classroom program. Particular emphasis is placed on the interrelationships of the classroom counselor with staff associates, parents and other specialized resource personnel.

## Ed 530M Culturally and Linguistically Different Students in the Schools 3 hours

This course will survey bilingualism and its treatment in schools, both nationally and internationally. It will provide insight into the relationship between culture and education. Students will be introduced to school and community program models along with a brief overview of materials and methodology. Prerequisites: Ed 481 and consent of instructor.

## Ed 531M Methodology: Language/Second Language Learning and Content for the Language Minority Student 3 hours

This course will focus 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 ESL) involving speaking, listening, reading and writing will be stressed. The course will also provide for ESL methods to content teaching. Prerequisite: Ed 481.

## Ed 532M Delivery Models for Talented and Gifted Education K-12 3 hours

This course is designed to give individuals and district teams a working knowledge of delivery models for Talented and Gifted Education. Participants will learn what kinds of delivery models meet current state standards. Participants will learn to evaluate delivery models in terms of theoretical base, goals, match and characteristics and needs, scope, sequence and capability with district size, instructional policies and resources.

## Ed 533M Serving Talented and Gifted Students in the Regular Classroom K-12 3 hours

This course is designed to give educators an opportunity to learn how to offer appropriate, high quality service to gifted and talented students within the regular classroom. Participants will learn what the current legal requirements for service are and how to recognize and assess the learning needs of the talented and gifted. Techniques and strategies for modifying working relationships, curriculum, placement and pace will be taught.



# COURSE DESCRIPTIONS

## Ed 538M Identification and Assessment of Talented and Gifted Students: K-3, 4-8, High School 4 hours

This course is designed to assist Oregon school personnel in gaining the knowledge necessary to identify typical and non-typical 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 540M Developing and Supervising a Program for Talented and Gifted Education K-12 3 hours

This course is designed to give individuals and district teams the knowledge and skills necessary to develop a plan for talented and gifted programs which meet state requirements. An understanding of characteristics and needs of gifted students and current law will serve as the basis for evaluating a programming option. The qualities and skills needed to manage a district talented and gifted program will be concurrently explored.

## Ed 542M Methods and Research Materials 1-6 hours

Problems and methods in selecting and organizing materials for teaching in any one of the following fields: art, music, social science, science, language arts, reading, physical and health education and mathematics. Emphasis for graduate students will be placed upon recent research and literature dealing with instructional materials, methods, and facilities, including the completion of a special project. E indicates elementary level; S indicates secondary level.

## Ed 543M Contemporary Teaching Strategies 3 hours

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 544M Integrated Curriculum for the Talented & Gifted 3 hours

The course focus is on integrating curriculum to meet the needs of the talented and gifted. The development of critical and creative thinking, decision making, and problem solving will be stressed.

## Ed 546M Philosophy of Education 3 hours

A study of philosophical assumptions and their implications on the fundamental issues and practices of American education.

## Ed 549M Observation and Assessment of the Young Child 3 hours

This course will cover developmental screening in physical, perceptual-motor, cognition, speech and language and social-emotional areas; and focus on informal observation of children in the pre-primary and primary learning environments.

## Ed 550M Curriculum in Early Childhood Education 3 hours

A detailed examination of developmentally appropriate early childhood curricula and how to develop such curricula.

## Ed 552M Teaching Mathematics and Science: Middle School 3 hours

The primary focus of this course will be the planning and implementation of strategies and concepts related to math and science. Students will learn about and make use of the process approach, the conceptual approach, problem solving, and guided discovery. Integration in planning, use of teaching strategies and concept attainment within and between these two subject areas will also be emphasized.

## Ed 553M Elementary School Curriculum 3 hours

A systematic study of the elementary school curriculum, including pupil needs in everyday life situations; objectives; essentials of a good program; varying curriculum designs, organization of learning experiences; evaluation of learning; appraisal of newer curriculum practices.

## Ed 554M Personalizing Classroom Climate 3 hours

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 556M Curriculum Designs in Reading 3 hours

Examination of interrelationships found in K-12 reading programs in both classroom and Chapter I settings. Elements examined include role definitions, program options, training and supervision of support personnel, budget considerations, etc. Prerequisites: Ed 455, Ed 472, and Ed 468.

## Ed 559M The Social Arts 3 hours

Within a seminar/laboratory format this course is designed to integrate the competencies essential for elementary school teaching. The primary focus will be the nature of learning and methods of instruction appropriate for use in elementary classrooms. Areas of emphasis will include the social sciences, the language arts areas of speaking and listening, interpersonal communication skills, human relations, social skills, management approaches and leadership styles.

## Ed 560M Educational Foundations 3 hours

Experience in curriculum foundation with focus on developing knowledge of concepts and principles drawn from recent research on elementary school instructional programs and innovations. Each program studied also is referenced against the philosophical perspective it most clearly meets. Mastery of basic concepts in research and philosophy is expected.

## Ed 565M Teaching Mathematics for the Talented and Gifted 3 hours

This course will provide participants with models for designing mathematics curriculum for academically talented and gifted elementary students. The major topics in this workshop format will include: measurement and geometry; arithmetic and algebraic concepts; and computer applications/simulations. The emphasis will be on teacher-tested strategies, creation of teaching materials, and practice in using these strategies and materials.

## Ed 568M Diagnostic and Remedial Techniques in Reading 3 hours

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 570M Middle School Curriculum 3 hours

The philosophical and historical background of middle level schools are examined. Students will examine middle school curriculum particularly as it relates to special needs, interests, and the tremendous developmental diversity which characterizes the 10-14 year old transescent learner. Emphases will include: curricular and organizational patterns; the nature of the transescent learner, interdisciplinary and/or integrative units of instruction which are developmentally and culturally sensitive; and, authentic assessment instruments.



# COURSE DESCRIPTIONS

## Ed 572M Materials, Media and Management Systems in Reading 3 hours

The introduction and application of instructional materials, media, and management systems for use in teaching reading in classrooms or special reading resource centers. Extra attention is given to using varied materials to meet state requirements in reading instruction. Prerequisite: three hours of reading instruction or consent of instructor.

## Ed 573M Public School Administration 3 hours

This course will present problems and issues of the various aspects of public school administration. There also will be opportunities to examine management models in education. There will be a focus on the current trends and practices in school administration.

## Ed 574M School Supervision 3 hours

The role of the supervisor in relation to the changing demands of society; theories of leadership; group and individual processes, supervisory processes and techniques; curriculum change process; analysis of supervisory problems.

## Ed 576M School Law 3 hours

The historic and current legal authority of federal, state, county and local governments in the organization and administration of public school education. Special emphasis placed on the Oregon statutes as they apply to school organization, administration and teaching.

## Ed 580M Psychology of Reading Instruction 3 hours

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 589M Contemporary Children's Literature 3 hours

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 590M Reading and Composition in the Secondary School 3 hours

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. It is assumed that students enrolled in this course have a basic understanding of reading at the secondary level and have teaching experience. Prerequisite: consent of instructor.

## Ed 594M Assessment of Limited English Proficient Students 3 hours

Assessment, instructional programming and materials in providing native language reading instruction to the non and limited English proficient student will be addressed. Assessment, instructional techniques and materials to be used in basic skills in a bilingual classroom setting will also be considered. Emphasis will be placed on interdependence of first and second language reading and instructional decision making of transitional reading programs as well as individualizing instruction and monitoring procedures to determine student progress.

## Ed 596M Science for the Talented and Gifted 3 hours

This course will present models for designing science activities for academically talented and gifted students.

## Ed 598M Language Arts for the Talented and Gifted 3 hours

This course will focus on strategies teachers can use to enrich the language arts curriculum for gifted students. A detailed format for literature based instruction will be prepared. There will be an emphasis on strategies and activities that force students to engage in higher order thinking skills. Topics will include literacy elements, reading and writing in different genres, dramatic presentations and readers' theatre.

## Ed 599M Social Studies for the Talented and Gifted 3 hours

This course will focus on introducing gifted students to all seven social studies disciplines through a concept attainment, inquiry, role play and simulations, game-making, research, writing to learn, the study of current affairs, music, arts and dramatic presentations. Future studies will also be addressed.

## Ed 700 (p) In-Service Education

# Educational Psychology

## GRADUATE COURSES

### EPsy 523M Intelligence Testing and Reporting 3 hours

Course objectives are to train individuals to administer and score individual intelligence scales competently and accurately and to learn initial aspects of test interpretation and reporting. Social, cultural and socio-economic factors that affect test results will also be discussed.

### EPsy 524M Individual Intelligence Testing 3 hours

Selection, administration and interpretation of individual tests. Problems in testing of exceptional children and the integration of referral and history assessment data into a case study report, including an individual educational program. Prerequisite: EdPsy 523.

# Library Science

## UPPER-DIVISION AND GRADUATE COURSES

### Lib 406 Special Individual Studies 1-9 hours Terms and hours to be arranged.

### Lib 407 Seminar 1-6 hours, variable Terms and hours to be arranged.

### Lib 409 Practicum 3-9 hours Terms and hours to be arranged.

### Lib 410/510 Library Management 3 hours

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 hours

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 on-line cataloging systems.

### Lib 430/530 Literature for Children and Young Adults 3 hours

The development of an understanding of 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.



# COURSE DESCRIPTIONS

## Lib 436/536 Information Design and Production 3 hours

Librarians, media specialists, classroom teachers, and trainers can create instructional graphic materials to meet specific local needs. The purpose of this course is to develop various skills in creation of graphics and lettering by a variety of methods, instruct students in techniques of preservation and presentation of graphic audio and video materials, and to offer the students the opportunity to demonstrate the skills acquired in materials production and use. Prerequisite: Ed 435/535 or consent of instructor.

## Lib 440/540 Information Service and Sources 3 hours

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 hours

A study of the 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 hours

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 506M Special Individual Studies 1-9 hours Terms and hours to be arranged.

## Lib 507M Seminar 1-6 hours, variable Terms and hours to be arranged.

## Lib 508M Workshop 1-9 hours Terms and hours to be arranged.

## Lib 509M Practicum 3-9 hours Terms and hours to be arranged.

## Lib 526M Computer in Library Management 3 hours

Performance of needs analysis of library management tasks. Practical experience with spreadsheet, graphing, and database programs provided.

## Lib 546M Information Transfer 3 hours

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 information services and sources, and the role of libraries in this process. Prerequisite: Lib 540 or consent of instructor.

## Lib 560M Library Automation 3 hours

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 580M Communication Theory 3 hours

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 584M Organizational Theory 3 hours

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 586M Emerging Information Technology 3 hours

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.

## HEALTH AND PHYSICAL EDUCATION Health

### LOWER-DIVISION COURSES

#### HE 199 Special Studies 1-15 hours Terms and hours to be arranged.

#### HE 211 Techniques of Relaxation 3 hours

A survey of the prime stressors in modern society with emphasis on personal sources and vulnerability to stress. Each person will design a personalized relaxation strategy.

#### HE 250 Personal Health 3 hours

Basic scientific knowledge for healthful living; relation of the health of individuals to family and community welfare and to national vitality and progress; fundamental factors involved in intelligent living.

#### HE 252 First Aid, CPR and Safety 3 hours

Emergency treatment of injuries or sudden illnesses. Upon successful completion the student receives a Red Cross and CPR card.

## HE 253 First Aid Instructor 3 hours

This course is for advanced first aid students. Students receive additional cardio-pulmonary resuscitation instruction with a chance for an instructor's rating in this area as well as in first aid. Instructors are taught to handle techniques and skill sessions. Prerequisites: HE 252 or CPR or First Aid certification.

### UPPER-DIVISION AND GRADUATE COURSES

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.

#### HE 325 Nutrition 3 hours

The relationship of food and its components to health, with emphasis on the young adult; current national and international nutritional concerns are discussed.

#### HE 351 School Health Program: Elementary 3 hours

Teaching of health education with emphasis on health knowledge, attitudes and habits of school children, and the development of a health service program. Special study of the state health education program.

#### HE 406 Special Individual Studies 1-15 hours 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 hours 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 hours Terms and hours to be arranged.

#### HE 427 Community and Public Health 3 hours

Nature, principles and growth of community health; vital statistics; consumer health; functions of voluntary and governmental health organizations in Oregon.

#### HE 433 School Health Programs K-12 3 hours

Provides skills and competencies in administration of the health program and services, and curriculum design.

#### HE 434 Diseases 3 hours

Modern concepts of diseases, prevention and control of diseases; characteristics of common communicable diseases; chronic disease control; special chronic diseases and programs of prevention and control. Prerequisites: Bi 218, 334, and 335.



# COURSE DESCRIPTIONS

## HE 462 Contemporary Health Issues 3 hours

An analysis of current health issues, including drug education; an understanding of man's ecology and man's interaction to society; and the impact of political, psychological, sociological and economic factors on human health.

## HE 466/566 Study of Drugs and Alcohol 3 hours

A study of the historical, cultural, economic, legal, medical and health factors involved in the use of various drugs, including alcohol, in contemporary society.

## HE 467 Human Sexuality 3 hours

An examination of the various dimensions of human sexual expression with particular emphasis on implications for human health; includes biomedical, psychosocial and cultural aspects. There will be a focus on sex education.

## HE 491/591 Stress Management 3 hours

An examination and application of accepted stress management strategies with emphasis on helping others to eliminate, reduce or mediate stress.

## HE 496 Methods and Materials in Health Education K-12 3 hours

An in-depth and comprehensive methods and materials class, teaching skills and competencies in administration of the health program and services, philosophy and goals. Prerequisite: Senior standing.

## Physical Education

### LOWER-DIVISION COURSES

#### PE 100-119 Conditioning Activities 1 hour

Sports (baseball, basketball, etc.), weight training and conditioning, jogging and aerobic dance.

#### PE 120-129 Rhythms and Dance 1 hour

Folk and square dance, social dance, and basic rhythms.

#### PE 131 Individual Health and Fitness 2 hours

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 130-149 Individual Sports 1 hour

Badminton, tennis, archery, handball, racquetball, self-defense, wrestling, back-packing, bowling, golf, gymnastics, fishing.

#### PE 150-159 Team Sports 1 hour

Basketball, field sports, field hockey, recreational games, soccer, softball, volleyball.

#### PE 160-169 Aquatics 1 hour

#### PE 170-179 Elementary PE Activities 1 hour

(These courses are designed especially for the elementary education major.)

#### PE 200-229 Professional Activities 1 hour

(For PE Majors and Specialists.)

#### PE 230 Introduction to Physical Education and Health 2 hours

This course initiates the student into the professional preparation program by overviewing the various programs and options. History development, organization, philosophies and trends in the field are reviewed. Career opportunities and professional organization also are covered. From the study of these areas, students are motivated to develop their own philosophies, concepts and career choices.

#### PE 246 Fundamentals of Movement 1 hour

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 1 hour

#### PE 291 Life Guard Training 2 hours

#### PE 292 Water Safety Instructor 2 hours

### UPPER-DIVISION AND GRADUATE COURSES

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 Sciences 3 hours

Designed to provide basic exercise information in the areas of kinesiology and physiology of exercise. No scientific background is prerequisite.

#### PE 310 Motor Development and Learning 3 hours

An examination of motor development in childhood and adolescence; analyzing theories and concepts applicable to motor learning and the teaching of motor skills.





# COURSE DESCRIPTIONS

## PE 320 Fitness and Recreation Programs for the General Population 3 hours

A developmental and practical application of fitness and recreation activities that would effectively apply to all age groups of the general population. Incorporates scientific knowledge into programs for health clubs, recreation and community centers, and private or public corporations.

## PE 337, 338, 339 Officiating Sports 1 hour each term

Rules, techniques and game practice in men's and women's sports.

## PE 343 Organization and Administration of Physical Education 3 hours

Policies and procedures, facilities, staff, budget, scheduling, equipment.

## PE 359 Care and Prevention of Athletic Injuries 3 hours

Study and practice in massage, bandaging, treatment of sprains, bruises, strains and wounds; the importance of diet and conditioning. Prerequisite: Bi 334.

## PE 361 Coaching Youth Sports 2 hours

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 hours

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching and management of games.

## PE 366 Basketball Coaching 2 hours

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching and management of games. Prerequisite: activity course in basketball.

## PE 367 Baseball Coaching 2 hours

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching and management of games.

## PE 368 Track and Field Coaching 2 hours

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of meets. Prerequisite: activity course in track and field.

## PE 369 Wrestling Coaching 2 hours

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of matches. Prerequisite: activity course in wrestling.

## PE 370 Volleyball Coaching 2 hours

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 3 hours

The study of human motion; implications for the learning and teaching of physical education activities and coaching of sports at the varsity level; includes a brief review of anatomy and physiology. Prerequisite: Bi 334.

## PE 375 Athletics: Coaching and Administration 3 hours

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 406 Special Individual Studies 1-4 hours

Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

## PE 407 Seminar 1-4 hours

Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

## PE 408 Workshop 1-4 hours

Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

## PE 409 Practicum 1-12 hours

Terms and hours to be arranged.

## PE 433 Physical Education in the Elementary School 3 hours

Theory and practice in rhythm; group and folk dancing; stunts, games, self-testing activities, tumbling; materials; planning and evaluation programs with reference to basic principles of physical education for elementary teachers. Prerequisite: Junior or senior standing.

## PE 440 Legal Issues in PE and Sport 2 hours

Background in the legal issues involved directly with the student's chosen field. Standard cases will be previewed.

## PE 444 Adaptive and Corrective Applications in Physical Education 3 hours

Programs, methods and facilities necessary for the physical education of those students who, because of disability, need remedial instruction.

## PE 445/545 The Physical Education Curriculum 3 hours

Construction of physical education curricula on the basis of accepted principles, criteria, functions and evaluations; emphasis on integration with the total school program. Prerequisite: Senior, Post-Baccalaureate, or Graduate standing.

## PE 446 Tests and Measurements in Physical Education 3 hours

The use of tests and measurements in physical education; evaluation of objectives, programs and student achievement through measurement techniques. Prerequisite: Junior or Senior standing.

## PE 447/547 Principles of Physical Education 3 hours

History, philosophy and trends; scientific bases; place of physical education in the general education program; practical problems. Prerequisite: senior standing or consent of instructor.

## PE 459 Recognition and Evaluation of Athletic Injuries 2 hours

Advanced study in the area of recognition of signs, symptoms, interpretation and practical application of functional stress tests which aid in the evaluation of athletic injuries. Prerequisite: PE 359.

## PE 460 Therapeutic Exercise: Foundations and Techniques 2 hours

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 463 Computer Applications in PE and Health 3 hours

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 473 Physiology of Exercise 3 hours

Physiological effects of muscular exercise, physical conditioning and training. The significance of these effects for health and for performance in activity programs. Prerequisites: Bi 334 and 335.

## PE 483 Sport Skill Analysis 2 hours

Designed to provide a background for the major student in analyzing physical activity for various sport/skill movements. Prerequisites: PE 310 and 371.



# COURSE DESCRIPTIONS

**PE 496 Physical Education Methods and Materials (K-12) 3 hours**

Development of teaching strategies in physical education activities, grades K-12. (For PE majors and specialists.) Prerequisite: Senior standing.

**PE 700(p) In-Service Education**

## **SPECIAL EDUCATION**

### **Rehabilitation Counseling**

#### **GRADUATE COURSES**

**RC 506M Special Projects 1-9 hours**

Terms and hours to be arranged.

**RC 507M Seminar 1-9 hours**

Terms and hours to be arranged.

**RC 508M Workshop 3 hours**

Terms and hours to be arranged.

**RC 509M Practicum in Rehabilitation Counseling 3-9 hours**

Field experience in which the student is supervised by an experienced counselor in the practical application of counseling skills. Practicums are designed to help the student develop basic counseling competencies. Self, peer, and supervisor critique are stressed. Prerequisite: consent of program coordinator.

**RC 510M Rehabilitation Counseling Internship 3-18 hours**

A full-term, on-site placement with a public or private social service agency charged with meeting specific rehabilitation needs of deaf clients. Students counsel with members of the deaf community and are expected to function per expectations of other full-time employed counseling staff at that location. A minimum 120 clock hours of experience required for each 3 credits.

**RC 551M Theories and Techniques of Rehabilitation Counseling I 3 hours**

This is the first in a series of three courses that present the theories and techniques used in effective rehabilitation counseling. This course is designed to provide the student with an understanding of his/her own personality and how it may affect the provision of professional rehabilitation counseling services. The formation of general interpersonal skills and basic helping relationships is stressed. This course requires concurrent enrollment in RC 509.

**RC 552M Theories and Techniques of Rehabilitation Counseling II 3 hours**

This is the second in a series of three courses that present the theories and techniques used in effective rehabilitation counseling. Emphasis is placed on the appropriateness of selected theories when counseling directly with clients who have physical disabilities. This course requires concurrent enrollment in RC 509.

**RC 553M Theories and Techniques of Rehabilitation Counseling III 3 hours**

This is the third in a series of three courses that present the theories and techniques used in effective rehabilitation counseling. The intent of this course is to study counseling approaches that rehabilitation specialists often use in working with people who are significant in the lives of persons with disabilities. This course requires concurrent enrollment in RC 509.

**RC 561M Disability and Its Effect on Individual Behavior 3 hours**

An analysis of the psychological impact of disability from both an individual and societal perspective. Influence of the family and helping professions are discussed both in historical and legal contexts. Resources available to both professional and lay public are noted.

**RC 562M Measurement and Assessment Procedures in Deafness and Rehabilitation 3 hours**

Selection, administration and interpretation of various psychological, achievement and interest instruments used with persons who are hearing impaired. Special emphasis will be placed on test interpretation in the client-counselor or teacher-student relationship. Demonstration and practice will be included.

**RC 564M Introduction to the Rehabilitation Process 3 hours**

History, philosophy and legal bases for vocational rehabilitation. Specific consideration is given to the rehabilitation process and the development of Individual Rehabilitation Plans.

**RC 565M Placement and Use of Community Resources in Rehabilitation 3 hours**

Study of the major theoretical approaches to career development; available resources for educational and occupational assessment and information including computerized program; acquire skills in procedures to enhance career exploration, planning and placement with emphasis on the decision-making process in conjunction with labor market information; issues of career counseling with disabled persons and other special populations.

**RC 566M Caseload Management and Plan Formulation in Rehabilitation 3 hours**

Strategies for providing rehabilitation services to special populations; issues concerning case management within the vocational rehabilitation system are analyzed.

**RC 571M Group Procedures 3 hours**

A conceptual and experiential introduction to group dynamics. Group counseling approaches and models; issues of group leadership; styles of leadership and group facilitation skills. Consideration is given to group counseling goals, compositions phases and research. Prerequisite: admission to the program.

**RC 590M Professional Issues: Rehabilitation Counseling with Deaf Clients 3 hours**

Effects of early profound deafness; psychological, social and vocational implications of deafness. Extensive review of rehabilitation service system response to the unique needs of this population.

**RC 595M Issues in Rehabilitation 3 hours**

Investigations into issues facing the professional rehabilitation counselor, e.g., licensure, confidentiality, legality, accountability.

## **Special Education**

#### **LOWER-DIVISION COURSES**

**SpEd 101 American Sign Language I 3 hours**

This is 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.

**SpEd 102 American Sign Language II 3 hours**

This is the second in a related series of courses that focus on the use and study of American Sign Language (ASL). This course includes intermediate ASL vocabulary, grammatical structures, and conversational behaviors. Special focus will be emphasized on developing more awareness of the cultural values and beliefs shared by the Deaf Community.

**SpEd 103 American Sign Language 3 hours**

This is the third in a related series of courses that focus on the use and study of American Sign Language (ASL). This 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.



# COURSE DESCRIPTIONS

## SpEd 104 ASL Enhancement for Experienced Signers 3 hours

This intensive ASL course for working interpreters focuses 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 hours

This intensive ASL course for working interpreters focuses on the development of advanced ASL communication skills, including complex sentence types, inflection, and registers. The emphasis is on grammatical sophistication and production fluency. This course includes cultural values and beliefs that impact communication and appropriate bilingual/bicultural interaction. Prerequisite: By application only.

## SpEd 151 Introduction to Interpreting 3 hours

Introduction to the art and profession of interpretation. Instructs the student to the professional requirements, the knowledge of environmental conditions, the theories of interpretation, and general factors to consider in interpreting situations. Prerequisite: admission to Interpreter Preparation Program or consent of instructor.

## SpEd 152 Professional Aspects of Interpreting 3 hours

Offers a broad understanding of interpreting as a profession. Basic components to be examined are interpersonal relations, professional development, ethical/cultural aspects, and career/business aspects. Prerequisite: admission to Interpreter Preparation Program or consent of instructor.

## SpEd 155 Sign to Voice Interpreting I 3 hours

Skill development course designed to assist students in acquiring basic interpreting competencies from American Sign Language to English. Emphasis is given to receptivity, word choice, matching affect and content accuracy. Prerequisite: admission to Interpreter Preparation Program or consent of instructor.

## SpEd 156 Voice to Sign Interpreting I 3 hours

Skill development course designed to assist students in acquiring basic interpreting competencies from English to American Sign Language. Emphasis on developing interpreting accuracy rather than speed. Transition will be made from consecutive to simultaneous voice to sign interpreting. Prerequisite: admission to Interpreter Preparation Program or consent of instructor.

## SpEd 200 Introduction to Careers in Special Education 2 hours

Survey of career opportunities in special education. Students will survey and study handicapping conditions, visit facilities and meet persons in service to the handicapped in order to more appropriately make career choices in special education.

## SpEd 201 American Sign Language IV 3 hours

This course 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.

## SpEd 202 American Sign Language V 3 hours

This course provides students with 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.

## SpEd 203 Advanced ASL Vocabulary 3 hours

Conversational ASL vocabulary in both receptive and expressive modes. Through modeling of ASL vocabulary with appropriately corresponding non-manual grammatical behavior, students will be challenged to increase their expressive and receptive use of the language. Attention will be given to contextual cues and culturally unique features of the language when vocabulary is used within ASL dialogues/conversations. Prerequisite: admission to Interpreter Preparation program or consent of instructor.

## SpEd 204 American Sign Language VI 3 hours

This is the sixth in a related series of courses that focus on the use and study of American Sign Language (ASL). Course content includes the 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.

## SpEd 205 Introduction to Deaf Culture 3 hours

This course is designed to introduce students to an understanding of Deaf people from a cultural perspective. Emphasis is placed on the role of language in Deaf culture, cultural rules and beliefs shared among members and the difference between deaf community and Deaf culture. Cross-cultural communication and mediation between Deaf and hearing cultures will be addressed. Prerequisite: SpEd 103.

## SpEd 206 Introduction to the Process of Interpreting 3 hours

This course introduces students to the profession and the 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 hours

This course 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 213 Final Supervised Internship Experience 12 hours

Students are placed in a full-time interpreting setting which is designed to provide intensive, supervised practical experience to complement and complete their interpreter preparation. Prerequisite: SpEd 255, 256 and consent of instructor.

## SpEd 221 Interpreting Practice I 3 hours

This course 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 hours

This course concentrates on production aspects of spontaneous interpreting/transliterating. 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 hours

This course introduces students to comparative linguistics. 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.



# COURSE DESCRIPTIONS

## SpEd 251 Interpreting Situations: Educational 3 hours

Designed to provide knowledge about the roles and responsibilities of students, instructors, and interpreters in elementary, secondary and post-secondary educational settings and to provide training that will enable the student to develop skills required for functioning as an interpreter in educational settings. Prerequisite: admission to Interpreter Preparation Program or consent of instructor.

## SpEd 252 Specialized Interpreting Settings 3 hours

An introduction to interpreting with various specialty settings such as legal, mental health, educational, religious, platform, medical, performing arts, oral, deaf/blind, small group meetings, television and telephone. Prerequisite: admission to Interpreter Preparation Program or consent of instructor.

## SpEd 253 Comparative Linguistics: ASL/English 3 hours

This course is 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.

## SpEd 254 Introduction to the Profession of Interpreting 3 hours

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.

## SpEd 255 Sign to Voice Interpreting II 3 hours

Skill-development course designed to introduce advanced techniques of voice interpreting from American Sign Language to spoken English. Emphasis on developing interpreting speed, accuracy, clarity and flexibility. Discussion of effective methods of preparing for a sign-to-voice interpreting assignment. Prerequisite: SpEd 155.

## SpEd 256 Voice to Sign Interpreting II 3 hours

Skill development course for interpreting competency in conveying a spoken English message using American Sign Language; also focuses on transliteration. Prerequisite: SpEd 156.

## SpEd 257 Introduction to Discourse Analysis 3 hours

This course focuses on the 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 hours

This course prepares experienced interpreters with skills and knowledge to become mentors and resources for less experienced or entry-level interpreters. The course focuses on theoretical models of mentorship and interpretation; materials available for skill and knowledge upgrading, and the tasks of interpretation. Students will explore the implications of language acquisition/learning on teaching, tutoring and modeling for working interpreters and interpreting students. Prerequisite: By application only.

## SpEd 270 Educational Interpreting: Classroom Theory and Techniques I 3 hours

This course presents information to prepare instructional aides to serve hearing impaired students in both mainstreamed and residential settings. It is the 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 hours

This skill development course is 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 hours

This course 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 hours

This course introduces students to the 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.

## UPPER-DIVISION AND GRADUATE COURSES

### SpEd 330 Theory and Process of Interpreting 3 hours

This course 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 theories 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.

### SpEd 340 Ethics and Decision Making for Interpreters 3 hours

This course includes a study of the Registry of Interpreters for the Deaf Code of Ethics, 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.

### SpEd 341 Interpreting I 3 hours

This course 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.

### SpEd 341L Interpreting I Lab 0 hours

This interpreting lab, to be taken concurrently with SpEd 341, offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting I class. In this lab, students analyze texts, develop individual and group translations, and practice consecutive interpretation.



# COURSE DESCRIPTIONS

## SpEd 342 Interpreting II 3 hours

This course concentrates on the production aspects of ASL-to-English and English-to-ASL interpretation. Students linguistically analyze texts using a Goal-to-Detail information management system and accomplish functional analysis of texts focusing on register, style and affect of speakers. 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.

## SpEd 342L Interpreting II Lab 0 hours

This interpreting lab, to be taken concurrently with SpEd 342, 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 for register, style and affect; practice consecutive interpretations of pre-analyzed monologues and dialogues; and practice consecutive interpretations of unfamiliar material.

## SpEd 365 Interpreting in Community Settings 3 hours

This course 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.

## SpEd 406 Special Individual Studies 1-15 hours 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 hours Terms and hours to be arranged.

## SpEd 408 Workshop 1-15 hours Terms and hours to be arranged.

## SpEd 409 Practicum 1-12 hours Severely Handicapped Learner Interpreter Training Prerequisite: Consent of instructor.

## SpEd 410 Internship 3-12 hours

This course 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.

## SpEd 412 Laboratory Experience 1-6 hours

An experience practicum to acquaint pre-service and in-service teachers with programs for children and youth in various societal and educational agencies; summer practicums in preschool and elementary education; practicums in addition to student teaching in subject matter areas to meet certification requirements. Limited to 6 hours.

## SpEd 413 Student Teaching 6-12 hours Severely Handicapped

Observing and teaching under the direction of a supervising teacher; opportunity for assuming direct responsibility for the learning activities of children or youth; developing skill in the techniques of teaching and classroom management; participation in the life of the school. Prerequisite: admission to a special education endorsement program and completion of all prerequisite course work. Consult special education program advisor for details.

## SpEd 420/520 Deaf History: Social and Cultural Issues 3 hours

This course 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.

## SpEd 424/524 Legal Aspects of Special Education 3 hours

Information on the legal aspects of Special Education including applicable laws and their implications for educational programs and related services for individuals having disabilities. Parent issues, ethical issues and compliance monitoring will be covered. Graduate students must meet requirements for graduate credit.

## SpEd 431/531 Collaborative Consultation and Team Building 3 hours

Information on collaborative consultation and team development as a means of serving individuals with disabilities in the least restrictive environment. Graduate students must meet requirements for graduate credit.

## SpEd 440/540 Medical Aspects and Specialized Techniques in Special Education and Rehabilitation 3 hours

An examination of the medical aspects of major disabilities and implications for management in the special education/rehabilitation setting.

## SpEd 441 Interpreting III 3 hours

This course 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.

## SpEd 441L Interpreting III Lab 0 hours

This interpreting lab, to be taken concurrently with SpEd 441, offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting III class. In this lab, students practice consecutive interpretations of spontaneous monologues, dialogues, interviews and group discussions. Students also practice team interpreting techniques.

## SpEd 442 Interpreting IV 3 hours

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 speakers, and are introduced to the techniques of relay (Deaf intermediary) interpreting. Students are expected to produce accurate and fluent simultaneous interpretations of increasingly difficult monologues, dialogues, interviews and group discussions. Students are introduced to transliteration, producing accurate and fluent transliterations over a variety of topics.

## SpEd 442L Interpreting IV Lab 0 hours

This interpreting lab, to be taken concurrently with SpEd 442, offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting IV class. In this lab, students practice simultaneous interpretations of increasingly difficult monologues, dialogues, interviews and group discussions. Students also practice transliterating and relay interpreting techniques.



# COURSE DESCRIPTIONS

## SpEd 447/547 Family/Services Partnership 3 hours

Examines the special problems and concerns of parents of handicapped children, techniques of communicating with parents and involvement of parents in the educational program.

## SpEd 449/549 Curriculum/Assessment/ Instructional Design I 3 hours

Behavioral terminology, strategies and techniques, assessment issues and instruments, functional curriculum, task analysis procedures and data systems.

## SpEd 450/550 Managing Communication Systems for Students Having Severe Handicaps 3 hours

Design and implementation of communication systems for individuals with severe disabilities: oral and non-oral techniques including prelinguistic communication, alternative/augmentative communication systems focusing on design and implementation, and technical skills necessary for assessment, program design, intervention strategies and data systems.

## SpEd 451/551 Curriculum, Assessment and Instructional Design II for Students Having Severe Disabilities 3 hours

This course prepares the student to use a variety of functional assessment and instructional strategies with students having severe disabilities. It is taken concurrently with a practicum, SpEd 409/509, in which the student implements the instructional strategies in an educational programs. Prerequisites: SpEd 449/549 or permission of instructor.

## SpEd 454/554 Specialized Techniques for Students Having Multiple Disabilities 3 hours

This course prepares the student to use a variety of specialized instructional techniques and classroom management strategies with students having multiple disabilities, including motor impairments, autism, sensory impairments, challenging behaviors, and mental retardation.

## SpEd 458/558 Teaching Basic Academic Skills to Exceptional Students 3 hours

This course is intended for students who are preparing to teach pupils with learning problems and who lack familiarity with basic skill curricula, materials, and approaches. Content will include the design of a basic skill lesson, critical skills in delivery of a lesson, and specific techniques for teaching strategies, concepts, rules and facts in each of four basic skills areas (reading, math, writing and spelling), with an emphasis on reading. Students may take the course either at the undergraduate or graduate level, but not both.

## SpEd 465 Educational Theory and Techniques for Interpreters 3 hours

This course 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.

## SpEd 467 Interpreting in Educational Settings 3 hours

This course is designed to apply advanced interpreting, transliterating, and classroom support skills to educational settings. The course includes strategies for interpreting frozen texts, negotiating situationally-based signs, and interpreting for speakers 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, notetaking, and inservice techniques, and discuss the ways that interpreters collaborate with other professionals to work with deaf and hard of hearing students.

## SpEd 468 Specialized Interpreting Techniques 1 hours

This course introduces students 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.

## SpEd 470/570 Education and Habilitation of Individuals with Disabilities 3 hours

Aspects of disabilities, legal social and educational history and current issues in the provision of education, habilitation and related services for individuals who have disabilities and their families.

## SpEd 484/584 Orientation to Deafness 3 hours

Introduction to the cultural, medical, educational and vocational issues of deafness. SpEd 584 emphasizes current research on service delivery models.

## SpEd 486/586 Mainstreaming Strategies for the Classroom Teacher 3 hours

Designed to assist regular classroom teachers in the assessment, planning, implementation and evaluation of strategies demonstrated to be effective with special needs and at-risk students in the regular classroom.

## SpEd 487/587 The Classroom Teacher and the Special Education Process 3 hours

Offers information about how legal issues impact the education process, the importance and nature of the parent-professional partnership and the multi-disciplinary team process as it relates to the regular classroom teacher.

## SpEd 488/588 Evaluating and Monitoring The Progress of Mainstreamed Students 3 hours

The purpose is to teach data-based decision-making to regular classroom teachers who will have special needs and at-risk students in their classrooms. Data-based decision-making will assist teachers as they manage, evaluate and support special needs and at-risk students in the mainstream.

## SpEd 489/589 Alternative, Functional and Life Skills Curriculum 3 hours

Placement and programming for handicapped learners; consideration for the mentally retarded; life centered and functional curriculum; related services, parent concerns, career education and transitioning.

## SpEd 492/592 Sign Systems in the Classroom 3 hours

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.

## SpEd 496/596 Development of Language and Communication 3 hours

The readiness, physiologically and psychologically, for the development of speech and language; the structure of language including phonology, morphology, syntax with emphasis on normal development; modern grammar; dialect; cognitive aspects of language and assessment.

## SpEd 497/597 Language Disorders 3 hours

A review of etiological factors and symptoms of language disorders, linguistic-cognitive language assessment, and intervention strategies.



# COURSE DESCRIPTIONS

**SpEd 503M Thesis or Field Study**  
3-9 hours

Prerequisite: consent of instructor.

**SpEd 506M Special Individual Studies**  
1-15 hours

Terms and hours to be arranged.

Prerequisite: consent of instructor.

**SpEd 508M Workshop** 1-15 hours

Terms and hours to be arranged.

**SpEd 509M Practicum: Field Experience**  
1-15 hours

Handicapped Learners  
Hearing Impaired/Deaf  
Severely Handicapped Learners

Prerequisite: admission to special education endorsement program, master's degree program, or consent of Department chair. Note prerequisites by program.

**SpEd 510M Internship** 3-12 hours

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. Prerequisite: consent of instructor.

**SpEd 515M Vocation/Transition Programming for Special Education** 3 hours

Instruction in pre-vocational, vocational, work experience programs and careers for students in special education. Emphasis will be placed on life-centered career education competencies which include daily living skills, personal-social skills and occupational skills. Traits and skills needed by a coordinator to secure job placements are an important component of this course. Prerequisite: SpEd 449/549, or SpEd 489/589, or RC 565M.

**SpEd 516M Instructional Decision Making and Report Writing** 3 hours

Instruction in data-based decision making regarding placement, eligibility and service delivery options for advanced learning problems. Case study procedures, assessment consideration and report writing techniques are areas of emphasis. Prerequisites: SpEd 421, 422 and EdPsy 523.

**SpEd 517M Implementation of Collaborative Strategies** 3 hours

Application of collaborative strategies in meeting the needs of the learner with mild handicapping conditions; Inservice training, collaborative strategies and the application of adult learning theory. Prerequisite: SpEd 431/531 and, SpEd 572M or SpEd 451/551.

**SpEd 521M Assessment and Programming in Reading for Handicapped Learners**  
3 hours

Instruction in the selection, administration and scoring of appropriate assessment instruments which evaluate reading word attack and reading comprehension skills in handicapped learners. An examination of eligibility for special education services in the area of reading, data-based programming, IEP development and the implementation of appropriate plans for the mildly handicapped.

**SpEd 522M Assessment and Programming in Basic Skills for Handicapped Learners**  
3 hours

Instruction in the selection, administration and scoring of appropriate assessment instruments which evaluate mathematics calculation and problem-solving, written language, handwriting, spelling and their underlying psychological processes. Diagnosis, prescription and monitoring processes will be taught.

**SpEd 523M Managing the Resource Room**  
3 hours

Instruction and experiences to develop student skill in the management of instructional programs, record keeping systems and display techniques, and the management of student behavior.

**SpEd 525M Special Topics in Special Education** 1-3 hours

Current literature and research related to topics of concern to graduate students in special education. May be repeated, with different topics. Maximum of 9 hours.

**SpEd 530M Contemporary Issues: Multihandicapped** 3 hours

Focuses on current trends, issues and research in the education and habilitation of students having severe handicaps.

**SpEd 532M Cultural Considerations in Special Education** 3 hours

This course focuses on awareness of cultural bias in processes relating to P.L. 94-142. Assessment, program placement, diagnostic conclusions, teaching methods and management techniques will be examined for cultural implications.

**SpEd 533M Professional Development in Rural Setting** 3 hours

This course is designed to foster continued professional development of the special educator in rural/remote settings.

**SpEd 534M Rural Resources for the Special Educator** 3 hours

This course is designed to assist the rural special educator in the development and use of community resources in providing service for handicapped students.

**SpEd 539M Final Supervised Field Experience**  
3-15 hours

Observing and teaching under the direction of a cooperating teacher; opportunity for assuming direct responsibility for the learning activities of handicapped children or youth; developing skill in the techniques of teaching and classroom management; participation in the life of the school. Full-time student teaching will include specific tasks and assignments by the college supervisor in conjunction with the cooperating teacher and/or clinician. Prerequisites according to the major area of study. Consult major area adviser for details.

**SpEd 541M Diagnosis and Remediation of Reading Difficulties for Students Having Hearing Impairments** 3 hours

Overview of reading readiness and psychology of the reading process, reading skills and remedial measures in teaching the hearing impaired; instruction in the selection, administration and scoring of assessment instruments which evaluate reading skills in the hearing impaired student; opportunity for supervised presentation of reading unit to hearing impaired students.

**SpEd 542M Assessment, Programming, Curriculum and Materials for Students Having Hearing Impairments** 3 hours

Overview of assessment, programming, curriculum and materials for use with students who are hearing impaired. Considered are reading, mathematics, science, social studies and health. The adaptation and development of curriculum and materials is stressed.

**SpEd 544M Programming for Students Having Serious Emotional Disturbance** 3 hours

A study of the theory and application of techniques for managing the classroom environment and the behavior problems of handicapped learners having serious emotional disturbance. Prerequisite: SpEd 523M or SpEd 451/551.

**SpEd 556M Language Development I for Teachers of Students Having Hearing Impairments** 3 hours

This course provides students with a knowledge of the syntax and semantics of English needed for language evaluation and programming. Introduction to analysis of language samples and to problems of delayed language will be included.

**SpEd 557M Language Development II for Teachers of Students Having Hearing Impairments** 3 hours

Appropriate English language tests are analyzed including semantic, syntactic and pragmatic aspects. Specialized systems of teaching language to deaf students. Presentation and development of techniques and materials used in teaching language to hearing impaired students.



# COURSE DESCRIPTIONS

## **SpEd 566M Strategies for Teaching Students with Autism 3 hours**

Current knowledge and practices in the education of children and youth with autism. Systems for identifying and prioritizing educational goals, design of curriculum, instructional strategies and communication techniques will be reviewed. Social integration and parent involvement will be addressed.

## **SpEd 567M Strategies for Teaching Students with Deaf-Blindness 3 hours**

Focuses on the special needs of the severely handicapped learner who is deaf/blind with an emphasis on the effects of a dual sensory deficit. Instructional strategies, communication techniques and current issues will be examined.

## **SpEd 568M Strategies for Teaching Students with Motor Impairments 3 hours**

Focuses on the special needs of the student who is severely handicapped and motor impaired. Positioning and handling techniques, augmentative/alternative communication systems, adaptive equipment and curriculum development are presented along with educational resources for motor impairments.

## **SpEd 569M Issues and Strategies for Teaching Students Who Have Low Incidence Handicapping Conditions 3 hours**

An orientation to the special education needs of students with orthopedic impairments, deaf-blindness and autism. The course introduces issues in evaluation, curriculum, instruction and parent involvement.

## **SpEd 571M Introduction to Early Intervention/Early Childhood Special Education 3 hours**

Services for at-risk and handicapped infants and toddlers and their families, issues in the field of early intervention including legal and social policy changes, interagency collaboration and transdisciplinary service delivery models.

## **SpEd 572M Curriculum, Methods, Materials for Handicapped Learners 3 hours**

Special education curriculum, teaching methods and instructional materials to be used in the regular classroom and in various special education settings K-12. This course features instructional adaptations and modifications to meet the needs of handicapped learners and the measurement of pupil outcomes. Included are budget development and the criteria for selection of methods and materials.

## **SpEd 573M Contemporary Issues: Mildly Handicapped 3 hours**

Explore, analyze and synthesize the best available knowledge and research on issues in educating students having mild handicaps. Prerequisite: Completion of at least 30 credit hours in the Master's degree program.

## **SpEd 574M Educational Goals and Instructional Strategies for the Talented and Gifted 3 hours**

Curriculum planning procedures and teaching strategies for the talented and gifted student (K-12). An examination and analysis of instructional materials for TAG. Experience in developing curriculum and individual education plans for TAG.

## **SpEd 575M Resource Development and Administrative Approaches for Talented and Gifted Programs 3 hours**

An examination of current laws and regulations in the light of historical perspective regarding programs for the talented and gifted. A study of administrative structures, programming approaches, techniques for developing community resources and evaluation models for TAG programs. Experience in writing proposals and evaluating programs.

## **SpEd 576M Contemporary Issues: Hearing Impaired 3 hours**

In-depth examination of current issues surrounding education of students with hearing impairment. Course content will vary providing an opportunity to give extended attention to topics which are otherwise covered briefly in course content.

## **SpEd 578M Speech Development in Students Who are Hearing Impaired 3 hours**

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. Each hearing impaired program student will tutor two or more hearing impaired students in speech (one of whom will be multihandicapped). Each hearing impaired student is to receive an hour of therapy per week on the segmentals and suprasegmentals of English speech.

## **SpEd 583M Infant and Preschool Programs: Deafness 3 hours**

Development and organization of learning experiences in nursery and preschool programs for deaf children. Emphasis on the development of communication skills and the social and emotional maturation of very young deaf children. Laboratory experiences with deaf children.

## **SpEd 585M Administration, Supervision and Program Evaluation in Special Education 3 hours**

Organization, supervision and administration of special education programs. Laws, rules and regulations governing the administration of special education programs in Oregon school districts. Instruction in sources of funding for programs and budget management. Grant writing is an important component of this course. State monitoring requirements to assess a district's compliances with federal and state laws pertaining to the education of students with handicapping conditions will be examined. Prerequisite: SpEd 424/524.

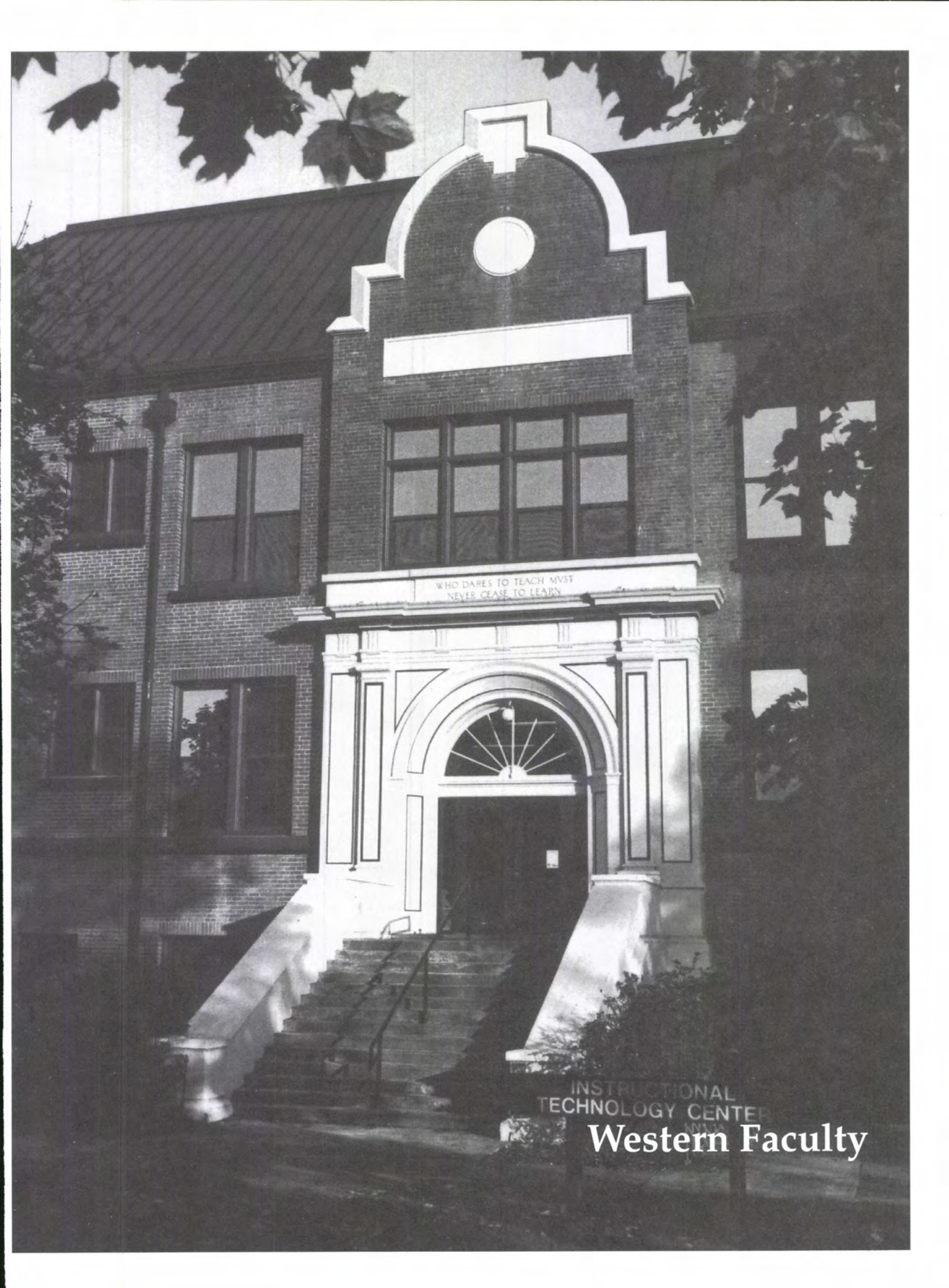
## **SpEd 593M Introduction to Audiology 3 hours**

Methods and techniques involved in identification, audiometry, administration of basic pure tone and speech audiologic tests and interpretation of results. A study of physics of sound, types and causes of hearing loss and audiologic tests and their interpretation. Prerequisite: Consent of instructor.

## **SpEd 594M Aural Rehabilitation 4 hours**

Principles and methods of teaching speech reading, techniques and principles of auditory training; design and use of hearing aids and amplification systems. Prerequisite: SpEd 593M or consent of instructor.





INSTRUCTIONAL  
TECHNOLOGY CENTER

Western Faculty



# FACULTY

## PRESIDENT'S CABINET

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President

**GARY T. HUNT, Ph.D.**

Provost

**JANINE M. ALLEN, M.A.**

Dean of Students and Enrollment Management

**PETER C. COURTNEY, J.D.**

Assistant to the President

**LETA N. EDWARDS, M.A.**

Dean for Institutional Advancement

**GEORGE A. KOZITZA, Ed.D.**

Dean of Administration

**JUDITH CORWIN, B.S.**

Director of Public Information

President, Faculty Senate

## THE FACULTY

**ALLEN J. ADAMS** (1969), Professor of Creative Arts/Theater Arts.

B.A. 1964, North Central College; M.A. 1967, Northern Illinois University; Ph.D. 1969, University of Utah.

**HEATHER A. AFTEN** (1993), Admissions Counselor.

B.A. 1993, University of Oregon

**JOEL E. ALEXANDER** (1994), Assistant Professor of Psychology.

B.A. 1986, Wartburg College; M.A. 1989, University of Northern Colorado; Ph.D. 1992, Iowa State University.

**JANINE M. ALLEN** (1985), Dean of Students and Enrollment Management; Professor.

B.S. 1973, Kearney State College; M.A. 1979, University of Nebraska.

**KOICHI ANDO** (1989), Director, International Education and Services; Assistant Professor of Japanese.

B.A. 1974, Meiji University; M.A. 1982, San Francisco State University.

**KIT J. ANDREWS** (1993), Assistant Professor of English.

B.A. 1975, University of California at Santa Cruz; M.A. 1987, Ph.D. 1992, University of Oregon.

**HAMID BAHARI-KASHANI** (1988), Professor of Business; Chair, Business Division.

Licentiate in Economics 1974, National University of Iran; M.B.A. 1977, Western Illinois University; Ph.D. 1983, Washington State University.

**FRANK H. BALKE** (1972), Professor of Humanities/German.

B.S. 1961, M.A. 1964, University of Oklahoma; Ph.D. 1980, University of Oregon.

**NEAL R. BANDICK** (1970), Professor of Biology.

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

**JAMES A. BARNARD** (1963), Professor of Mathematics.

B.S. 1963, M.S. 1965, Oregon College of Education; A.M. 1969, Ph.D. 1972, University of Illinois.

**JANET A. BARRY** (1988), Financial Aid Advisor, Instructor.

B.S. 1961, University of California.

**ROBERT C. BASS** (1979), Assistant Professor of Health and Physical Education.

B.A. 1964, San Jose State University; M.S. 1975, United States International University.

**DIANE R. BAXTER** (1988), Associate Professor of Creative Arts/Music.

B.A. 1972, Fort Wright College; M.Mus. 1974, Boston University; D.M.A. 1985, University of Oregon.

**DORI BEEKS** (1976), Director, Continuing Education and Summer Programs; Research Associate.

**JEAN L. BEHREND** (1994), Assistant Professor of Elementary Education.

B.S. 1977, University of Wisconsin-Madison; M.S. 1985, California State University-Hayward; Ph.D. 1994, University of Wisconsin-Madison.

**FRANK A. BENFORD** (1990), Assistant Professor of Mathematics.

B.S. 1967, University of Michigan; M.S. (mathematics), Harvard University; Ph.D. 1979, Harvard University; M.S. (Economics) 1986, Carnegie Mellon University.

**ROY V. BENNETT** (1982), Documents and Automation Librarian, Assistant Professor.

B.A. 1971, Gonzaga University; M.A. 1981, University of Washington.

**THOMAS L. BERGERON** (1990), Associate Professor of Music.

B.A., B.M. 1974, University of New Hampshire; M.M. 1978, University of Michigan; D.M.A. 1989, University of Oregon.

**JAMES B. BIRKEN** (1990), Director, Fiscal Operations and Planned Giving.

B.A., California State University; M.P.A., University of Southern California.

**ANN E. BLISS** (1993), Assistant Professor of English.

B.A. 1986, Luther College; M.A. 1988, University of North Carolina at Chapel Hill; Ph.D. 1993, University of North Carolina at Chapel Hill.

**DONALD BODERMAN** (1993), Leadership Development Coordinator.

B.A. 1976, Columbia Christain College; M.Ed. 1993, Oregon State University.

**DEAN T. BOURLAND** (1994), Assistant Professor of Creative Arts/Theater Arts.

B.A. 1984, M.F.A. 1986, University of Oregon.

**DEAN M. BRAA** (1990), Assistant Professor of Sociology.

B.A. 1976, University of Northern Colorado; M.A. 1980, Ph.D. 1990, University of Kansas.

**MYRA J. BRAND** (1966), Professor of Creative Arts/Music.

B.M. 1958, Willamette University; M.M. 1971, University of Oregon; D.M.A. 1979, University of Oregon.

**JOANN C. BRANDHORST** (1984), Assistant Professor of Health and Physical Education.

B.S. 1960, Concordia Teacher's College; M.P.E. 1963, University of Nebraska.

**R. JOHN BRINEGAR** (1969), Registrar; Associate Professor.

B.A. 1964, University of Oregon; M.S. 1976, Oregon College of Education.

**RAY A. BRODERSEN** (1962), Professor of Geology.

B.A. 1953, Fresno State College; Ph.D. 1962, University of California, Berkeley.

**MEREDITH M. BRODSKY** (1985), Director, Field Services; Professor of Special Education.

B.A. 1968, Lake Erie College; M.Ed. 1970, Western Oregon State College; Ph.D. 1983, University of Oregon.

**KAREN J. BURCH** (1988), Producer/Production Coordinator; Lecturer.

B.S. 1988, Western Oregon State College.

**GEORGE A. CABRERA** (1982), Professor of Education.

B.S. 1968, M.Ed. 1969, M.Ed. 1972, Oregon State University; Ph.D. 1982, Syracuse University.

**PETER L. CALLERO** (1985), Professor of Sociology.

B.A. 1977, Seattle University; M.A. 1979, Western Washington University; Ph.D. 1983, University of Wisconsin.

**DALE W. CANNON** (1977), Professor of Humanities.

B.A. 1965, Seattle Pacific College; Ph.D. 1969, Duke University.

**JON R. CAREY** (1976), Associate Professor of Health and Physical Education; Chair, Health and Physical Education Division; Athletic Director.

B.S. 1973, Portland State University; M.Ed. 1979, Oregon State University.

**BRIAN L. CASTER** (1994), Assistant Professor of Health and Physical Education.

B.A. 1986, Linfield College; M.S. 1989, University of Oregon.

**MICHAEL R. CIHAK** (1986), Director, Financial Aid; Assistant Professor.

B.A. 1966, Ed.M. 1973, University of San Diego; Ed.D. 1983, Oregon State University.

**TIMOTHY E. CLODJEUX** (1993), Media and Sports Information Coordinator.

B.A. 1980, Purdue University.

**DAVID M. COLLINS** (1986), Physician, Student Health Services.

**MELVIN T. COLLINS Jr.** (1976), Director, Administrative Computing Center; Associate Professor.

B.A. 1956, University of Washington; M.A. 1968, Oregon State University; Ph.D. 1982, University of Washington.

**ISABELL F. CONSTANT** (1994), Assistant Professor of French.

B.A. 1979, Lycee de Versailles; M.A. 1987, University of Paris III Sorbonne Nouvelle; Ph.D. 1994, University of Arizona.

**ERIC J. COOLEY** (1976), Professor of Psychology.

B.A. 1972, Claremont Men's College; Ph.D. 1976, University of Texas.

**PEGGY S. COOPER COLLINS** (1990), Circulation and Collection Development Librarian; Assistant Professor.

B.S. 1973, Oregon State University; M.S. Ed., 1985, Western Oregon State College; M.L.S. 1989, Louisiana State University.

**JUDITH M. CORWIN** (1984), Director, Public Information; Instructor.

B.S. 1975, West Virginia University.

**ARLENE R. COURTNEY** (1988), Associate Professor of Chemistry.

B.S. 1975, Grove City College; Ph.D. 1980, Texas A&M University.

**PETER C. COURTNEY** (1984), Assistant to the President; Assistant Professor.

B.A. 1965, University of Rhode Island; M.P.A. 1966, University of Rhode Island; J.D. 1969, Boston University.

**BILL F. COWART** (1984), President; Professor of Education.

B.S. 1954, Texas A & I University; M.A. 1959, Stephen F. Austin State College; Ph.D. 1963, The University of Texas.

**SUSAN C. DAUER** (1990), Assistant Professor of Elementary Education.

B.Ed. 1965, University of Toledo; M.Ed. 1986, Ph.D. 1990, University of Nebraska-Lincoln.

**RICHARD A. DAVIS** (1964), Professor of Creative Arts/Theater Arts; Chair, Creative Arts Division.

B.A. 1963, Central Washington State College; M.A. 1964, Ph.D. 1976, University of Washington.

**DIANE M. DISSE** (1992), Advisor, Student Media.

B.A., Moorhead State College; M.A. 1973, California State University, Northridge.

**J. MAUREEN DOLAN** (1993), Assistant Professor of Sociology.

B.S. 1983, M.A. 1987, Ph.D. 1993, University of Wisconsin.

**MARY M. DONOVAN** (1993), Assistant Director, Career Services.

B.S. 1989, Western Oregon State College.

**ELIZABETH M. DOUGHMAN** (1991), Coordinator, College Enrichment Program.

B.S. 1972, Iowa State University; Ed.M. 1982, Oregon State University.

**STEVEN A. DOUGLASS** (1986), Associate Professor of Mathematics.

B.A. 1961, M.A. 1965, Ph.D. 1967, University of California at Los Angeles.

**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.

**DEBORAH DUREN** (1988), Instructor of Special Education.

B.S. 1987, University of Oregon.

**NORMAN C. EBURNE** (1978), Associate Professor of Health and Physical Education.

B.S. 1963, Brigham Young University; M.S. 1964, Ed.D. 1970, University of Oregon.



# FACULTY

**DENNIS W. EDDINGS** (1968), Professor of Humanities.  
B.A. 1966, M.A. 1968, University of Washington; Ph.D. 1973, University of Oregon.

**LETA N. EDWARDS** (1991), Dean, Institutional Advancement; Professor.  
B.A. 1986, M. of Public Administration 1989, University of Washington.

**MICHAEL A. EVANS** (1994), Counselor, College Enrichment Program.  
B.S. 1991, Western Baptist College; M.S. 1993, Western Oregon State College.

**JAY F. EVETT** (1968), Professor of Physics; Chair, Natural Sciences and Mathematics.  
B.S. 1953, B.S. 1957, Washington State University; M.S. 1958, Northwestern University; Ph.D. 1968, Oregon State University.

**BARBARA FABERT** (1994), Assistant Professor of Education; Assistant Dean, Education.  
B.S. 1972, Trenton State College; M.Ed. 1976, Smith College; Ed.D. 1981, Northern Illinois University.

**THOMAS L. FERTE** (1968), Associate Professor of Humanities.  
B.S. 1961, Southern Oregon College; M.A. 1962, Arizona State University.

**RONALD D. FINSTER** (1971), Professor of Economics.  
B.S. 1959, M.B.A. 1961, Ph.D. 1970, University of Arizona.

**BARBARA H. FIROOZY** (1990), Associate Professor of Spanish.  
B.A. 1964, University of Utah; M.A. 1967, Ph.D. 1974, University of California, Los Angeles.

**RICHARD C. FORCIER** (1972), Professor of Information Technology; Chair, Secondary Education Division.  
B.S.E. 1962, Massachusetts State College, Westfield; M.Ed. 1965, University of Massachusetts, Amherst; Ph.D. 1969, Michigan State University.

**DONNA M. FOSSUM** (1989), Financial Aid Advisor; Instructor.  
B.S. 1978, Concordia College; M.Ed. 1994, Oregon State University.

**NANCY S. FRANCE** (1991), Director, Academic Records.  
B.S. 1975, Oregon College of Education.

**BRITTA L. FRANZ** (1990), Executive Director, E.H. Smith Fine Arts Series.  
B.A. 1955, Stanford University.

**JOHN J. FREEBURG** (1973), Director, Regional Resource Center on Deafness; Associate Professor of Special Education.  
B.A. 1972, M.S. 1973, St. Cloud State College.

**TINA M. FUCHS** (1989), Director, Residence Life.  
B.A. 1985, Pacific University; M.Ed. 1989, Western Washington University.

**DENISE GALEY** (1989), Director, Werner College Center and Student Leadership Activities, Instructor.  
B.A. 1980, California State University, Fullerton; M.Ed. 1986, Oregon State University.

**MAX G. GEIER** (1994), Assistant Professor of History.  
B.A. 1982, M.A. 1985, California State University, Northridge; Ph.D. 1990, Washington State University.

**STEPHEN G. GIBBONS** (1986), Associate Professor of Social Science.  
B.A. 1973, Idaho State University; M.A. 1977, Washington State University; Ph.D. 1981, Washington State University.

**ALLEN L. GIDLEY** (1982), Director, Student Housing; Instructor.  
B.S. 1978, Eastern Oregon State College.

**SANDRA L. GISH** (1990), Assistant Professor of Special Education.  
B.S. 1972, University of Illinois; M.S. 1991, Western Maryland College.

**RONALD GLAUS** (1993), Psychologist, Student Health & Counseling.  
B.A. 1969, Portland State University; M.A. 1974, Pacific Lutheran University; Ph.D. 1979, University of Oregon.

**EDUARDO GONZALEZ-VIANA** (1993), Associate 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".

**LAURA E. GROVES** (1988), Cataloging Librarian; Assistant Professor.

B.A. 1972, Humboldt State University; M.L.S. 1975, University of Oregon School of Library Science; M.M. 1976, University of Oregon School of Music.

**LONNIE J. GURALNICK** (1989), Associate Professor of Biology.

B.A. 1979, University of California; M.S. 1983, San Diego State University; Ph.D. 1987, University of California.

**KEITH S. HADLEY** (1990), Associate Professor of Geography.

B.A. 1977, Sonoma State University; M.A. 1984, University of Wyoming; Ph.D. 1990, University of Colorado.

**KATHERINE HARPER** (1993), Director, Career Services.  
B.A. 1976, M.A. 1982, The Ohio State University.

**MARK HENKELS** (1988), Associate Professor of Political Science/Public Policy and Administration.  
B.A. 1980, Whitman College; M.A. 1984, University of Virginia; Ph.D. 1988, University of Utah.

**BEVERLY H. HERZOG** (1968), Professor of Special Education.

B.S. 1961, Northwestern University; M.A. 1965, Ph.D. 1967, University of Michigan.

**ALAN B. HEYWOOD** (1994), Director, Educational Media.  
B.A. 1973, M.A. 1975, California State University-Long Beach.

**KIM D. HOFFMAN** (1988), Associate Professor of Creative Arts/Art.

B.S. 1973, Oregon State University; M.F.A. 1975, University of Washington.

**GUDRUN HOOBLER** (1994), Assistant Professor of German.

B.A. 1967, University of California; M.A. 1971, University of Oregon.

**GERD-RAINER HORN** (1994), Assistant Professor of History.

B.A. 1981, University of Minnesota; M.A. 1988, Ph.D. 1992, University of Michigan, Ann Arbor.

**DON Y. HOSKISSON** (1971), Professor of Creative Arts/Art.

B.S. 1962, M.A. 1963, Utah State University; M.F.A. 1971, Arizona State University.

**GARY T. HUNT** (1995), Provost; Professor.

B.A. 1967, M.A. 1970, California State University, Fullerton; Ph.D. 1972, Purdue University.

**STEPHEN ISAACSON** (1989) Associate Professor of Special Education.

B.A. 1970, University of Washington; M.S. 1974, Oregon College of Education; Ph.D. 1985, Arizona State University.

**GARY D. JENSEN** (1987), Director, Library, Associate Professor.

B.A. 1966, M.L.S. 1969, University of Oregon; M.Ph. 1974, Ph.D. 1980, George Washington University.

**KENNETH D. JENSEN** (1976), Professor of Anthropology.

B.A. 1963, California State University, Chico; M.A. 1964, University of North Dakota; Ph.D. 1974, Michigan State University.

**KIMBERLY S. JENSEN** (1993), Assistant Professor of History.

B.A. 1979, M.A. 1981, Brigham Young University. Ph.D. 1992, University of Iowa.

**LIN X. JIANG** (1994), Assistant Professor of Creative Arts/Art.

B.A. 1982, M.A. 1985, Wuhan University; M.F.A. 1991, University of Utah.

**JOHN MORRIS JOHNSON** (1969), Professor of Biology.

B.S. 1959, College of Idaho; M.S. 1961, Ph.D. 1964, Oregon State University.

**M. RAHIM KAZEROONI** (1986), Associate Professor of Chemistry.

B.S. 1972, Pahlavi University, Iran; M.S. 1979, Eastern Michigan University; Ph.D. 1987, Oregon State University.

**MERLE A. KELLEY** (1970), Professor of Psychology.

B.A. 1961, San Jose State College; M.S. 1965, Ph.D. 1970, University of Oregon.

**THOMAS S. KELLY** (1989) Assistant Professor of Health and Physical Education

B.A. 1981, University of Utah; M.A. 1989, Brigham Young University.

**ROSEANN KENDALL** (1994), Director, Student Health Services.

B.S. 1972, Brigham Young University.

**WILLIAM M. KERNAN** (1987), Computer Programmer/Analyst; Instructor.

B.A. 1980, Walla Walla College; B.S. 1986, Western Oregon State College.

**KURTIS C. KIDD** (1988), Certified Athletic Trainer; Instructor.

B.S. 1982, M.A. 1984, Brigham Young University.

**JOHN W. KNIGHT** (1989), Assistant Professor of Health and Physical Education.

B.A. 1962, Valparaiso University; M.Ed. 1969, Linfield College.

**NORMAN E. KOCH** (1968), Professor of Education; Chair, Elementary Education Division.

B.A. 1956, M.Ed. 1958, Central Washington State College; Ed.D. 1966, University of Oregon.

**CRAIG A. KOLINS** (1989), Director, Admissions; Instructor.

B.A. 1985, Northern Illinois University; M.S.Ed. 1989, Northern Illinois University.

**GEORGE A. KOZITZA** (1994), Dean, Administration, Professor.

B.A. 1962, M.A. 1963, California State University, Los Angeles; Ed.D. 1969, University of Southern California.

**JOAN M. KUHN** (1986), Executive Secretary to the President.

**ANNE F. LARMER** (1979), Director, Undergraduate Academic Advising; Assistant Professor.

B.A. 1974, M.A. 1976, San Jose State University.

**LOTTE N. LARSEN** (1976), Reference and Serials Librarian; Assistant Professor.

B.A. 1965, Seattle University; M.L.S. 1972, University of Washington; M.A. 1985, Seattle University.

**JOHN C. LEADLEY** (1991), Assistant Professor of Business

B.A. 1978, Carleton College; M.S. 1981, Ph.D. 1985, University of Wisconsin.

**MARCELENE S. LING** (1976), Professor of Education.

B.S. 1956, Oregon College of Education; M.Ed. 1971, Ed.D. 1976, Oregon State University.

**THOMAS J. LINTON** (1994), Assistant Professor of Mathematics.

B.A. 1983, St. Olaf College; M.A. 1986, Ph.D. 1991, University of Wisconsin-Madison.

**JIE LIU** (1993), Assistant Professor of Computer Science.

B.S. 1983, NJU, Beijing, China. M.A. 1989, Ph.D. 1993, Oregon State University.

**JUDY M. LOVRE** (1987), Assistant Professor of Health and Physical Education.

B.S. 1975, M.Ed. 1979, Oregon State University.

**A. LAURENCE LYON** (1967), Professor of Creative Arts/Music.

B.S. 1958, M.A. 1960, University of Utah; Ph.D. 1965, Eastman School of Music, University of Rochester.

**ROBERT V. MAIN** (1968), Professor of Mathematics.

B.S. 1953, M.S. 1960, Ph.D. 1970, Oregon State University.

**JOHN C.W. MARSAGLIA** (1988), Associate Professor of Computer Science; Chair, Computer Science Division.

B.S. 1979, M.S. 1980, Ph.D. 1988, Washington State University.

**ANN T. MARTIN** (1989), Counselor; Instructor.

B.A. 1965, Whittier College; M.S. 1977, University of California.

**KIMBERLY G. MARTIN** (1990), Counselor, College Enrichment Program.

B.S. 1978, University of Northern Colorado; M.S. 1984, Western Oregon State College.



# FACULTY

**ROBERT F. MARTIN III** (1972), Professor of Humanities.  
B.A. 1965, Wabash College; M.A. 1966, Ohio University;  
Ph.D. 1974, Indiana University.

**DAVID MARTINEZ** (1994), Coordinator, Minority Student  
Recruitment and Concerns.  
B.A. 1990, Willamette University.

**MOLLY A. MAYHEAD** (1988), Associate Professor of  
Humanities.

B.A. 1983, Western Oregon State College; M.A. 1985,  
Indiana University; Ph.D. 1988, Pennsylvania State  
University.

**JOHN E. McARDLE** (1990), Director, Development  
Programs.  
B.S. 1979, University of Oregon.

**DAVID V. McCORKLE** (1963), Professor of Biology.  
B.S. 1956, Seattle Pacific College; M.S. 1959, Ph.D. 1967,  
University of Washington.

**JACQUELINE F. McCORMICK** (1985), Associate Professor  
of Creative Arts/Dance.

B.Ed. 1979, Bedford College of Higher Education; M.A.  
1984, Mills College.

**MICHAEL S. McGLADE** (1994), Assistant Professor of  
History.

B.A. 1988, Eastern Washington State University; M.A. 1991,  
Ph.D. 1994, Arizona State University.

**RICHARD E. MEYER** (1969), Associate Professor of  
Humanities.

B.A. 1965, Northwestern University; M.A. 1969, University  
of Washington.

**JOHN P. MINAHAN** (1986), Dean, Liberal Arts and  
Sciences; Professor.

B.A. 1965, Canisius College; Ph.D. 1969, Georgetown  
University.

**CYNTHIA MOORE** (1991), Interpreter

**DENIS M. MORAN** (1968), Professor of Social Science.

B.A. 1966, Immaculate Heart College; M.A. 1967, Ohio State  
University; Ph.D. 1976, University of Oregon.

**SANDRA D. MOUNTAIN** (1978), Assistant Director,  
Financial Aid, Instructor.

B.S. 1964, University of Oregon; M.S. 1988, Western Oregon  
State College.

**RANDY J. NAVALINSKI** (1988), Assistant Professor of  
Health and Physical Education.

B.S. 1983, Willamette University; M.Ed. 1988, Oregon State  
University.

**FRANK D. NEVIUS** (1990), Assistant Professor of Speech.

B.S. 1979, Bowling Green State University; M.S. 1984,  
University of Oregon; Ph.D. 1990, Ohio State University.

**SHARON S. OBERST** (1987), Associate Professor of  
Creative Arts/Dance.

B.S. 1984, Lamar University; M.S. 1987, University of  
Oregon.

**ERNEST M. OGARD Jr.** (1966), Professor of Social Science.

B.S. 1960, M.A.T. 1968, Oregon College of Education; Ed.D.  
1972, Oregon State University.

**KENT OLNEY** (1987), Assistant Professor of Special  
Education.

B.A. 1977, Asbury College; M.Div. 1979, Asbury Theological  
Seminary; M.A. 1985, Gallaudet University.

**DAVID M. OLSON** (1984), Assistant Professor of  
Computer Science

B.S. 1978, M.S. 1982, Western Oregon State College; M.S.  
1984, Ph.D. 1986, University of Oregon.

**BRADLEY ORAHOOD** (1987), Administrative Computing  
Center Systems Analyst; Instructor.

B.S. 1986, Pacific Lutheran University.

**LUCY M. OSGOOD** (1994), LAN Specialist.

**ROBERT L. PAGE** (1970), Professor of Creative Arts/  
Theatre Arts.

B.A. 1955, M.F.A. 1960, University of Portland.

**CORNELIA C. PARASKEVAS** (1989), Associate Professor  
of English.

B.A. 1980, University of Athens; M.A. 1982, Ph.D. 1987,  
University of Kansas.



**JERRIE L. PARPART** (1992), Coordinator, Circulation  
Services.

B.A. 1982, Western Oregon State College.

**SUE A. PAYTON** (1984), Production Coordinator.

B.S. 1983, Western Oregon State College.

**SCOTT E. PERFECT** (1993), Counselor.

B.A. 1985, Boise State University; M.Ed. 1987, The College of  
Idaho.

**SHERRY W. PERRY** (1972), Budget Director; Assistant  
Professor.

B.S. 1972, Eastern Montana College.

**DONALD C. PIERCE** (1989), Associate Professor of  
Mathematics.

B.A. 1981, University of California; Ph.D. 1988, University of  
Colorado.

**AMY POORT** (1994), Area Coordinator, Residence Life.

B.A. 1994, Western Washington University.

**PETE E. POSTON** (1990), Assistant Professor of Chemistry.

B.S. 1984, Fort Lewis College; Ph.D. 1989, University of  
Utah.

**MICHELE PRICE** (1986), Associate Director, Summer  
Programs.

B.A. 1984, M.A. 1994, Western Oregon State College.

**THOMAS W. RAND** (1989), Associate Professor of English.

B.A. 1979, Seattle Pacific University; M.A. 1981, Ph.D. 1986,  
Washington State University.

**LEO RASCA-HIDALGO** (1993), Director, College  
Enrichment Program.

B.A. 1969, St. Mary's College; M.A. 1978, Immaculate Heart  
College; M.A. 1986, Saint Mary's College of California.

**JOHN L. RECTOR** (1987), Associate Professor of History.

B.A. 1965, Whitman College; M.A. 1970, Ph.D. 1976, Indiana  
University.

**LYNN J. REER** (1982), Associate Professor of Education.

B.A. 1964, Oberlin College; M.A. 1966, University of  
Michigan; Ph.D. 1982, Georgetown University.

**GWENDA H. RICE** (1990), Associate Professor of  
Secondary Education.

B.A. 1973, University of Northern Colorado; M.A. 1974,  
University of Northern Colorado; Ph.D. 1983, University of  
North Carolina.

**ANGEL-MARTIN RODRIGUEZ-PEREZ** (1994), Assistant  
Professor of Spanish.

B.Z. 1986, Universidad Veracruzana; M.A. 1988, Ohio  
University; Ph.D. 1994, University of Kentucky.

**RUSSELL A. ROGERS** (1994), Assistant Professor of Health  
and Physical Education.

M.Ed. 1989 Cleveland State University.

**LEON H. ROLAND** (1985), Associate Professor of  
Mathematics.

B.S. 1964, Eastern Montana College; M.S. 1970, Seattle  
University; Ph.D. 1979, University of Washington.

**GUY H. ROUTH** (1966-68, 1969), Professor of Geology.

B.A. 1958, University of New Hampshire; M.S. 1960, Lehigh  
University; Ph.D. 1974, Oregon State University.

**MARION O. ROSSI** (1965), Associate Professor of  
Humanities.

B.A. 1963, Idaho State University; M.A. 1965, University of  
Illinois.

**WILMA L. RUCKER** (1990), Assistant Professor of Physical  
Education.

B.S. 1980, Texas Women's University; M.Ed. 1983, Trenton  
State College.

**M. ELIZABETH SARGENT** (1988), Associate Professor of  
English.

B.A. 1970, Duke University; Ph.D. 1975, University of Kent  
at Canterbury.

**MARTHA S. SARGENT** (1986) Assistant Professor of  
Accounting.

B.S. 1976, California Polytechnic State University; M.B.A.  
1984, Oregon State University.



# FACULTY

**VICTOR E. SAVICKI** (1971), Professor of Psychology.  
B.A. 1967, Carroll College; M.S. 1968, Ph.D. 1971, University of Massachusetts.

**MARION D. SCHROCK** (1970), Professor of Creative Arts/Music.  
B.A. 1961, Goshen College; M.M. 1964, Michigan State University; D.M.A. 1970, University of Michigan.

**MARK SEABRIGHT** (1994), Assistant Professor of Management.  
B.A. 1980, Bethany College; M.S. 1983, Ph.D. 1988, Carnegie Mellon University.

**RICHARD M. SEDGWICK** (1989), Director, Campus Recreation; Lecturer.  
B.A. 1970, Central Washington State College; M.A. 1974, University of Iowa.

**JOSEPH W. SENDELBAUGH** (1985), Professor of Rehabilitation Counseling.  
B.S. 1968, M.S. 1971, Illinois State University; Ed.D. 1977, Northern Illinois University.

**ROSHANI SHAY** (1979), Professor of Political Science.  
B.A. 1968, M.A. 1971, Ph.D. 1974, University of Oregon.

**UMA SHRESTHA** (1993), Assistant 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.

**DARIN E. SILBERNAGEL** (1989), Director, Business Affairs, Instructor.  
B.S. 1983, Oregon State University.

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

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

**MARTHA R. SMITH** (1990), Director, Services for Students with Disabilities.  
B.A. 1984, New York University; M.A. 1990, University of Oregon.

**ROBIN L. SMITH** (1988), Associate Professor of Anthropology.  
B.A. 1973, M.A. 1976, Ph.D. 1982, University of Florida.

**EDWIN E. SNYDER** (1979), Professor of Creative Arts/Music.  
B.S. 1953, West Chester State College, Pennsylvania; M.A. 1957, New York University; D.M.A. 1978, University of Southern California.

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

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

**LARRY T. SPANI** (1985), Assistant Director, Technical Support Services.

**LOWELL W. SPRING** (1968), Professor of Biology.  
B.A. 1960, University of Northern Iowa; M.S. 1963, Ph.D. 1968, University of Washington.

**MICHAEL S. STAATS** (1993), Computer Programmer/Analyst.  
B.S. 1991, Western Oregon State College.

**BONNIE L. STAEBLER** (1976), Professor of Special Education.  
B.S. 1970, Montana State University; M.S. 1976, Oregon College of Education; Ph.D. 1984, Oregon State University.

**CARL W. STEVENSON** (1986), Assistant Professor of Criminal Justice.  
B.S. 1985, Western Oregon State College; M.S. 1987, Oregon State University; Ph.D. 1991, Oregon State University.

**LINDA J. STONECIPHER** (1994), Assistant Professor of Health and Physical Education.  
B.S. 1978, Indiana State University, Terre Haute; M.A. 1984, The University of Iowa; Ph.D. 1990, Purdue University.

**CHERYL M. STRAND** (1989), Associate Professor of Spanish.  
B.S. 1966, South Dakota State University; M.A. 1969, Fresno State University; C.Phil. 1972, University of California; Ph.D. 1989, University of California, Los Angeles.

**DIANE TARTER** (1993), Assistant Professor of Graphic Design.  
Bachelor of Theatre 1976, Willamette University; M.F.A. 1992, University of Oregon.

**KATHRYN L. THOMPSON** (1985), Associate Professor of Psychology.  
B.A. 1968, Linfield College; M.A. 1973, Ph.D. 1978, University of Montana.

**LISA C. THOMPSON** (1994), Admissions Counselor.  
B.S. 1994, Western Oregon State College.

**MICHELE TOPPE** (1993), Coordinator, Student Activities.  
B.F.A. 1990, Pacific Lutheran University

**TAMINA TORAY** (1992), Assistant Professor of Psychology.  
B.S. 1980, Colorado State University; M.A. 1982, Northeast Missouri State University; Ph.D. 1992, Oregon State University.

**ROBERT S. TURNER** (1986), Associate Professor of Biology.  
B.S. 1964, Seattle University; Ph.D. 1971, University of Oregon.

**ANNE VAN HOLDE** (1994), Coordinator, Senior/Fitness and International Programs.  
B.S. 1980, University of Oregon; M.S. 1987, Portland State University.

**JUDITH J. VANDERBURG** (1989), Coordinator, Academic Services.  
B.S. 1991, Western Oregon State College.

**MYNOC "MICHELE" P. VAN DUSEN** (1994), FIS Coordinator/Trainer.  
B.S. 1983, LeMoyne College.

**RUTH A. VONDRAČEK** (1992), Reference Librarian, Instructor.  
B.A. 1978, University of Wisconsin-Madison; M.A. 1984, The University of Iowa.

**RICHARD E. WALKER** (1972), Professor of Education; Chair, Special Education.  
B.S. 1958, Millikin University; M.Ed. 1962, University of Illinois; Ed.D. 1968, University of Northern Colorado.

**KATHLEEN WALLACE** (1989), Interpreter.

**MICHAEL E. WALSH** (1994), Coordinator, Campus Judicial Affairs and Assistant to the Dean of Students.  
B.A. 1988, The College of William and Mary; M.Ed. 1992, University of Vermont.

**FRANK D. WARD** (1994), FIS Programmer/Analyst.  
B.S. 1993, Western Oregon State College.

**MAXINE A. WARNATH** (1962), Professor of Psychology.  
B.A. 1949, Brooklyn College; M.A. 1951; Ed.D. 1982, Columbia University.

**DONALD J. WEISS** (1966), Associate Professor of Humanities; Chair, Humanities Division.  
B.A. 1953, Amherst College; M.A. 1955, Indiana University.

**GARY B. WELANDER** (1983), Professor of Education.  
B.S. 1971, M.S. 1975, Portland State University; Ed.D. 1980, Oregon State University.

**DONALD H. WHITE** (1971), Professor of Physics.  
B.A. 1953, University of California, Berkeley; Ph.D. 1960, Cornell University.

**WAYNE R. WHITE** (1967), Associate Professor of Geography.  
B.S. 1961, East Texas State University; M.A. 1964, University of Texas; Ph.D. 1977, University of Oregon.

**CYNTHIA C. WILCOX** (1989), Facilitator, Distant Programs; Research Assistant.  
B.S. 1993, Western Oregon State College.

**CONSTANCE WILDFANG** (1988-90, 1992) Coordinator; Publications/Marketing.  
B.S. 1974, Southern Oregon State College.

**JESSICA WILKINSON** (1993), Computer Program Analyst.  
B.S. 1994, Western Oregon State College.

**DENNIS D. WILLIAMS** (1967), Assistant Professor of Mathematics.  
B.A. 1964, M.A. 1965, University of Montana.

**KELLIE A. WOOD** (1991), Assistant Director of Admissions.  
B.S. 1991, Western Oregon State College.

**NADINE M. WOOD** (1993), Health Educator.  
B.S. 1980, Southern Oregon State College; M.S. 1992, Oregon State University.

**HELEN E. WOODS** (1985), Associate Professor of Science Education.  
B.S. 1970, Oregon College of Education; M.A.T. 1972, Oregon College of Education; Ph.D. 1991, Oregon State University.

**DAVID M. WRIGHT** (1985), Professor of Education.  
B.S. 1968, University of San Francisco; M.A.T. 1971, University of Pittsburgh; Ed.D. 1977, University of North Dakota.

**EDWARD B. WRIGHT** (1979), Professor of Computer Science; Director of the Academic Computer Resource Center.  
B.S. 1963, Western Montana State College; M.S. 1967, Western Washington State University; Ph.D. 1977, Pennsylvania State University.

**LAURIE "ZOE" L. WYLCHENKO** (1994), Area Coordinator, Residence Life.  
B.S. 1994, Western Oregon State College.

**DARRYL L. ZEHNER** (1987), Director, Auxiliary Services.  
B.A. 1973, M.S. 1977, Eastern Washington University.

## TEACHING RESEARCH DIVISION

### TEACHING RESEARCH

Teaching Research, located on the Western campus, was established in 1960 as a separate division of the Oregon State System of Higher Education (OSSHE). It was directly responsible to the State System's Vice Chancellor for Academic Affairs, whose office is in Eugene. In 1989, the reporting responsibility, by Board action, was transferred to the office of the Provost at Western Oregon State College.

All professional members of Teaching Research have an academic appointment and accompanying rank, but are not required to be involved in preservice activities or have regular teaching responsibilities. Instead, the staff is fully engaged in research, development, dissemination or evaluation activities. In establishing and continuing Teaching Research, the Board of Higher Education determined four specific objectives:

1. Identify areas related to the teaching-learning process in which experimentation and research are urgently needed.
2. Plan and conduct research projects leading to improved teaching procedures at the various levels of instruction.
3. Provide OSSHE with an agency designed to expand knowledge related to teaching in a way comparable to that employed in other disciplines.



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4. Provide OSSHE with a facility designed to attract and wisely use the financial support which is available in this field through public and private sources.

## Infant and Child Center

The Center was awarded national validation by the U.S. Department of Education for its unique educational and training approach. As a national model for preschool education, it serves the Monmouth-Independence, Dallas and Salem areas primarily, with other students coming from outlying areas. The data generated from these programs have provided the basis for several books, monographs, and curriculum guides.

A major objective of the center is the development of procedures for teaching preschool handicapped and nonhandicapped children. These procedures form the basis of the training of many teachers from several states who study at the center each year. A follow-up service is provided for teachers who have completed this training. The center also trains parents in the care of their handicapped children.

The Center also serves as a practicum center for many Western Oregon State College students. Most of these students are Western undergraduates who receive credit for the courses Introduction to Careers in Special Education and Field Experience in the Helping Professions. Others include Western graduate students in special education programs and early childhood education.

Teaching Research also provides several residential programs for handicapped adolescents and adults. These group homes and apartments provide a positive transition into less restrictive living environments. The populations range from mild to profoundly retarded and may include severe behavior disorders, developmental disabilities, and/or sensory impairments.

Also part of the Infant and Child Center is the WOSC Child Care Center which provides a safe, secure and developmentally appropriate environment for children while their parents attend classes at the college. The program serves children from three to six years of age and focuses on activities which promote social, emotional, physical and cognitive development. The center is also involved with the Preschool in integrating handicapped children into a non-handicapped classroom setting.

## Faculty

**TERESA ALVERNANZ** (1993), Instructor, B.A. 1974, California State University at Sacramento.

**SHIRLEY ANDO** (1992), Research Assistant, B.A. 1983, San Francisco State University.

**CLAUDIA AUSTIN-PREVOST** (1990), Research Assistant, A.A. 1972, Napa Junior College.

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

**BETH BELTZ** (1993), Research Assistant

**FRANKIE BLASCH** (1975), Instructor.

**ADRIENNE BONOSEVICH** (1988), Research Assistant.

**MONA BRONSON** (1993), Instructor, B.A. 1973, Calvin College.

**CINDY BROWN** (1988), Instructor, B.S. 1992, Western Oregon State College.

**JULIA BULEN** (1989), Instructor, M.S. 1987, Western Oregon State College.

**BRUCE BULL** (1984), Assistant Research Professor, M.S. 1986, Western Oregon State College.

**MICHAEL BULLIS** (1984), Associate Director, Research Professor, Ph.D. 1983, University of Oregon.

**CAROL BUNSE** (1974), Assistant Research Professor, B.A. 1975, Oregon College of Education.

**KATHLEEN CALLICRATE** (1992), Research Assistant, M.Ed. 1971, University of Oregon.

**LISA CARLSON** (1991), Instructor, B.S. 1988, University of Oregon.

**JANET CORBITT** (1990), Research Assistant, B.S.W. 1981, Ohio State University.

**PATRICIA COYNE-MARTINSON** (1993), Instructor, M.S. 1991, University of Oregon.

**BRUCE DALKE** (1990), Associate Research Professor, M.S. 1970, Western Oregon State College.

**CHERYL DAVIS** (1989), Assistant Research Professor, Ph.D. 1992, University of Oregon.

**PAMELA DEARDORFF** (1989), Instructor, B.S. 1988, Western Oregon State College.

**ROBBIN EDDY** (1991), Instructor, B.S. 1991, Western Oregon State College.

**JACQUELYN EDINGER** (1990), Instructor, B.S. 1984, Judson Baptist College.

**EVELYN FERRIS** (1989), Instructor, M.A. 1981, University of Iowa.

**H. D. (BUD) FREDERICKS** (1967), Associate Director, Research Professor, Ed.D. 1969, University of Oregon.

**JOHN GALLAGHER** (1983), Instructor.

**ANN GLANG** (1993), Associate Research Professor, Ph.D. 1987, University of Oregon.

**GARY GLASENAPP** (1984), Assistant Research Professor, M.S. 1975, University of Oregon.

**DEANNA TODD GOODSON** (1982), Assistant Research Professor, M.A. 1975, Western Oregon State College.

**KATHLEEN HAYDON** (1990), Instructor, B.S. 1979, Western Oregon State College.

**PATRICIA HENDERSON** (1992), Instructor, B.A. 1990, Western Oregon State College.

**KIRK HENDRICKSON** (1981), Instructor, B.A. 1981, Western Oregon State College.

**LARRY IRVIN** (1992), Research Professor, Ph.D. 1975, University of Oregon.

**ARLENE ISSACSON** (1993), Assistant Research Professor, Ph.D. 1984, University of Oregon.

**CONNIE JENNINGS** (1980), Instructor, B.S. 1985, Western Oregon State College.

**BRIAN JOHNSON** (1987), Instructor, M.S. 1974, Pacific University.

**PATTIE JOHNSON** (1988), Instructor, B.S. 1976, University of Alaska.

**CLAUDIA JONES** (1993), Instructor, M.S. 1993, Western Oregon State College.

**PATRICIA KELLEY** (1981), Assistant Research Professor, M.S. 1970, Western Oregon State College.

**RANDALL KLUMPH** (1992), Instructor, B.S. 1975, Southern Oregon State College.

**KELLY KNECHTEL** (1988), Instructor, B.S. 1988, Western Oregon State College.

**KENNETH KOSKO** (1974), Associate Research Professor, M.S. 1974, Oregon College of Education.

**CASSANDRA KROEGER** (1990), Research Assistant, B.A. 1987, Western Oregon State College.

**CONSTANCE LEHMAN** (1987), Assistant Research Professor, M.S. 1989, Western Oregon State College.

**GAIL LESLIE** (1992), Instructor, M.S. 1982, San Jose State University.

**MURIEL LIGGETT** (1992), Instructor, B.S. 1982, Brigham Young University.

**PATRICIA MARK** (1992), Instructor, B.T. 1990, Griffith University, Australia.

**DORIS MARUAME** (1988), Research Assistant.

**MARGARET McCAFFREY** (1990), Instructor, M.S. 1991, Western Oregon State College.

**WILLIAM MOORE** (1969), Research Professor, Ed.D. 1968, University of Oregon.

**RICHARD MULHOLLAND** (1988), Assistant Research Professor, Ed.D. 1989, University of Idaho.

**VICKI NISHIOKA-EVANS** (1981), Assistant Research Professor, B.S. 1981, Oregon College of Education.

**MICKEY PARDEW** (1991), Assistant Research Professor, M.A. 1982, University of North Dakota.

**KATHLEEN PARIS** (1989), Research Assistant.

**JOYCE PETERS** (1980), Associate Research Professor, M.S. 1970, Oregon College of Education.

**CAROL PETERSON** (1992), Research Assistant, B.A. 1991, Carroll College.

**JOHN REIMAN** (1986), Associate Research Professor, Ph.D. 1984, Oregon State University.

**H. DEL SCHALOCK** (1962), Research Professor, Ph.D. 1955, University of Nebraska.

**MARK SCHALOCK** (1982), Assistant Research Professor, B.A. 1982, Oregon State University.

**MARGARET ANN SHARROW** (1981), Assistant Research Professor, Ph.D. 1993, University of Oregon.

**GINA SKILL** (1992), Research Assistant, B.A. 1991, Western Oregon State College.

**TUCK STEVEN** (1993), Instructor.

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

**ELIZABETH STRAKA** (1992), Instructor, M.S. 1986, University of Wisconsin.

**VICTORIA PIAZZA TEMPLEMAN** (1972), Associate Director, Associate Research Professor, M.A. 1975, Oregon College of Education.

**BONNIE TODIS** (1993), Associate Research Professor, Ph.D. 1988, University of Oregon.

**TOM UDELL** (1987), Instructor, B.S. 1984, Western Oregon State College.

**JUDITH VOSS** (1993), Instructor, B.A. 1986, University of California at Santa Barbara.

**MIRIAM WAINTRUP** (1985), Instructor, M.Ed. 1981, Temple University.

**BARBARA WALKER** (1993), Associate Research Professor, Ph.D. 1989, University of Oregon.

**WILLIAM YOUNG** (1991), Research Assistant, B.S. 1978, Southern Indiana University.



# FACULTY

## OREGON STATE SYSTEM OF HIGHER EDUCATION

Western Oregon State College is a member of the Oregon State System of Higher Education, which was organized in 1932 to provide educational opportunities to Oregon citizens throughout the state within a closely articulated framework of member institutions.

### State Board Members

The State System is governed by the State Board of Higher Education whose members are appointed by the governor with confirmation of the state Senate. Board terms are four years for regular members and two years for student members (designated by \*). Their names and term expiration dates are (terms expire on June 30 of the year shown):

LES M. SWANSON, Jr., Portland President	1997
HERBERT ASCHKENASY, Albany Vice President	1997
ROBERT L. R. BAILEY, The Dalles	1996
DIANE CHRISTOPHER, Medford	1995
BOBBY LEE, Eugene	1995
WALTER R. (ROB) MILLER, Salem	1996
ESTHER PUENTES, Beaverton	1996
GEORGE E. RICHARDSON, Jr., Portland	1994
RONDA TROTMAN REESE, Portland	1996
JANICE J. WILSON, Portland	1995
JIM WILLIS, Salem	1997

Members of the State System are Oregon State University, Corvallis; University of Oregon, Eugene; Portland State University, Portland; Western Oregon State College, Monmouth; Eastern Oregon State College, La Grande; Southern Oregon State College, Ashland; Oregon Institute of Technology, Klamath Falls; and Oregon Health Sciences University, Portland.

The Chancellor's Office of Academic Affairs provides coordination and service to assure that a broadly based continuing education program is available through the member institutions.

### Administrative Staff

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

JOSEPH W. COX, Ph.D. Chancellor
WELDON IHRIG Vice Chancellor for Finance and Administration
JOHN OWEN, Ph.D. Vice Chancellor for OCATE
SHIRLEY M. CLARK, Ph.D. Vice Chancellor for Academic Affairs
LARRY LARGE, Ph.D. Vice Chancellor for Public Affairs
VIRGINIA THOMPSON Secretary, State Board of Higher Education

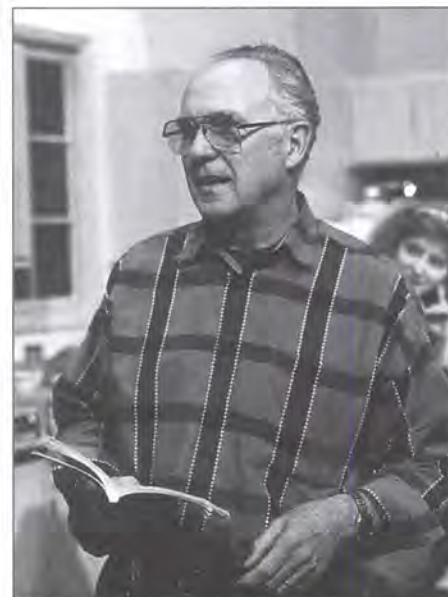
### Institutional Executives

LAWRENCE J. WOLF, Ph.D. President, Oregon Institute of Technology
JUDITH A. RAMALEY, Ph.D. President, Portland State University
JOHN V. BYRNE, Ph.D. President, Oregon State University
DAVID E. GILBERT, Ph.D. President, Eastern Oregon State College
PETER O. KOHLER, M.D. President, Oregon Health Sciences University
BILL F. COWART, Ph.D. President, Western Oregon State College
DAVE FROHNMAYER, J.D. President, University of Oregon
STEPHEN J. RENO, Ph.D. President, Southern Oregon State College

### Emeritus Faculty and Administration

HELEN BLODGETT ADDISON (1958), Assistant Professor Emeritus, Education.
CHARLES ALLEN ALVA, Ed.D. (1964-85), Professor Emeritus, Humanities.
FRANCES MATTINGLY ARMOUR, B.A. (1953-75), Assistant Professor Emeritus, Library.
ROBERT SAMUEL BAKER, M.A. (1957-64, 1966-89), Associate Professor Emeritus, Humanities.
LOUIS E. BALMER, Ed.D. (1977-93), Professor Emeritus, Education.
JAMES H. BEAIRD, Ed.D. (1962-1993), Professor Emeritus, Psychology.
JOHN EDWARD BELLAMY, Ph.D. (1955-82), Professor Emeritus, Humanities.
RICHARD CHARLES BERG (1967), Professor Emeritus, Music.
HERMAS JOHN BERGMAN, Ph.D. (1966-85), Professor Emeritus, History.
L. CARL BRANDHORST, Ph.D. (1967-1994), Professor Emeritus, Geography.
WILLIAM EDWARD BURKE, Ph.D. (1968-78), Professor Emeritus, Physical Education.
JOSEPH RONALD CALIGUIRE, M.S. (1966-92), Assistant Professor Emeritus, Health and Physical Education.
JOHN JOSEPH CASEY, M.F.A. (1965-87), Associate Professor Emeritus, Art.
RONALD LEWIS CHATHAM, Ph.D. (1958-61, 1962-88), Professor Emeritus, Social Science.
GORDON WILSON CLARKE, Ph.D. (1968-78), Professor Emeritus, Humanities.
DOROTHY LOUISE COREY, M.A. (1967-82), Assistant Professor Emeritus, Biology.
ROSS R. COTRONEO, Ph.D. (1966-1994), Professor Emeritus, History.
RUTH PEARSON CULBERTSON, M.A. (1963-75), Associate Professor Emeritus, Art.
MERLIN DUANE DARBY, Ed.D. (1968-91), Professor Emeritus, Counseling and Guidance; Director of the Counseling Center.
GALE DAVIS, M.Ed. (1967-85), Professor Emeritus, Physical Education.
ETTA MAE WELLS DETERING, B.S. (1963-75), Assistant Professor Emeritus, Health Service.
ERHARD KARL DORTMUND, M.A. (1958-59, 1961-90), Associate Professor Emeritus, History.
DONALD HUBBARD DUNCAN, Ed.D. (1961-63, 1965-89), Professor Emeritus, Special Education.
JAMES BRADFORD ELLINGSON (1971), Professor Emeritus, Education.
JEAN M. FERGUSON Ed.D. (1969-71, 1972-1994), Professor Emeritus, Education.
BEVERLY J. FREER, Ph.D. (1970-93), Professor Emeritus, Humanities.
JAMES WELDON GALLAGHER, Ed.D. (1969-90), Professor Emeritus, Geography.

PATRICIA GALLAGHER, Ed.D. (1970-92), Professor Emeritus, Education.
JESSE HOWARD GARRISON, Ed.D. (1959-82), Professor Emeritus, Education.
CLARENCE CLIFFORD GORCHELS, D.L.S. (1966-87), Professor Emeritus, Director of Library.
BERYL MANSFIELD GREEN, Ph.D. (1960-66, 1969-88), Professor Emeritus, Mathematics.
FRANCIS D. HAINES, Ph.D. (1951-64), Professor Emeritus, Social Science.
LLOYD THEODORE HANSON, M.A. (1960-63, 1965-88), Associate Professor Emeritus, English.
WILMA S. HEIN, Ed.D. (1973-1994), Professor Emeritus, Physical Education and Health.
MARGARET LOUISE HIATT, Ed.D. (1949-83), Professor Emeritus, Education.
VERN DONALD HIEBERT, M.S. (1959-64, 1965-88), Associate Professor, Mathematics.
MARTHA HELEN HILL, B.S. (1945-75), Assistant Professor Emeritus, Administration.
KENNETH LLOYD HOLMES, Ph.D. (1967-69, 1970-79), Professor Emeritus, History.
ELIZABETH EMILY HOYSER, Ph.D. (1965-68, 1970-88), Professor Emeritus, Education.
GARY LIDDEL HUXFORD, Ph.D. (1961-66, 1969-70, 1971-94), Professor Emeritus, History.
MAJDUDDIN MOHAMMED JAFFER, M.S.Ch.E. (1958-89), Associate Professor Emeritus, Chemistry.
BERT YARBROUGH KERSH, Ph.D. (1960-85), Professor Emeritus, Psychology.
LEO JAMES KIRK, M.A. (1963-87), Professor Emeritus, Art.
ALICE MacBRIDE KNUTH, Ed.D. (1966-67, 1968-75), Professor Emeritus, Music.
RUTH ELIZABETH LAUTENBACH, Ed.D. (1940-74), Professor Emeritus, Physical Education.
GERALD LEINWAND, Ph.D. (1977-82), President Emeritus.
ROBERT CLARENCE LIVINGSTON, Ed.D. (1951-83), Professor Emeritus, Physical Education.
MAY FOLSOM LUCAS, M.S. (1957-75), Assistant Professor Emeritus, Education.
VICTOR EUGENE LUND, M.Ed. (1965-70, 1971-89), Assistant Professor Emeritus, Education.
HAROLD IRWIN MASON, M.S. (1966-91), Associate Professor Emeritus, Education; Director of Field Services.
WILLIAM DEAN McARTHUR, Ed.D. (1947-83), Professor Emeritus, Physical Education.
ARTHUR ANDREW McELROY, Ph.D. (1975-86), Professor Emeritus, Special Education.
GLORIA JEAN KIANU McFADDEN, Ed.D. (1966-71, 1972-87), Professor Emeritus, Education.





# FACULTY

**RUTH HATFIELD MILLION**, M.M. (1966-88), Associate Professor Emeritus, Music.

**HORACE BLAKE MORANVILLE**, M.S. (1966-85), Assistant Professor, Emeritus, Administration.

**RONALD R. MORGALI**, Ph.D. (1967-92), Professor Emeritus, Mathematics.

**JACK DONALD MORTON**, M.A. (1955-83), Assistant Professor Emeritus, Dean of Students.

**KENNETH HOLLY MYERS**, (1968-92), Professor Emeritus, Dean, School of Education.

**ZILLAH ANN PAETH**, B.A. (1966-86), Assistant Professor Emeritus, Library.

**ANNA M. PENK**, Ph.D. (1973-1994), Professor Emeritus, Mathematics.

**LEWIS A. PENNOCK**, Ph.D. (1968-93), Professor Emeritus, Biology.

**ANTON POSTL**, Ph.D. (1947-81), Professor Emeritus, Chemistry.

**WILLIAM J. PUNKE**, Ed.D., (1971-1994), Professor Emeritus, Music.

**HELEN MARIE REDBIRD-SMITH**, Ed.D. (1956-57, 1958-88), Professor Emeritus, Social Science

**ALBERT REDSUN**, M.A.T. (1969-92), Associate Professor Emeritus, Education.

**JACQUELINE L. RICE**, Ed.D. (1969-93), Professor Emeritus, Health and Physical Education.

**JACK CLINTON RYE**, Ph.D. (1970-90), Professor Emeritus, Administration.

**HAROLD RAY SEWELL**, M.A. (1969-91), Associate Professor Emeritus, Humanities.

**RICHARD GERALD SHOLLENBERGER**, M.Ed. (1965-83), Assistant Professor Emeritus, Physical Education.

**CLAUDE E. SMITH**, M.S. (1958-1994), Assistant Professor Emeritus, Education; Director, Educational Media.

**JOHN NATHAN SPARKS**, B.S. (1960-81), Assistant Professor Emeritus, Accounting; Director of Business Affairs.

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

**ERNEST C. TIMPANI**, M.S. (1969-81), Professor Emeritus, Corrections.

**LEONA ESTHER TODD** Ph.D. (1960-84), Professor Emeritus, Biology.

**VERNON RAY UTZ**, Ed.D. (1970-92), Professor Emeritus, Education.

**KENNETH MERRIAM WALKER**, Ph.D (1957-86), Professor Emeritus, Biology.

**DAVID EDWARD WALLACE**, Ph.D. (1960-85), Professor Emeritus, Music.

**JACK WISEMAN**, M.S. (1972-82), Assistant Professor Emeritus, Corrections.

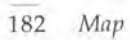
**RONALD LLOYD WYNN**, Ph.D. (1969-90), Professor Emeritus, Creative Arts/Music.

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

**BONNIE YOUNG**, (1969-92), Professor Emeritus, Special Education.



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Western Oregon State College  
345 N. Monmouth Avenue  
Monmouth, Oregon 97361

