WESTERN OREGON UNIVERSITY CATALOG 1998-1999
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WESTERN OREGON UNIVERSITY
CATALOG INFORMATION

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

Students 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, Western Oregon University, Monmouth, OR 97361.

AFFIRMATIVE ACTION

Western Oregon University, as a member of the Oregon University System, 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, Western Oregon University, Monmouth, OR 97361.

ACCREDITATION

Western Oregon University is accredited by the Northwest Association of Schools and Colleges (NWASD), National Council for Accreditation of Teacher Education (NCATE), American Association of Colleges for Teacher Education (AACTE), National Association of Schools of Music (NASM), Council on Rehabilitation Education, Council on Education of the Deaf (CED), and Oregon State Teacher Standards and Practices Commission (TSPC). Students may review accreditation documents in the Office of the Provost or the Library.

FOR MORE INFORMATION:

Address of all university offices:
Western Oregon University
Monmouth, Oregon 97361

Main campus phone number:
(503) 838-8000 V/TTY

Home Page:
http://www.wou.edu
### Academic Calendar

#### Fall Term 1998

**September**
- **20-27** Sun-Sun. New Student Week
- **28** Mon. Classes begin
- **28** Mon. Fee Payment & Add/Drop begin

**October**
- **2** Fri. Last day to pay fees without penalty
- **9** Fri. Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees

**November**
- **6** Fri. Last day to drop courses
- **11** Wed. Veterans' Day holiday (no classes)
- **16-25** Mon.-Wed. On-line registration for Winter term.
- **26-29** Thurs.-Sun. Thanksgiving holiday

**December**
- **7-11** Mon.-Fri. Final examination period
- **11** Fri. Fall term ends
- **12-Jan.3** Sat.-Sun. Winter break

#### Winter Term 1999

**January**
- **4** Mon. Classes begin
- **4** Mon. Fee Payment & Add/Drop begin
- **8** Fri. Last day to pay fees without penalty
- **15** Fri. Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees
- **18** Mon. Martin Luther King holiday

**February**
- **12** Fri. Last day to drop courses

**March**
- **1-12** Mon.-Fri. On-line registration for Spring term
- **15-19** Mon.-Fri. Final exams
- **19** Fri. Winter term ends
- **20-28** Sat.-Sun. Spring Break

#### Spring Term 1999

- **29** Mon. Fee Payment & Add/Drop begin
- **29** Mon. Classes begin

**April**
- **2** Fri. Last day to pay fees without penalty
- **9** Fri. Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees

**May**
- **7** Fri. Last day to drop courses
- **31** Mon. Memorial Day holiday

May 24 - June 4
- **Mon-Fri** On-line registration for Fall term

**June**
- **7-11** Mon.-Fri. Final examination period
- **11** Fri. Spring term ends
- **12** Sat. Commencement

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

#### Summer Term 1999

(Six-Week Session)

**June**
- **21** Mon. Registration begins
- **22** Tue. Classes begin
- **28** Mon. Last day to register, add or drop classes, and pay fees without penalty
- **29** Tue. Late registration fee and change of program fee effective

**July**
- **5** Mon. Independence Day holiday
- **9** Thurs. Last day to drop courses
- **29** Fri. Summer session ends.

Any changes in the summer calendar will be announced in the Summer Bulletin.
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DEAR CURRENT AND PROSPECTIVE STUDENTS

Western Oregon University has a proud history and enormous potential. Our students find a rewarding and exciting setting in which to learn. For almost 150 years, Western has offered quality educational programs within a caring and supportive educational environment.

Faculty and staff are concerned about the success of Western students and they provide individual support and assistance. We seek to serve students of all ages through a variety of academic, cultural, social, and economic services, programs, and activities.

Western Oregon University has many outstanding characteristics:

• Well-qualified and dedicated faculty and staff members whose first priority is teaching and service;
• A long-standing national reputation in teacher education;
• Excellent programs in the liberal arts and sciences;
• A campus nationally recognized for its beauty;
• A Public Service Park as part of the campus;
• Numerous opportunities for participation in intercollegiate athletics and student organizations and activities; and
• A student enrollment that is primarily Oregonian, but is growing in diversity.

Western is a unit of the Oregon University System. As members of the Western community, students find a distinctive educational experience from the day they enroll until the day they graduate.

On behalf of the faculty and staff at Western Oregon University, I encourage you to review this catalog carefully. Whether you are already enrolled or are considering enrollment, we stand ready to serve and to assist you.

Sincerely yours,

Betty J. Youngblood
President
MISSION STATEMENT

Western Oregon University provides a comprehensive higher education experience, including teaching and research activities, personal growth and cultural opportunities, and public service. Campus-based, outreach, and continuing education programs prepare students to make personal and professional contributions to the economy, culture, and society of Oregon, the nation, and the world.

Undergraduate, graduate, and continuing education programs in the School of Education and the School of Liberal Arts and Sciences are distinguished by close student, faculty, and staff interaction; interdisciplinary teaching; undergraduate research opportunities; and internships with business and the public sector. A core curriculum in the liberal arts and sciences provides the foundation for excellence in degree programs in creative arts, natural sciences, mathematics, humanities, and social sciences, as well as in professional degree programs in teacher education, business, computer science, criminal justice, and fire services administration.

National leadership in research and policy development is provided through the Division of Teaching Research, the Regional Resource Center on Deafness, and the National Clearinghouse for Deaf-Blindness.

Located near Oregon's capital, Salem, Western provides specialized preparation in public service careers and fosters partnerships with state and local governments. The campus-based Oregon Military Academy and Oregon Public Service Academy are models for the mutually beneficial sharing of facilities and support services.

Cultural offerings, athletic programs, and educational resources enhance campus life and enrich the lives of mid-Willamette Valley residents. Responding to the challenges Oregonians face in career changes, life transitions, and adapting to new technologies, Western provides lifelong learning and professional growth opportunities.

Western Oregon University has had a tradition of excellence since 1856. This tradition, built on strength and leadership in academic programs, student life programs, and support services will continue to meet the challenges and opportunities of public higher education in Oregon.
WELCOME TO WESTERN

Western Oregon University provides over 4,000 students with all the benefits of a small to mid-size liberal arts university. Western offers almost 40 undergraduate and three graduate degree programs through its two schools—the School of Education and the School of Liberal Arts and Sciences. These programs are offered during an academic year which is divided into three quarters and a six-week summer session.

Western is the oldest university in the Oregon University System (OUS). OUS is governed by the chancellor and an 11-member Board of Higher Education, appointed by the governor and approved by the legislature.

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

INSTRUCTIONAL, RESEARCH, AND SERVICE PROGRAMS

Western Oregon University offers a wide range of undergraduate degrees in teacher education, special education, liberal arts and sciences, and business. The university also provides strong programs in key public service fields such as law enforcement, corrections, fire services and public administration. The university 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. 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. 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."

The School of Liberal Arts and Sciences offers well-established BA/BS degree programs in psychology, humanities, biological and natural sciences, mathematics, social sciences, and creative arts (art, music, dance, theatre), plus expanding programs in business, community crime prevention, computer science, computer science/mathematics, public policy and administration, international studies and pre-professional medical health sciences. The school also offers a Master's degree in correctional administration.

Western participates in many cooperative instructional programs, offering teacher training programs with five other universities 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 University System with the capacity to expand knowledge related to the teaching-learning process in a way comparable to that employed in other disciplines.

The University 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 University 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.

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 University, which has grown from a private institution through an era as a prominent teacher preparation school to today's diverse liberal arts university.

Western has undergone seven name changes and with each assumed new responsibilities. In 1865, it merged with another private institution and became Christian College.

In 1882, the Oregon Legislature approved the college's bid to become a state supported teacher training (or "normal") school. Oregon State Normal School 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 university underwent a spurt of growth in the 1920s and more than tripled its enrollment to nearly 1,000 students. The Legislature again changed the name in 1939 to Oregon College of Education and the school, except for a period during World War II when college enrollments dropped nationwide, entered an extended period of growth. Teacher education programs brought the school national recognition for excellence, and new programs were added in the fields of liberal arts and sciences.

By 1981, the institution had broadened its academic programs in the liberal arts fields so much, that the Legislature renamed it Western Oregon State College.

In 1997, the Oregon Legislature approved another name change, Western Oregon University. As a comprehensive regional university, Western will continue to meet the challenges and opportunities of public higher education in Oregon. New programs will be added as new needs are identified.

production center.

A public service park/conference center is part of the comprehensive campus plan for growth.

FUTURE OF THE UNIVERSITY

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

The university 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 university 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.

UNIVERSITY ADMINISTRATION

Betty J. Youngblood 
President

John P. Minahan 
Provost and Vice President for Academic Affairs 
Currently Vacant (Search beginning September 1998)
Dean, School of Liberal Arts and Sciences

Meredith M. Brodsky 
Dean, School of Education

Michael R. Cihak 
Vice President for Student Affairs and Enrollment Management

Peter C. Courtney 
Assistant to the President

Leta N. Edwards 
Vice President for University Advancement

George A. Kozitsa 
Vice President for Administration, Finance and Human Resources
GENERAL INFORMATION ABOUT WESTERN

WESTERN OREGON UNIVERSITY
Admissions

Alison Marshall, Director
E-mail: wolfgram@wou.edu
Phone: (503) 838-8211

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 University. 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 following requirements:

1. must have graduated from a standard or accredited high school
2. must have at least a 2.75 cumulative grade point average
   Alternatives:
   A. receive a score of 1000 on the SAT I or 21 on the ACT
   B. have a combination of SAT I or ACT scores and high school grades which predict a 2.0 college GPA
3. must submit SAT I or ACT scores
4. must satisfactorily complete 14 subject requirements (4-English, 3-Math culminating in algebra II or higher, 2-Science, 3-Social Science and 2-foreign Language)
   Alternatives:
   A. receive a combined score of 1410 (average of 470) on three subject tests (writing, math level I, Ic, or IIc; and a third of student's choice) on the SAT II
   B. make up school course deficiencies by taking college course for specific subject requirements and achieve a passing grade. A three-hour college class is equivalent to one year in high school. Math 95, Intermediate Algebra fulfills the total math requirement. Coursework must be completed prior to the end of the academic year.
   C. students who do not meet the foreign language requirement should refer to the Foreign Language Requirement section.

Note: If you do not meet these traditional admission requirements or alternatives, it is still possible to be admitted to Western Oregon University. See the Special Admissions section or contact the Admissions Office for additional options.

Foreign Language Requirement
Students graduating from high school in 1997 or after are required to have 2 years of the same foreign language at the high school level. A student may also meet this requirement by taking two quarters or semesters of the same foreign language at the community college level. (American Sign Language is acceptable in meeting the foreign language requirement.) The language require-

ment may also be met by satisfactory performance on an approved assessment of foreign language knowledge and/or proficiency. For details on how to satisfy the requirement via knowledge assessment or proficiency, please contact the Admissions Office. Those graduating prior to 1997 are exempt from the foreign language requirement, but will need to have two units of college preparatory electives.

Graduate of Unaccredited High School or Homeschooled
Students graduating from an unaccredited high school or homeschooled must fulfill each of the following requirements:

1. receive either a score of 1000 on the SAT I or a score of 21 on the ACT
2. receive a combined score of 1410 (average of 470) on three subject tests (writing, math level I, Ic, or IIc; and a third of student's choice) on the SAT II
3. meet the Foreign Language Requirement (see Foreign Language Requirement section)

General Education Development (GED)
Students that did not graduate from high school but received a GED, must fulfill each of the following requirements:

1. receive a minimum score of 40 on each of the five GED tests
2. receive an average score for the five tests of 55
3. meet the Foreign Language Requirement, if graduating class would have been 1997 or later (see Foreign Language Requirement section)

When to Apply
High school students can apply for admission after the completion of six semesters of course work. Students must complete the "Undergraduate Application for Admission" form available from Western Oregon University, Office of Admissions. Grade point average and subject requirements will be verified on receipt of an official transcript. 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. Have an official high school transcript sent to the Admissions Office showing all course work completed to date.

3. Students planning to enter as beginning freshmen should complete either the Scholastic Aptitude Test (SAT) or the American College Test (ACT) before enrolling in classes and have their scores sent to Western Oregon University. 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.

4. Western has a rolling admissions process with no application deadline. However, early application is encouraged in order to be considered for all forms of financial aid and scholarships.

5. Upon graduation, submit an official final transcript of all high school work showing the date of graduation and credits earned preferably by July 1.

Special Admissions

A limited number of students who do not meet requirements may be admitted through special action of the faculty Special Admissions Committee. To be considered by the committee, you must submit the following:

1. A personal letter of petition stating why you are not meeting the admission requirements and what you are doing to make up deficiencies. The petition should include information on your goals and why you want to attend Western.

2. Three letters of recommendation from school personnel.

There will be two Special Admissions Committee review sessions, one in January and one in April. All petition materials must be submitted by January 1 or April 1 to be reviewed for that session. Review by the committee does not guarantee admission. With conditional admission, additional courses may be recommended or required.

Advanced Placement/CLEP

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 on the exam. Western’s participation in this program 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.

TRANSFER ADMISSION REQUIREMENTS

1. Students with 24 or more transferable, college-level quarter hour credits (16 semester hours), must have a cumulative 2.00 GPA or better in all college level work attempted and be in good standing at all previous institutions attended.

2. Students with less than 24 quarter hours (16 semester hours) of college work, must submit high school transcripts and test scores. Students with 0-11 transferable quarter hour credits must meet all freshman admission requirements. Students with 12-23 transferable quarter hour credits must meet all freshman admission requirements AND have a 2.00 GPA in all college level course work.

3. Foreign Language Requirement

All transfer students who graduate from high school in 1997 or after are required to have taken either two years of the same foreign language while in high school or two quarters or semesters of the same college-level foreign language. American Sign Language is acceptable in meeting the foreign language requirement. The language requirement may also be met by satisfactory performance on an approved assessment of foreign language knowledge and/or proficiency. For details on how to satisfy the requirement via knowledge assessment or proficiency, please contact the Admissions Office. Those graduating prior to 1997 are exempt from the requirement.

A transfer student who does not meet the regular admission requirements may be considered for admission on probation by the Special Admissions Committee. Contact the Admissions Office for additional information.

Transfer Student Application Procedures

1. Complete and return an application form and the required $50 nonrefundable fee. These items must be submitted together.

2. Have an official, complete transcript sent from each college or university attended. To be considered official, transcripts must be sent directly to the Admissions Office from the issuing institution. Unofficial or student copies are not acceptable. Omitting an institutional record from your application may result in disciplinary action.

3. Western has a rolling admissions process with no application deadline. However, students are encouraged to apply at least one term prior to planned enrollment.

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 University. 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 Unacccredited Institutions

No advanced standing is granted at entrance for work at unaccredited institutions. 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 course work 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 University accepts all college-level transfer work completed up to 108 hours. A maximum of 24 quarter hours of vocational-technical course work applicable in an associate degree or a certificate program at an accredited institution may be accepted as elective credit toward part of the 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

Due to curriculum and budget considerations non-admitted students must meet one of the following circumstances:

1. Members of the Western Oregon University staff;
2. High school students approved by the Registrar to take college-level courses;
3. Students enrolled in courses through the Division of Extended and Summer Studies;
4. Students approved to take undergraduate or graduate courses for use at another institution or life-long learning.

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

INTERNATIONAL STUDENT ADMISSION

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

1. Complete and return the 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.
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 copies are acceptable. Copies must be certified as official either by the institution or an official of the U.S. Embassy. Similarly, certified copies of exact English translations of these records are required. General admission standards for freshmen international students require the equivalent of an American “B-” grade point average (2.75 G.P.A.). Transfer students from other U.S. colleges and universities should have a cumulative grade point average of a “C” (2.0 G.P.A.).

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 Palau, must submit a minimum TOEFL score of 500 (computer score of 173) for undergraduate admission. Graduate admission requires a TOEFL score of 550 (computer score 213). Western will also accept Michigan Test scores. A minimum score of 75 is required for undergraduate admission and 80 for graduate admission. Students with TOEFL scores between 500-519 (computer scores 173-189) will be conditionally admitted and are required to successfully take seven credits of ESL Bridge Courses during their first term in addition to two regular courses.


5. Provide documentation on the Health History form of current immunizations.

Conditional Admission for International Students

Students with TOEFL scores between 470 and 499 (computer scores 150-172) who are otherwise admissible to Western are eligible for the Conditional Admission Program. Students must successfully complete the ESL Bridge Conditional Admission Program in their first quarter at Western. Students register for 10 Humanities/ESL credits and one regular course. Either the attainment of a 3.0 G.P.A. in all Bridge Courses or a TOEFL score of 500 (computer score 173) will lift the conditional status. Students who cannot obtain a TOEFL or Michigan score may apply for the TOEFL waiver/conditional co-admit program administered through the English Language Study Center and Western Oregon University.

Health Requirements

Prior to registration, international students are required to submit the Western Oregon University health history form. Immunization history must include an updated Tetanus immunization within the last 10 years, and 2 doses of Measles (rubeola). Students will be seen at the Health Center upon arrival to review their health history and be screened for tuberculosis. Students may have to pay for a chest x-ray. Upon completion of the health review, a student will be issued a health card.

Western Oregon University requires that international students and their dependents have and maintain personal health and accident insurance every term they are in student visa status. Students will be automatically billed for the Western insurance plan. Students who have already purchased alternate insurance
that meets the minimum federal and university requirements of $15,000 major medical per accident or illness, $10,000 medical evacuation and $7,500 repatriation and can provide a policy written in English may apply for a waiver from Western’s insurance plan. Waiver forms are available at the International Education & Services Office.

INSTITUTIONAL TESTING

The Division of Extended and Summer Studies administers special qualifying tests including:

Miller Analogies Test (MAT)
Scholastic Aptitude Test (SAT)
SAT I
SAT II
College Level Examination Program (CLEP)

For information about these and other tests, and to receive testing preregistration forms and information on testing dates and fees, contact the Division of Extended and Summer Studies at (503) 838-8483.

WESTERN UNDERGRADUATE EXCHANGE PROGRAM

The Western Undergraduate Exchange program (WUE) offers students from participating states the chance to enroll in designated four-year institutions in other participating states at a special reduced tuition level -- 150% of resident tuition. Students from Alaska, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, South Dakota, Utah and Wyoming are eligible to apply for the discounted tuition.

The following academic programs at Western Oregon University are available under the WUE program:

B.A./B.S.
Art (Interdisciplinary)
Business
Chemistry
Economics
Fire Services Administration
Geography
History

Humanities (Interdisciplinary)
Mathematics
Music
Natural Science
Political Science
Social Science (Interdisciplinary)
Sociology

B.A.
International Studies
Theatre

B.S.
ASL/English Interpretation

To be eligible, you must first apply for admission to Western Oregon University. Please denote your intention to apply for the WUE program by writing the letters WUE on the front page of the application. If you meet standard admission requirements as a nonresident, you will need to send a letter of request to the Registrar, asking that you be granted admission to the WUE program. State clearly which academic program you wish to enter.

For those students interested in ASL/English Interpretation, contact the Regional Resource Center on Deafness for additional admission information. This program is a selective admission program and begins in the student’s junior year. Therefore, incoming freshmen are not eligible to participate in the WUE program until they are officially admitted into the ASL program.

The Fire Services Administration program consists of junior and senior level classes built upon the Associate Degree in Fire Science or Fire Protection. Acceptance into the program is limited to persons who are Oregon Firefighter II or equivalent, and who have completed the required 24 hours of lower division fire science coursework prior to transferring into the program. Students are not eligible for the WUE program until official admittance into the Fire Services Administration program is confirmed.

STUDENT EXPENSES/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 Center; and other services maintained by the university for the benefit of students. No reduction of fees is made to students who choose not to use these services.

A regularly enrolled, full-time undergraduate student takes a course load of a minimum of 12 credit hours to a maximum of 18. A regularly enrolled, full-time graduate student takes a minimum of 9 to a maximum of 16 credit hours. Students taking course loads of less than the minimum are charged on a per credit hour basis. Those with loads in excess of the maximum are charged full tuition plus a per credit hour charge.
The following table lists the tuition and fees for the 1998-99 academic year. The tuition and fee schedule is established by the Oregon State Board of Higher Education.

<table>
<thead>
<tr>
<th></th>
<th>One term</th>
<th>Three terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident undergraduate</td>
<td>$1,066</td>
<td>$3,198</td>
</tr>
<tr>
<td>Nonresident undergraduate</td>
<td>3,246</td>
<td>9,738</td>
</tr>
<tr>
<td>Resident graduate</td>
<td>1,723</td>
<td>5,169</td>
</tr>
<tr>
<td>Nonresident graduate</td>
<td>3,070</td>
<td>9,210</td>
</tr>
</tbody>
</table>

Estimated annual costs other than tuition and fees for a full-time, undergraduate student living away from home, on or off-campus, for the 1998-99 academic year follow:

- Room and board: 4,410*
- Books and supplies: 810
- Personal/Miscellaneous: 2,085
- Total: 7,305

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

**REFUNDS**

Students who withdraw from the university and have complied with the regulations governing withdrawals are entitled to certain refunds, or reduction in fees, depending on the date of withdrawal. The refund schedule has been established by the Oregon 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 Registrar's Office, not the date of last class attendance. Exceptions may be made when formal withdrawal has been delayed through causes beyond the student's control.

**FINANCIAL AID**

Sandra D. Mountain, Director
E-mail: finaid@wou.edu
Phone: (503) 838-8475

As a state-supported institution, Western offers a high quality 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 administers more than $19 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 is used 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.

**ELIGIBILITY**

Western uses the federally mandated methodology established by Congress, which calculates an expected family contribution from the student and family. 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 federal and state 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 or be in default on a federal loan.

**APPLYING FOR AID**

Students can apply for most grants, loans, 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 Financial Aid Office 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 University and the school code 003209 in the college section, 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 Direct Stafford Loan and Federal Direct Unsubsidized Stafford Loan are awarded to students who have filed a FAFSA with the federal processor. Aid applicants are ranked 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 Financial Aid Office 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 award letter. Priority consideration will be given to students whose FAFSAs are 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 may no longer be available at Western. Mid-year transfer students are required to provide a Financial Aid Transcript (FAT) from the last post-secondary institution that they attended. 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.

**STUDY ABROAD PROGRAMS**

The study abroad programs which are eligible for federal financial aid through Western include WOU programs, the Oregon University System (OUS) programs administered by the Office of Academic Affairs located at Oregon State University, the Northwest Council on Study Abroad (NCSA), the Cooperative Center for Study Abroad (CCSA) and the Global Graduates Internship Program. Western students may request that their additional study abroad program expenses be considered by the Financial Aid Office at Western Oregon University.

**FEDERAL PROGRAMS**

The following are need-based programs available at Western.

**Federal Pell Grant.** Grants range from $400 to $3,000 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.** 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. The 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. See the Business Office for list of eligible schools.

**Federal Work-Study (FWS).** Employment, both 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 can work up to 20 hours per week. Employment is oriented, whenever possible, to the student’s educational objectives. Students earn minimum wage per hour or higher. Students may consult the Payroll Office regarding the student wage scale.

**Federal Direct Subsidized Stafford Loan.** The loan requires repayment and is based on financial need. It has a variable interest rate that is adjusted each year. Loans disbursed after July 1, 1995, 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. Juniors and seniors and post-baccalaureate students may borrow up to $5,500 per year. Graduate/Master students may borrow up to $8,500 per year. First year, first time Federal Stafford Loan borrowers will have their first check delayed for 30 days after the beginning of their first term of attendance. Repayment and interest begins six months after the borrower ceases to be at least a half-time student. Loan funds are disbursed by the Business Office. The funds will be disbursed at the time of fee payment or later in the term for which the loan funds are intended, if the promissory note has been signed and the student has attended an entrance loan counseling session at Western.

The following are federal non-need based programs:

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

**Federal Direct Parent Loans for Undergraduate Students (Federal PLUS).** The Federal PLUS provides an additional borrowing opportunity for the parents of dependent students. 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). Information is available from Western's Financial Aid Office.

**Loan Repayment**

The Financial Aid Office as well as various government agencies consider the responsibilities associated with student loan(s) very serious. If a student or parent takes out a loan, it must be repaid unless it is canceled or unless a student meets another criteria listed in the loan counseling materials. 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 Financial Aid Office offers loan counseling and debt management sessions for students. Sample repayment schedules are available.

**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, or Facts on Financial Aid available at Western's Financial Aid Office.

*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 and listing Western in the college section.

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.

OSSC also administers many private scholarships. Applications are available from the Financial Aid Office.
INSTITUTIONAL PROGRAMS

Western Scholarships. Western offers many institutional scholarships to qualified applicants. Students must complete a Western General Scholarship Application available from the Financial Aid Office or in the Western General Application packet. Most scholarships are awarded for one year; some scholarships are renewable. It is the student’s responsibility to know the deadlines, apply annually and make sure that the scholarship application is complete.

Diversity Achievement Scholarship (DAS). See Fee Remission Programs Requiring a Separate Application under University Financial Aid Sources. Contact the Multicultural Student Services and Programs Office at (503) 838-8195 for more information.

AWARD NOTIFICATION

When Western’s Financial Aid Office 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.

The financial aid award year starts with fall term and concludes with summer. Students must notify the Financial Aid Office during spring term that they will be attending summer term if they wish to be awarded for summer.

Students receiving financial aid offers at Western must report changes in the following areas to the Financial Aid Office: changes in enrollment status (withdrawal or non-enrollment), changes in dependency status, or receipt of additional resources of assistance.

The Financial Aid Office 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 award 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) and you intend to use it, you must obtain a work-study job. Work-study jobs are not guaranteed. For assistance, contact the Student Employment Office. 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 Financial Aid Office to clarify information. Verification documents may include federal income tax returns, W-2 Wage and Tax Statements, and a verification worksheet.

FINANCIAL AID REFUND AND PAYMENT POLICIES

It is the policy of Western Oregon University, in compliance with state and federal regulations governing refunds and repayments, to expect refunds to be credited to federal aid programs when a student who has been disbursed financial aid has completely withdrawn from the university. (The withdrawal form with instructions is available in the Registrar’s Office.) Students may also be required to repay a portion of the financial aid they received. The refund and repayment policy and schedule is stated in the Schedule of Classes available to all students from the Registrar's Office and in the consumer literature available in the Financial Aid Office. Repayments are made to the 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 order in which tuition and fees or resident hall refunds are credited due to a total withdrawal from Western will be made in accordance with the refund policy established by the State Board of Higher Education which is on file in the Business Office.

Students Subject to Pro Rata Calculations

Pro rata refunds are applicable only to students who are attending the institution for the first time. The pro rata calculation is required when the student’s withdrawal date is on or before the 60% point in time in the period of enrollment for which the student has been charged.

A student is considered to be attending an institution for the first time if the student has not previously attended at least one class at the institution. A student who has previously attended but received a 100% refund of the tuition and fees (less any permitted administrative fee) under the institution’s refund policy for that previous attendance is also considered to be attending for the first time.

A student remains a first-time student until he or she either: (1) withdraws, drops out or is expelled from the institution after attending at least one class; or (2) completes the period of enrollment for which he or she has been charged.

UNOFFICIAL WITHDRAWAL

Students who leave Western before the end of a term without complying with the "official" withdrawal procedures or who receive "X" grades will be required to repay the entire amount of financial aid received for the term. To avoid the requirement to repay all aid, the student must document his or her last date of attendance. This documentation can consist of exams, records of attendance, tutorials, computer-assisted instruction, counseling, academic advisement or study groups. The documentation must be submitted to and approved by the Financial Aid Office.

FINANCIAL AID ACADEMIC REQUIREMENT

All financial aid recipients are required to remain in academic "good standing." Students must meet Western's academic regula-
tions outlined under the section “Scholarship Regulations” in the catalog. In addition, students receiving financial aid must maintain satisfactory progress toward completion of their academic objectives. Full-time 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. Pro-rated requirements apply to part-time students. Letter grades of F, W, N, I, X and AU do not apply toward the completion of the credit hour minimums. If a student receives all “X” grades, the student will be required to repay all financial aid received unless the student can provide documentation of his/her attendance. Credit hours and grades will be monitored at the end of each term.

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

RIGHTS AND RESPONSIBILITIES OF STUDENTS RECEIVING FEDERAL FINANCIAL AID

Rights

1. You have the right to expect that your financial aid eligibility will be determined in an equitable manner consistent with federal regulations and institutional policies.

2. If you are eligible for aid, you have the right to be considered for those programs for which you qualify, as long as money is available.

3. You have the right to receive complete information about how your financial aid eligibility was determined.

4. You have the right to obtain full information about financial aid programs and pertinent regulations, policies and procedures.

5. You have the right to receive information about your debt burden as a result of receiving loans of varying amounts.

6. You have the right to receive information about monthly and total repayment options available as well as debt management strategies.

7. You have the right to expect that your financial records, your parents’ financial records and your award information are kept confidential in accordance with the Federal Privacy Act of 1976.

8. You have the right to expect written notification of your financial aid offer and any adjustments to it.

Responsibilities

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

1. It is your responsibility to report additional resources (such as other financial assistance). If the receipt of additional resources results in an overaward (financial aid and resources exceed the cost of education), you may be required to pay back a portion of your financial aid received and financial aid for subsequent terms may be reduced.

2. You are responsible for supplying complete and accurate information on which we base your eligibility for aid.

3. You must maintain satisfactory academic progress. (Refer to separate academic progress policy form available at the Financial Aid Office.)

4. You must be enrolled in a degree, certificate or other program leading to a recognized educational credential.

5. You must not have borrowed in excess of any Title IV loan limit.

6. If you withdraw from school, you must notify the Financial Aid Office in writing. You may be expected to repay a portion of the financial aid disbursed to you after paying tuition and fees (refer to the Withdrawal Form available from the Financial Aid Office.)

7. You are responsible for reporting any change in your status.

8. When you have signed a promissory note for a loan, you are responsible for informing your loan servicer of changes in your name, address, social security number and graduation date. You must inform your loan servicer if you transfer to another school, withdraw from school or drop below half-time in any term.

9. If you are borrowing from the Federal Direct Stafford Loan Program for the first time at Western, you must attend a loan counseling session before you can receive your funds.

10. If you accept a Federal Work-Study position, you are expected to perform the work in a satisfactory manner.

11. You must sign a Statement of Educational Purpose declaring that any aid funds will be used for expenses related to attendance at Western Oregon University and that you owe no refund nor are you in default of any aid received for attendance at any institution. (Signature is part of FAFSA.)

For additional questions, financial assistance, or consumer information, please contact the Financial Aid Office at (503) 838-8475.

UNIVERSITY FINANCIAL 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 Office of the Vice President for Student Affairs by February 15. Applications may be obtained from the Financial Aid Office, the Office of Admissions or the Office of the Vice President for Student Affairs.

Albritton Scholarship. Established in 1984 in memory of Robert E. Albritton. Awarded to full-time junior or senior, majoring in elementary education.


Richard M. Bell Scholarship. Established in 1996 by Dr. Michael Cihak, Vice President for Student Affairs, and his wife, Susan, in memory of her father who was a supporter of higher education.
Elizabeth Binney Scholarship. Established in memory of Mrs. Edwin Binney, Jr., a friend of Western.

David S. Brody Memorial Scholarship. Established in 1995 by Richard W. Woodcock and Ana F. Muñoz-Sandoval in memory of a colleague of Richard W. Woodcock, former faculty member. Awarded to under-represented ethnic minority groups, especially Hispanic; preference to first generation college student, bilingual, needy and strong academic record.

Brophy Scholarship. Established in 1996 in memory of Mrs. Marguerite Holmes Brophy by her family. Mrs. Brophy attended Oregon Normal School, (now Western Oregon University) class of 1917. Awarded to needy Western student majoring in elementary education with strong academic record and resident of Jackson County, Oregon.

Caneen Scholarship. Established by the family of Elizabeth S. Caneen. Awarded to any student.

Centennial Scholarship. Established in 1981 by the Western Foundation. Awarded on merit to incoming freshman.

Christy Scholarship. Established by the family of the late Oscar Carl Christensen, a former Western faculty member and coach. Awarded to full-time sophomore, junior or senior.

Class of 1935. Established in 1995. Awarded to any needy student in the School of Education.


College-Community Scholarship. Established in cooperation with Central High School. Awarded to a student graduating from Central High School.


Dahl-Boyd Scholarship. Established in 1985 in memory of Vera Dahl-Boyd, member of the class of 1924. Awarded to full-time, undergraduate in elementary education.

Daniels Memorial Award. Established in 1972 by the family of James G. Daniels, Sr. and Jr. Awarded to incoming freshman or returning sophomore, junior or senior on academic merit or participation in activities.

Dickerson Scholarship. Established in 1989 by the Western Foundation in memory of Charlotte Rudd Dickerson, an alumna of ONS. Awarded to any student.

Mary Donaldson Scholarship. Established in 1991 by Mary A. Donaldson, an alumna of ONS. Awarded to minority student who will volunteer to work in a nonprofit organization.


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

Farmers Insurance Group of Companies Scholarship. Established in 1992 to students in fields of insurance, mathematics, business administration, personnel, and other areas related to the insurance industry.


Hiatt Scholarship. Established in 1996 by Dr. Peggy Hiatt, retired faculty member. Awarded to one student per year who could not attend Western but for this aid, renewable up to a total of four years per student. Additional preference should be given to students intending to go into elementary education and to students of American Indian origin.

Hiatt-Faculty Scholarship. Established in 1990 by former long-time faculty member, Dr. Peggy Hiatt. Awarded to a full-time student, in the School of Education, majoring in elementary education.

Roy E. Lieuallen Scholarship. Established in 1984 in honor of Dr. Roy E. Lieuallen, retired Chancellor and former President of OCE. Awarded to any student.


Jack D. Morton Scholarship Fund. Established in 1987 by Jack Morton, former Dean of Students. Awarded to a full-time undergraduate student with a minimum of one year enrollment at Western Oregon University and 3.0 GPA.

S. Elizabeth Norberg Scholarship. Established in memory of S. Elizabeth Norberg, a friend of Western.


Overholtzer-Holaday Elementary Education Scholarship. Established in 1989 by Mary Holaday Murray, in memory of her mother, Ora Overholtzer Holaday. Both graduated from ONS. Awarded to full-time student in School of Education.

The Parents Club Scholarship. Established in 1987. Awarded to undergraduate with need, merit, leadership or participation in activities.

Postl Scholarship. Established in 1996 by Dr. Anton and Mrs. Mildred Postl. Dr. Postl is retired professor of chemistry and physical sciences. Awarded to students majoring in one of the Natural Sciences.

Presidential Scholarships. Established to honor outstanding high school students who choose to attend Western Oregon University. These scholarships provide generous support through four years of college:


Class of 1941, OCE. Established in 1981.

Cornish Family. Established in 1988 by the family.

Dorothy M. Kirby. Established in 1978 by the family.


Swenson Alumni. Established in 1985 in memory of Richard Irving Swenson, 1925 graduate of ONS.


Western Foundation. Supported by funds contributed by various groups and individuals, one in Liberal Arts and Science and one in Education.

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. Awarded to senior majoring in humanities.


Trullinger Scholarship.

Western Foundation Scholarships. Awarded from funds contributed to Western by various groups and individuals too numerous to mention.

Western Laurels Scholarship. Established to assist academically outstanding Western students in pursuit of an undergraduate degree.

Wilson Alumni Scholarships. Established by Esther Wilson, alumna of 1931. Awarded to full-time students with sophomore, junior or senior status.

UNIVERSITY DEPARTMENTAL AWARDS

Students must contact individual departments to apply for these scholarships.

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

Athletic Trainer - Brewer Development Scholarship. Established in 1994 in memory of LoWayne Brewer, who was a long-time faculty member, coach, and athletic trainer. Awarded for student trainer's professional development and recognition.

Bayer Scholarship. Established in 1994 by Miles Laboratories. Awarded by the Natural Sciences Department to students majoring in science.

Criminal Justice Scholarship. Established in 1992 by Dr. Ernie Ogard and wife, Dr. Janine Allen. Awarded to students planning a career in corrections or law enforcement.


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

Olive Gentle Scholarship. Established in 1992 by Dan and Mary Ann Christensen in memory of Olive Gentle who was kind to them at OCE. Awarded to graduate student majoring in information technology.

Ruth E. Halverson Art Scholarship. Established and awarded by the Creative Arts Division.

Pat Holman Art Enhancement Scholarship. Established and awarded by the Creative Arts Division.

Kirkwood Music Scholarship. Established in 1984 by the estate of Joseph F. Beaty. Awarded by the Creative Arts Division.

Library Scholarship. Established in 1994 by the Library staff. Awarded to returning library student workers.

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.

Symphonic Band Scholarship Awards are granted to new and returning student recognizing musical talent in students in the Symphonic Band.

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

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.

Ogard Scholarship. Established in 1996 in honor of Dr. Ernie Ogard's many years of service at Western as a professor. Awarded to students in Criminal Justice.

Oregon State Sheriffs Scholarships. The Oregon Sheriffs Assn. provides one $500 scholarship annually for criminal justice majors of junior standing based on GPA and need.

The Outstanding Returning Art Student Award. Based on portfolio of work as reviewed by the Art faculty.
Western Oregon University Theatre Scholarship. Sponsored by ENCORE: Friends of Western Theatre.

Patricia Peyton Memorial Scholarship. Established in 1993 by Phyllis Duncan in memory of her daughter. Awarded to undergraduate women in law enforcement or corrections.

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

Roberts Motor Company Scholarship. Established in 1990 by Ron DeVolder, an alumnus and avid Western basketball fan. Awarded to needy full-time undergraduate student who has completed a minimum of three consecutive terms and is a member of the men's basketball team with a 3.0 GPA.

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

Welty Scholarship. Established in 1994 by Stan and Betty Welty. Awarded to needy returning students who are members of the men's basketball, women's basketball or women's volleyball teams.


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)

The Regional Resource Center on Deafness (RRCD) houses three degree programs and three continuing education programs that prepare professionals to work with deaf and hard of hearing individuals. Focused on counselor, interpreter and teacher education, each of these efforts has been awarded U.S. Department of Education funding that enables them to offer stipend and/or tuition waiver to formally accepted students. Availability of this federal support is conditional upon successful annual grant renewals. For application materials and current information on the availability of stipends and tuition waivers, please contact the RRCD main office in Ed 220.

Regional Resource Center on Deafness
Western Oregon University
Monmouth, Oregon 97361
(503) 838-8444 V/TTY
(503) 838-8039 TTY

UNIVERSITY FEE REMISSION PROGRAMS

The Oregon University System Educational Diversity Initiative. The Educational Diversity Initiative program has been established to provide financial support to outstanding students from diverse cultural backgrounds and life experiences. These awards will cover tuition for new freshmen and transfer students (24 or more transferable credits). Awards are renewable on a limited term basis and available to undergraduate students only. For eligibility information and application forms contact Multicultural Student Services and Programs at (503) 838-8195.

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.

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 University students with short-term emergency financial needs. Funds for this program were donated to the institution. Borrowers are expected to repay their loans promptly so that the funds can be made available to other students.

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

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

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

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

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 chair of the Education and Psychology Department, and, at the time of his death, Director of Graduate Programs.
Jane Catherine Dale Memorial Loan Fund. Honors the late Jane Catherine Dale, former chair of the Humanities Department.

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

Dillian Loan Fund.

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

James Fissel Memorial Loan Fund. Honors the late James Fissel, Spanish professor.

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

Emma Henkle Memorial Loan Fund. Memorializes the late associate professor of education.

Charles A. Howard Loan Fund. A bequest of the late Charles A. Howard, president emeritus of Western (1939-47).

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

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

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

Carol Pickering Memorial Loan Fund. In memory of Carol Pickering, outstanding physical education student.

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

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

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

Western Alumni Association Fund.

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

Moms Club and Dads Club Loan Fund.

OCE-Western Oregon University Veterans Club Loan Fund.

REGISTRATION AND ACADEMIC POLICIES

The academic year at Western has three terms (fall, winter and spring) including 10 weeks of instruction and a final examination week. 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. Tuition and fee payment is held at the beginning of each term. 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 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 Disability Services 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 Oregon University System 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 course work 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 have not 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 must meet degree, program and other graduation requirements in the catalog in force at the time of their first enrollment after admission to Western. Current bachelor’s degree requirements and programs are described in the Undergraduate Studies section of this catalog. Students may choose to graduate under a later catalog. Students should be aware, however, that requirements for teacher, specialist or administrator licensure may change, since such requirements are established by the Oregon Teacher Standards and Practices Commission.
Transfer students may choose to meet degree, program and other graduation requirements under the Western Oregon University catalog in force at the time of their first enrollment after admission either at Western or 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.

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

- Fulfill all major requirements for the second degree which include a minimum of 36 additional undergraduate hours subsequent to the earning of the first degree, if the first degree was from Western Oregon University. If the first degree was from an accredited institution other than Western, an additional 45 hours must be earned.
- 75% of the additional hours must be earned at Western.
- All course work earned toward the second degree must be taken with an A-F grade option.
- Students earning a second bachelor’s degree are not eligible to graduate with honors in that degree.

**Master’s Degree**
Requirements and programs are described in the Graduate Studies 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.

**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 university 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 prior to deadlines before the commencement date. Check with the Registrar’s Office for further information.

**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 graded on an A-F 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.

**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 500M for later use in a graduate program. Petitions are available in the Registrar’s Office.
GRADES
The quality of student work is measured by a system of grades and points, as follows:

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

Grade-Points. Grade-points are counted on the basis of 4 points for each credit hour of A, 3.7 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, 0.7 points for each credit hour of D-, and 0 points for each credit hour of F. Marks of I, P, NC, 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 through D- or P. To graduate, a student must earn a minimum of 192 hours of credit.

When course work 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 – 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.

President’s List. An undergraduate student is eligible for the President’s List in any term, excluding summer session, in which at least 12 graded hours (A – D-) taken on campus are completed with a grade-point average of 4.0. Credits earned elsewhere in the same term and credits graded P are not accepted in computing the term GPA.

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

A - Excellent
B - Above average
C - Average
D - Below average
F - Unacceptable

I - Incomplete. A grade of 'I' may be assigned when the quality of work is satisfactory but an essential requirement of the course has not been completed for reasons acceptable to the instructor. To change an incomplete to a letter grade the student must complete the work within 12 months following the award of the 'I'. Special extension may be granted by petition, if approved by the instructor and the Academic Requirements Committee (ARC), 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 grade of 'X' will be assigned when the student has failed to appear for the course.

WITHDRAWAL
Two types of withdrawal exist. Students may withdraw from a course, or withdraw from the university.

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 sixth week of the term, the student may withdraw from any course without responsibility for a grade and no entry will be made on the student’s permanent scholastic record.

b. After the sixth week of the term, students can no longer withdraw from a class. A medical emergency or other catastrophic event are the only exceptions permitting withdrawal after the sixth week.

c. A student who discontinues attendance without official withdrawal will receive an “F” for the course.

Withdrawal From the University
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. In situations of emergency (accident, prolonged illness, etc.),
a student may be permitted by the Registrar to withdraw without penalty from the university at any time. Written verification may be required.

MAINTAINING A SATISFACTORY GRADE POINT AVERAGE

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.

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 licensure programs only. Credit by examination is not applicable to a master's degree or advanced (standard) licensure programs. Credit hours earned through the challenge process may not be included as a part of the residence requirement. All such credit is ungraded (pass/no credit). A fee of $25 per 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, a student has access to his or her own records for the purpose of review or, at the expense of the student, copying. Additionally, the student may challenge the content of any record pertaining to him or her and is entitled to a hearing, if desired, to assess the validity of the challenge.

Public Notice Designating Directory Information

Western Oregon University 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 university administered funds.

Western will not release 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 university, and offices allied to the university and which support the educational objectives of the university.

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 Registrar's Office 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 Registrar's Office.

Western Oregon University assumes that failure on the part of any student to specifically request the withholding of items of "Directory Information" indicates individual approval of disclosure.
OREGON UNIVERSITY SYSTEM SOCIAL SECURITY NUMBER DISCLOSURE AND CONSENT STATEMENT

You are requested to provide voluntarily your Social Security Number to assist OUS (and organizations conducting studies for or on behalf of OUS) in developing, validating, or administering predictive tests and assessments; administering student aid programs; improving instruction; internal identification of students; collection of student debts; or comparing student educational experiences with subsequent workforce experiences. OUS will disclose your Social Security Number only in a manner that does not permit personal identification of you by individuals other than representatives of OUS (or the organization conducting the study for OUS) and only if the information is destroyed when no longer needed for the purposes for which the study was conducted. By providing your Social Security Number, you are consenting to the uses identified above. This request is made pursuant to ORS 351.070 and 351.085. Provision of your Social Security Number and consent to its use is not required and if you choose not to do so you will not be denied any right, benefit, or privilege provided by law. You may revoke your consent for the use of your Social Security Number at any time by writing to the Registrar.

VETERANS ADMINISTRATION STANDARDS

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 complete the minimum credit hours required with passing grades for the pay rate at which the veteran is certified, as shown on this table (for summer term information contact the Veterans’ Office):

<table>
<thead>
<tr>
<th>Certification Status</th>
<th>Undergraduates</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall Winter Spring</td>
<td>Fall Winter Spring</td>
</tr>
<tr>
<td>Full-time</td>
<td>12+</td>
<td>9+</td>
</tr>
<tr>
<td>Three-fourths</td>
<td>9-11</td>
<td>7-8</td>
</tr>
<tr>
<td>One-half</td>
<td>6-8</td>
<td>5-6</td>
</tr>
<tr>
<td>Less than one-half, more than one-fourth</td>
<td>3-5</td>
<td>3-4</td>
</tr>
<tr>
<td>One-fourth</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Veterans who drop below their minimum required hours after the fourth week will have their change in status 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.

STUDENT ACTIVITIES

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.

CAMPUS RECREATION

Richard Sedgwick, Director

The Campus Recreation Program offers a variety of recreational pursuits to the university community. Campus facilities (swimming pool, gym & racquetball courts, weight room, and indoor tennis courts) 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.

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, and opportunities to participate. Judo and men’s and women’s soccer and the ROTC Ranger Club are current examples.

Involvement in campus recreation programs is encouraged at Western with many students taking advantage of the variety of programs. It is an opportunity to play without the pressures of being involved in a competitive sport.

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, jazz choir and
opera scenes.

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 Western Oregon University 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 Wynton Marsalis, Christopher Parkening, Martha Graham Dancers and the Ballet Folklorico.

HONOR SOCIETIES

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 the 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.

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.

INTERCOLLEGIATE ATHLETICS

Jon R. Carey, Athletic Director

Western Oregon University is committed to providing an intercollegiate athletic program that is an integral part of the student's total educational experience. Western is dedicated to the concept of the true student-athlete in which the individual excels academically as well as athletically.

Western Oregon is a member of the NAIA and the NCAA. The college offers 13 intercollegiate sports, seven for women and six for men. Western is a member of the Cascade Collegiate Conference.

Athletic programs offered for men include football, cross country, basketball, indoor track, baseball and outdoor track. The football program has an impressive history of success including NAIA national playoff appearances in 1975, 1978, and 1985. Men’s cross country is very competitive against Cascade Conference schools and other small colleges in the region. Men’s basketball has experienced outstanding success during the last two decades making NAIA national appearances in 1981 and 1982, and teams have been consistent challengers for the conference championships in the 90’s. Baseball is reemerging as one of the powers in the Pacific Northwest with teams consistently qualifying for district and conference tournaments. Men’s track and field, both indoor and outdoor, is one of the dominant programs in the region. Western athletes consistently qualify for the NAIA national meets and prove to be very competitive in those meets.

Women’s athletic programs include soccer, volleyball, cross country, basketball, indoor track, softball, and outdoor track and field. The volleyball team is among the strongest in the nation in the NAIA. The team has three times finished as the national runner up, appeared in five national tournaments and is traditionally the dominant team in the conference. Women’s cross country is very competitive against Cascade Conference schools and other small colleges in the region. The women’s basketball team is recognized as one of the most powerful in the NAIA. The team has qualified for post season play in seventeen consecutive years, making national tournament appearances in 1979, 1980, 1986, 1991, 1992, 1993, national runner up in 1994 and winning the NAIA Division II national championship in 1995. Softball is reemerging as a competitive program in the conference and the Pacific Northwest Region of NAIA. Women’s track and field, both indoor and outdoor, is very competitive within the region. Western athletes consistently qualify for the NAIA national meets and prove to be very competitive in those meets.

Western has outstanding athletic facilities, including two gymnasiums, an outstanding baseball and softball 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 softball and baseball, a synthetic surface track, field event throwing areas, and a soccer field.

NON-TRADITIONAL STUDENT SERVICES

The non-traditional student program at Western is designed to serve students 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 University Center. The program features a student lounge for non-traditional 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, and study groups, as well as recreational activities. A newsletter is mailed out each term to inform non-traditional students about services and events. Staff members are available to address concerns of older students in order to assist them in making their university experience rewarding and successful. Students have enjoyed individual, small and large group exposure to non-traditional student issues and concerns. This exposure has helped many Western's non-traditional students successfully make the transition into the university.
STUDENT GOVERNMENT

The Associated Students of Western Oregon University (ASWOU) is the official governing body of the students. All Western students are members of ASWOU by virtue of having paid tuition and fees. Western students have a major role in decision-making at the university. Western's student government has three branches including a policy-making legislative branch, a policy-implementing executive branch and a judicial branch that serves as a referee and elections administrator. For more information on how to get involved in student government, contact the ASWOU office at 503-383-8295.

Executive Branch. The Executive Branch carries out student government policy, as directed by the ASWOU Senate. There are six agencies within the Executive Branch: Financial Department, Programming Board, Department of Communications, Department of Intergovernmental Relations, Book Exchange and the Executive Office of the President.

The Financial Department is responsible for ASWOU's fiscal activities and budgeting. The Financial Administrator is appointed by the ASWOU President and confirmed by the ASWOU Senate. Members of the Financial Department are selected by the administrator.

The Programming Board is the group responsible for the planning and coordination of campus social and educational activities. The board is comprised of an elected director and representatives from subcommittees including Special Events, Outdoor, Comedy, Concerts, Family/Non-traditional Programming, Educational Awareness and Public Relations. The Programming Board oversees campus activities such as Homecoming, dances, movies, concerts, and lectures. Members of the Programming Board are appointed, and membership on subcommittees is open to all students.

The Department of Communications, comprised of a director, a media relations assistant, and a graphic artist, is charged with maintaining good communication between student government and the students. Through use of flyers, news releases and other publicity venues, the department helps students publicize events and activities for student government, clubs, and educational activity groups.

The Department of Intergovernmental Relations is responsible for the coordination of clubs, educational activity groups and organizations. The department is also the liaison between campus and community governmental organizations such as ASWOU Senate, Faculty Senate, the Residence Hall Association and the Monmouth City Council.

The Book Exchange is an event at the beginning of every term where students can sell their books to other students. The Book Exchange also sponsors vendors in the Werner University Center. The Book Exchange is composed of a director, appointed by the ASWOU President and approved by the Senate, and an assistant selected by the director with the approval of the President.

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

Legislative Branch. The ASWOU Senate is the main component of the Legislative Branch as well as the most important policy-making group in student government. The Senate has 32 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 ASWOU action. The Incidental Fee Committee (IFC) comprises nine students. This student government committee recommends how approximately $1 million in student fees is allocated. The IFC funds all or part of the following areas: ASWOU, athletics, childcare, interpreting, student media, student leadership and activities, and the Werner University Center.

Judicial Branch. The Judicial Branch is composed of the Judicial Administrator, who is elected by all students, and four appointed board members. The primary function of the Judicial Board is the interpretation of student government policies, including the ASWOU Constitution. The Judicial Board is also responsible for conducting elections of ASWOU officers.

Oregon Student Association. ASWOU belongs to the Oregon Student Association (OSA), which has members from each of the Oregon state colleges and universities. The lobby maintains a paid professional staff in Salem and represents students' views to the state legislature and Oregon State Board of Higher Education.

STUDENT LEADERSHIP AND ACTIVITIES

Denise Galey, Director

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 university 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, special awards programs and major campus programs such as Family Day and Holiday Tree Lighting. 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.

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 entertain-
ment television programming. All media positions are open to students.

RESOURCES AND SERVICES

ACADEMIC COMPUTING
Jim Hoag, Director

Academic Computing is responsible for the computer labs, computer classrooms, faculty and student network services, the BANNER Student Information System (SIS), and for computer hardware purchasing and maintenance for the campus. The computer labs, classrooms and offices are located primarily in the wings of the Instructional Technology Center. The main lab is generally open from 7 a.m. until 1 a.m. with reduced hours on weekends and at the beginning of the term. The computer classrooms are equipped with instructor’s stations, overhead projection units and 16 to 22 Macintosh or IBM-compatible PCs. These classrooms are scheduled through the lab manager. Software applications for classes are made available throughout campus. Commonly used software is made available to faculty, students, and staff via the network. Software support for most applications in classes and offices is available. Computers and related equipment and software may be ordered through Academic Computing. The Student Information System processes student data and provides reports for various functional units.

CAREER SERVICES
Katherine Harper, Director

Career Services coordinates expertise, programming, information and activities designed to guide students in their career development. As a process, career development requires personal involvement and responsibility throughout the university experience, and is inclusive of:

- 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 the following services provided to support their career development efforts throughout their university experience:

Career Advising: Qualified personnel to help in decision-making and planning. Aids for self-assessment of skills, interests, and values.

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

Job Search Skills Development: Quarterly workshops on job search topics, mock interview opportunities and a convenient resume critique service.

Career Exploration Opportunities: Centralized location for Job Shadow, Career Consultant, Internship and summer job resources and opportunities.

Career Resource Library: Books, periodicals, directories and other references on career development topics; occupations; job search topics; employer information; and full-time, summer job and internship clearinghouse.

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

Employer Recruiting: Centralized location for career-related full-time, part-time, summer and internship openings. Interview opportunities with campus recruiters. Electronic job listing access through Job Trak.

Teacher Credential File Service: Provided for education students and alumni on a user-fee basis.

OFFICE OF DISABILITY SERVICES
Martha R. Smith, Director

The Office of Disability Services facilitates needed and appropriate accommodations on campus for students, faculty, staff, and visitors 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 assessed on an individual basis so that each receives the most appropriate assistance.

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

- Accessibility Assistance: Wheelchair accessibility to buildings and campus grounds, communication equipment (FM systems, audio-looped rooms, amplifiers, TTYs, closed captioning decoders, amplified phones), V-Tek, Brailler, 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, preferred accessibility aid.
- Communication Aides: Sign language interpreters who use student’s preferred signed communication mode (from ASL to MCE), and oral interpreters are provided upon request for classes, social activities and meetings with faculty and staff.
- Empowerment: Through networking groups, workshops and interaction with the office staff, students learn of their rights and how to obtain services they need.
- Leisure and Social Activities: Accessibility assistance and aids are provided to encourage and support the students’ full participation in all parts of campus life.
• **On Campus Housing:** Accessible to students using wheelchairs or other assistive mobility aids.

• **Orientation:** To the campus and services provided by the Office of Disability Services as well as general university services available.

• **Referral:** To other programs on and off campus.

• **Resource Information:** Current magazines, journals, newsletters, and catalogs in the area of disability related issues are on display in the Office of Disability Services area.

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.

* 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 Office of Disability Services for more information. (503) 838-8250 V/TTY or e-mail ods@wou.edu.

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**EDUCATIONAL MEDIA CENTER**

*Alan Heywood, Director*

**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, high speed volume copying, 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 checkout equipment is available. Many satellite programs 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.

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**DIVISION OF EXTENDED AND SUMMER STUDIES**

*Michele Price, Director*

Western’s Division of Extended and Summer Studies extends the university’s mission and resources of the university to provide lifelong quality educational opportunities to a diverse and evolving audience whose educational needs require flexible and creative delivery both on and off campus. Throughout the year the division offers a variety of courses, workshops, seminars, and conferences representing a wide range of disciplines, many of which offer university credit.

This division offers many distance learning opportunities at Western and coordinates the Fire Services Administration program, a bachelor’s degree that can be earned at a distance. It also operates a modern conference facility, University Park Conference Center, and hosts groups large and small.

**Summer Studies**

Western conducts a six-week summer session that begins one week following the end of spring term. Workshops and short courses on campus and in field locations are also scheduled throughout the term. Summer students pay resident rates. A bulletin, published in early spring, contains the class schedule, tuition and fees, and information on registration, room and board, and activities.

**Extended Studies**

Opportunities for degree completion, improved job skills, and personal enrichment are available. Offerings include distance learning, professional institutes and conferences, staff development, School of Polygraphy (one of only a dozen in North America), special travel/study programs, fitness activities, and Elderhostel.

Distance learning opportunities abound, both credit and non-credit, with flexibility in scheduling and location. Offerings include online, on-site, television, videotape, and print correspondence. A distance learning staple at Western is Instant Replay, a program in which credit courses are videotaped as they are taught on campus and the tapes mailed to students throughout the state for viewing at home or at conveniently located sites, such as schools or community colleges.

Free brochures and bulletins on the various programs are distributed regularly. For further information contact:

**Division of Extended and Summer Studies**

Western Oregon University
Monmouth, OR 97361
(503) 838-8483 or
(800) 451-5767 in AK, CA, CO, HI, ID, MT, OR, UT, WA, WY;
Fax: (503) 838-8473; E-mail: dess@wou.edu
Web: www.wou.edu/DESS.
INTERNATIONAL EXCHANGE PROGRAMS

Kelly Mills, Interim Director

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 and International Internship Programs. Currently, Western offers and/or is negotiating sister agreements with three institutions of higher learning in foreign countries. These 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:

University of Kassel, Kassel, Germany—

For more than 10 years, Western has had an informal exchange with the University of Kassel, which was formalized in 1988. A comprehensive university of 16,000 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)

The University of Kassel offers a five-week summer program called Internationale Sommeruniversität Kassel (International Summer University). Emphasis of the program is on study of the German language, culture and civilization, literature and phonetics. Students from all over the world participate in this intensive language program offered at three language-proficiency levels (Second-year, Intermediate, and Advanced). Home-stays and excursions are an integral part of the program. Prerequisite is one year of college German or equivalent.

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. Located in Urawa, a satellite city of Tokyo, the University enrolls approximately 8,200 students. (Agreement, 1990)

In addition to the International Exchange programs at Western, we offer programs through OUS in the following countries:

China-Beijing Intensive Language Program, a semester or year program

Ecuador-Pontificia Universidad Católica del Ecuador or the Universidad San Francisco de Quito, both are semester or year-long programs (Aug-Dec) and (Jan-May).

France-Poitiers University and Universities of Lyon, both year-long programs (Sept-June).

Germany-Baden-Württemberg, a year-long program (Sept-July). Tübingen Intensive Language Program, a semester program (April-July).

Japan-Aoyama Gakuin University, a year-long program (April-Feb). Waseda University, a year-long program (Aug-June).

Mexico-Universidad de las Americas, a semester or year-long program (Aug-Dec) and (Jan-May).

South Korea-Yonsei University, a ten-month program (Aug-June).

Western is a member of the Northwest Council on Study Abroad (NCSA), allowing students to participate in programs of varying lengths in Angers, France; London, England; Siena, Italy and Vienna, Austria. In these study centers, students may attend any quarter or series of quarters at any site. Instruction is provided by faculty members from NCSA and by British, French, Austrian, and Italian 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.

Western is also a member of the Cooperative Center for Study Abroad (CCSA), allowing students to participate in programs of varying lengths in England, Australia, Ireland and Scotland. Many of the CCSA programs are offered during winter break (mid-December to early-January) and summer break.

Western offers intensive summer programs in Mexico at the Universidad Interamericana and Centro Mexicano Internacional and the University of Kassel in Germany. Students can earn 8-12 foreign language credits as well as credits in the humanities.

In addition to study abroad opportunities, the Global Graduates International Internship Program allows students to complete an internship abroad as part of their degree program. Students have been placed in a diverse range of countries including Ghana, Mexico, England and Honduras in professional teaching, administrative and political positions.

INTERNATIONAL EDUCATION AND SERVICES

Kelly Mills, Interim Director

Western Oregon University is committed to improving the overall quality of the educational experience by offering students and faculty a more diverse mix of experiences, cultures, and viewpoints. Western prepares students to operate in a diverse global economy through educational opportunities to study abroad, work in international internships and attend classes with individuals from diverse backgrounds.

International Student Services

Western Oregon University enrolls more than 100 international students from countries around the world. The International Student Advisor and the staff at the Office of International Education and Services are available to assist international students and their dependents with immigration, housing, employment, personal and academic issues. The ESL Bridge Program offers conditional university admission for qualified students each term. International students have many opportunities to share their culture and knowledge with the campus and community through the International Cultural Service Program, the International Student Organization, internationalized curriculum and a wide variety of campus student activities. For more information, visit our International Education & Service web page at http://wou.edu/provost/studyabroad/ies.htm and the “ESL Bridge Program” at http://www.wou.edu/provost/esl/index.html.

International Study Abroad and Internship Opportunities

Western offers study abroad programs and internships in more than 17 countries around the world. Western's Study Abroad Coordinator and staff work closely with students and parents and act as a liaison with university offices, overseas partners and program administrators. These programs allow for increased
cross-cultural understanding, development of problem solving skills and professional experience. Students find their new language skills and global awareness to be an asset in their future careers. Qualified students may study or work for a few weeks, a summer, a term, a semester or a year. Students continue to earn credit towards their degree. For specific information on programs in Asia, Latin America, Africa, and Europe, visit our web site at http://wou.edu/provost/studyabroad/isles.htm.

LIBRARY
Gary D. Jensen, Director

The Library supports the teaching and learning process of the Western Oregon University community by providing information resources and services and by promoting their integration into the educational experience. Services and resources include reference assistance, interlibrary loan, and reserve book materials.

The Library's electronic resources include WOLF, the online catalog, a CD-ROM reference network of periodical, newspaper, and book indexes and databases (some full text), Internet access, and a Library Web home page.

Photocopies, microfilm readers and copiers, and individual study desks are provided throughout the building. Group study and computer rooms also are available.

More than 170,000 books and 1,700 magazines and journal titles are available to students and faculty. The combined book resources of the libraries in the Oregon State System of Higher Education (over five million volumes) and in Orbis (private and public academic library consortium) are available to students and faculty through direct borrowing and through cooperative interlibrary loan arrangements.

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 materials in microformats, including the extensive microfiche collection of the Educational Resources Information Center (ERIC).

For students with special needs, the Library provides many facilities and services, including a TTY and a computer workstation equipped with a voice synthesizer and screen enlargement software. Library staff members provide assistance to meet other needs, including retrieval of materials.

Special collections within the Library include the University Archives' collection of historical documents and photographs relating to its history, a collection of juvenile fiction and nonfiction books, and Northwest history materials.

Librarians teach faculty and students how to locate and use the Library's collection and services through course-related library instruction classes, tours and workshops each quarter.

MULTICULTURAL STUDENT SERVICES AND PROGRAMS
Anna Hernandez, Director

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

- Assist prospective students and their families with the admissions and university process.
- Organize and present workshops focused on preparing students to enter higher education.
- Provide personal support and guidance to currently enrolled students.
- Assist with general academic and career advisement.
- Make students aware of scholarship and financial aid opportunities.
- Connect students to educational resources on campus and off campus.
- Advise the Multicultural Student Union (MSU).
- Assist MSU with the organization and implementation of campus-wide cultural events. These include: Annual Pow-Wow Celebration, African American Awareness Conference, Women of Color Conference, and Cinco de Mayo Celebration/Cars Show, Dinner, Dance, and Latino Awareness Conference.
- Network and establish ongoing communication between community based organizations/programs and the Western Oregon campus.
- Coordinate the OUS Educational Diversity Initiative Program.

STUDENT CONDUCT PROGRAM
Michael Walsh, Coordinator

Code of Student Responsibility

The Code of Student Responsibility specifies the rights and responsibilities of students as members of the campus community. The university adheres to the philosophy 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 university regulations. Copies of the code are available in the Office of the Vice President for Student Affairs, Office of University Residences, ASWOU, and the Library. Students are expected to read and become familiar with the Code.

Student Judicial and Mediation Program

The Student Judicial and Mediation Program provides the Western Oregon University community several different processes for resolving conflicts and alleged violations of university regulations by students. The Code of Student Responsibility defines these processes and specifies the rights and responsibilities of students as members of the university community. The underlying assumption guiding the Judicial Program is that Western students are preparing to be leaders in society and therefore should be held to a high standard of behavior. The community expects students to abide by all federal, state, and local laws as well as all university regulations. Consequences reflect this assumption and
support the university’s educational mission by helping students learn from their mistakes. The judicial processes which compose the Judicial Program are not criminal or civil proceedings, though they do provide students with their constitutional right to due process.

Mediation services are available for all students, faculty, and staff for the resolution of campus related disputes. Services are free of charge and are provided by professionally trained Western Oregon University mediators. The mediator acts as a facilitator, not as a judge, thereby allowing the disputants to come to their own, non-binding and confidential solution to the problem. The combined programs are coordinated through the Office of University Residences in the Valsetz Dining Hall.

STUDENT ENRICHMENT PROGRAM
Alex Wright, Interim Director

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

- First-generation students (neither of the student’s parents graduated from a four-year college).
- Students requiring 90-100% Financial Aid Assistance.
- Students with a physical or learning disability

The program’s aim is to provide participating students with the support they need to be successful in college. Goals of the program are to strengthen students’ study skills and help them succeed academically.

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

STUDENT HEALTH AND COUNSELING SERVICES
Roseann Kendall, Director

Student Health Center

Western Oregon University medical services are available at the Student Health Center on Church Street behind Todd Hall. The clinic is open Monday through Friday during the day, including the noon hour. Because students who are registered for 9 credit hours or more pay a student health fee each term, there is no routine office visit charge. Students who are registered for fewer than 9 credits may elect to pay the Student Health fee, which makes them eligible to receive services at the Health Center that term. Patients see specially trained nurses for most routine complaints on a walk-in basis. Nurses refer students with more complex health care problems. These students are given an appointment to see the part-time nurse practitioner or physician. Charges will be assessed for medications, laboratory testing, medical supplies, sports physicals, and women’s health care annual exams and special procedures. The Health Center offers a full range of clinical services. They include:

- Treatment of acute injury or illness and assistance with management of chronic illness

- Women’s health care: breast exam, Pap smears, contraceptive counseling, pregnancy testing and counseling
- Allergy injections
- Immunizations
- Health Education: wellness education, stress reduction, nutrition and fitness counseling, and drug and alcohol education
- Sexually transmittable disease treatment and counseling
- Confidential HIV testing

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

Student health insurance is not required to receive services in the Health Center. It is available to students at special rates and can be purchased at the Business Office for one to three terms of coverage or for a 12-month period. This major medical plan covers injury or acute illness that occurs during the hours when the Student Health Center is not open. It also provides for many diagnostic procedures and hospitalization. The Health Center staff recommend that students who do not have insurance coverage take advantage of this offer.

Counseling Center

The Counseling Center provides confidential counseling for Western students. Issues encountered during the college years include interpersonal relationships, depression, eating disorders, and crisis intervention such as death, personal loss, or divorce. Individual counseling, support groups, and workshops are offered on these topics. Counseling is designed to assist students in changing behaviors. Counseling assists students in dealing with their individual problems so that they can focus their energy on a successful and rewarding academic experience.

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

TEACHING RESEARCH DIVISION

The Teaching Research Division (TR) conducts state, regional and national research, and develops programs and disseminates information for education improvement. This mission both supports and strengthens the institutional mission. TR’s broad-based involvement at the state, regional and national levels serves to provide opportunities for sharing, and collaboration and feedback to Western’s programs as well as to inform a national audience about the institution and its achievements.

The division’s goals are to form partnerships for educational improvement and reform; contribute to and expand the knowledge base; engage in public service; be involved in model development; actively promote continuing professional development of educators; provide leadership in dissemination activities; and
promote recognition of and respect for diversity.

Projects are generated by the faculty, and the majority are national in scope. Faculty have primary responsibility for the completion of objectives, activities, and products as well as the fiscal management of the budget for their project. The budgets range in size from state grants at $15,000 to $35,000 per year to federal or foundation-funded grants up to 1.6 million dollars per year, with projects generally lasting three to five years. The total dollar amount of grant awards in 1995-96 was $4.25 million. The ratio of grant dollars to state general fund dollars for the division is generally about 15 to one. However, in a particularly successful year this ratio has gone as high as 20 to one.

UNIVERSITY CENTER FOOD SERVICES
Joe Wilson, Manager

The Werner University Center has several dining facilities. The Cubby Hole is a small convenience store which sells hot and cold beverages and snacks. It's "grab n' go" atmosphere is great for the "student on the run" and open Monday through Friday from 7:30am to 4:30pm. Caffe Allegro offers espresso and a variety of ice cream products such as shakes, sundaes and floats. It is open from 7:30am to 3:30pm, Monday through Friday. The Wolf Grill and Western Deli offer hamburgers, fries, cold and grilled sandwiches, salads, vegetarian meals, soups and much more. It is available lunch and evening hours, six days a week.

UNIVERSITY RESIDENCES
Tina Fuchs, Director

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

The residential communities are grouped on the north end of campus with the farthest point of the campus a walk of no more than 10 minutes. There are three styles of residential communities on campus including: apartment style (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.

Housing Policies

Because of the educational function of residential hall living, all students without dependents who enroll at Western Oregon University within one year of high school graduation must live in university-operated housing. Exceptions must be approved through the Office of University Residences. Many upperclass students also choose to live in the residence halls because of the convenience and available services.

The university 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 university, the contract is terminated as of the date the student officially checks out of campus housing.

Applications for fall term housing should be made before May. An application form may be obtained from Western's Office of University Residences. A $25 non-refundable application fee is required at the time of reservation. Students who are found to be ineligible for admission to the university will receive a refund of the application fee.

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

Rates for 1998-99 for a standard room are $3,945 with meal plan #1. This also includes social activity and telephone access fees. Other meal plans and room designations also are offered. Costs may vary.

On opening day of Fall term, students may check into campus housing from 9 a.m. to 5 p.m. During Winter and Spring terms, check-in is from noon to 5 p.m. on opening day.

Correspondence and housing application requests should be directed to:

Office of University Residences
Western Oregon University
345 N. Monmouth Ave.
Monmouth, Oregon 97361
(503) 838-8311 (V/TTY)

The residential community is designed to maximize the personal growth and development of students within a collegiate living environment, foster academic success and co-curricular activity and engage students in meaningful opportunities for self-exploration. The residence hall peer group provides a rich and diverse framework within which students may affirm values, learn from different perspectives, assume responsibility for actions and participate in building a community of learners.
To this end, University Residences provides experiences where students may practice good decision-making, assume leadership roles, and set and achieve reasonable goals. Support and assistance in identifying resources for residents is available and the staff purposefully involves students in planning and implementing programs and in managing the physical environment to the benefit of all residents.

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

Opportunities for involvement include working with the Residence Hall Association or Judicial Board, 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.

**Off Campus Housing**

The Office of University Residences maintains a list of available off-campus housing.

There are no fraternity or sorority houses.

**VALSETZ DINING HALL**

Karen Nelles, Food Services Director

Dining Services are centrally located in the Valsetz Dining Hall, near the residence halls. High quality, varied and nutritious meals are planned and prepared by a professional staff. Valsetz is open from 7am to 11pm, Monday through Friday; 10:30am to 6:30pm on Saturday and 10:30am to 11pm on Sunday.

**WERNER UNIVERSITY CENTER**

Denise Galey, Director

The Werner University Center serves as the "gathering place" for the campus and provides a variety of services and programs to meet the needs of the campus community. Located in the two-story facility are comfortable lounges; an art gallery; various food outlets; 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 University, and other student media are located on the first floor of the facility. The Werner University Center serves as an information center, providing the campus with details about current university activities and special events.

**WESTERN BOOKSTORE**

Charles Chance, Manager

The Western Bookstore is located on the upper level in the Werner University Center and is open Monday through Thursday from 7:45 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 university sweatshirts to calculators can be found at the bookstore, making it an interesting place to shop.
UNDERGRADUATE STUDIES

WESTERN OREGON UNIVERSITY
UNDERGRADUATE STUDIES

All undergraduate programs at Western are designed to provide students an opportunity to develop the following: skills 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 university 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.

Associate of Arts (2 years)

Bachelor of Arts
   English
   International Studies
   Spanish
   Theatre Arts

Bachelor of Science
   American Sign Language/English Interpretation

BA/BS Degrees
   Art
   Biology
   Business
   Chemistry
   Community Crime Prevention
   Computer Science
   Computer Science/Math
   Corrections
   Economics
   Elementary Education and Interdisciplinary Studies
   Early Childhood Teaching Authorization
   Early Childhood/Elementary Teaching Authorization
   Elementary/Middle Level Teaching Authorization
   Fire Services Administration
   Geography
   History
   Humanities
   Interdisciplinary Studies
   Law Enforcement
   Mathematics
   Music
   Natural Science
   Political Science
   Psychology
   Public Policy and Administration
   Secondary Education and Interdisciplinary Studies
   Middle/High School Teaching Authorization
   Endorsements in Academic Areas:
      Biology
      French
      German
      Health Education
      Integrated Science
      Language Arts
      Mathematics
      Physical Education
      Reading
      Social Studies
      Spanish
      Social Science
      Sociology
      Speech Communication
      The Arts

Additional Minors, Endorsements, Specialty Areas and other Programs

Minors:
   Dance
   Environmental Studies
   Gender Studies
   Journalism/Public Relations
   Latin American Studies
   Legal Studies
   Music Education
   Endorsement Areas:
      Bilingual/ESOL Education
      Special Educator
   Specialty Areas:
      Athletic Coaching
      Computer Science Education
      Honors Program
      Military Science (ROTC)

THE SCHOOLS

The undergraduate degree programs are governed by two schools, the School of Education and the School of Liberal Arts and Sciences.

SCHOOL OF EDUCATION

Dean: Meredith M. Brodsky

The School of Education serves the children of Oregon through the preparation of teachers who are academically strong, competent in all aspects of teaching and prepared to contribute to the continuously evolving state of education. In addition, the School of Education prepares rehabilitation counselors, sign language interpreters, and health and physical education professionals for a variety of increasingly diverse and complex roles in schools, service organizations and businesses.

The School of Education is accredited by The Oregon Teacher Standards and Practices Commission and by the National Council for Accreditation of Teacher Education. Admission to teacher education is competitive with requirements that include a minimum 2.75 GPA, passing national teacher examinations, documentation of experience working with children/youth, and an interview with faculty. The School of Education website provides an excellent resource for current information: http://www.wou.edu/education/index.html.

The School of Education has three divisions: Elementary/Secondary Education, Health/Physical Education, and Special Education.
The Elementary/Secondary Education Division is responsible for the teaching authorizations in Early Childhood, Elementary, Middle and High School. For information on transferring to this division, please contact the Central Advising Office, (503) 838-8428. More detailed program information can be obtained by contacting Kris Dalton at (503) 838-8482 or by email: daltonk@wou.edu.

The Health/Physical Education Division is responsible for teaching endorsements in Health Education and Physical Education. The division also offers programs that do not result in teaching authorization. More detailed program information can be obtained by contacting Sharon Hall at (503) 838-8252 or by email: halls@wou.edu.

The Special Education Division houses those programs which prepare personnel to work in the education and rehabilitation of individuals having disabilities. Special Education requires additional graduate study. However, some requirements may be completed at the undergraduate level. Information may be obtained from the Special Education Division office at (503) 838-8322 or by email: specialed@wou.edu.

**SCHOOL OF LIBERAL ARTS AND SCIENCES**

Dean: (Search beginning September 1998)

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. Additionally, several interdisciplinary minors are offered. 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.

The Business/Economics Division is responsible for majors and minors in Business and Economics. More detailed program information, including program admission requirements can be obtained by contacting the division at: (503) 838-8722.

The Computer Science Division is responsible for majors and minors in Computer Science. More detailed program information, including program admission requirements can be obtained by contacting the division at: (503) 838-8480.

The Creative Arts Division is responsible for majors and minors in Art, Dance, Music and Theater. More detailed program information, including program admission requirements can be obtained by contacting the division at: (503) 838-8461.

The Humanities Division is responsible for majors and minors in English, German, French, Humanities, Philosophy, Spanish, Speech Communication and Writing. More detailed program information, including program admission requirements can be obtained by contacting Dr. Dennis Eddings, Division Chair, (503) 838-8408; e-mail: eddingsd@wou.edu.

The Natural Sciences/Mathematics Division is responsible for majors and minors in Biology, Chemistry, Integrated Science, Mathematics and Natural Science. More detailed program information, including program admission requirements can be obtained by contacting the division at: (503) 838-8206.

The Social Science Division is responsible for majors and minors in Anthropology, Corrections, Community Crime Prevention, Geography, History, Law Enforcement, Political Science, Psychology, Public Policy and Administration, Social Science and Sociology. More detailed program information, including program admission requirements can be obtained by contacting Dr. Roshani Shiv, Division Chair, or Jeanne Deane at deanej@wou.edu; (503) 838-8288.

**COMPONENTS OF 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, including 62 upper division credit hours, required for graduation by selecting electives that explore unique interests or permit greater study in a major or minor. Graduation requirements in mathematics, computer science, cultural diversity and writing intensiveness must also be met within the LACC, major, minor or elective areas.

The typical degree program is broken down this way:

<table>
<thead>
<tr>
<th>Liberal Arts Core Curriculum</th>
<th>55</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Major</td>
<td>72</td>
</tr>
<tr>
<td>Academic Minor</td>
<td>15-27</td>
</tr>
<tr>
<td>Electives</td>
<td>38-50</td>
</tr>
</tbody>
</table>

The typical general Education degree is broken down this way:

<table>
<thead>
<tr>
<th>Liberal Arts Core Curriculum</th>
<th>55</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Authorization/Teaching Major</td>
<td>63</td>
</tr>
<tr>
<td>Professional Education Core</td>
<td>48</td>
</tr>
<tr>
<td>Electives</td>
<td>26</td>
</tr>
</tbody>
</table>

Total credit hours required for a BA/BS degree | 192 |

**BACHELOR OF ARTS**

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

- Proficiency through the second year (usually 24 credit hours) of college work, or the equivalent, in a second language. Two years of a second language at any United States accredited institution will satisfy this requirement for transfer students. Transfer students from unaccredited institutions must pass a proficiency examination administered by the Western Oregon University modern language department. Native speakers who have attended high school in their own language may not use that language to fulfill this requirement.

- Credit hours. Minimum of 192 includes:
  - Liberal Arts and Sciences. Minimum of 62 upper division.
  - Education. Minimum of 62 upper division.
  - 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.
Components of BA/BS Degree—LACC Course Selections

- Correspondence study. Maximum of 12 credit hours. Credit earned in correspondence study is not residence credit unless earned through Western’s Division of Extended Studies.
- Credit limitation of 12 hours for each open-ended course set: (406, 407, 408) (409) (199, 399).
- Liberal Arts Core Curriculum. Completion of 55 credit hours as outlined in the section on Undergraduate Programs.
- Mathematics, Computer Science, Cultural Diversity and Writing Intensive requirements. Information regarding these degree requirements is outlined beginning on page 42.

BACHELOR OF SCIENCE

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

- Credit hours. Minimum of 192 includes:
  - Liberal Arts and Sciences. Minimum of 62 upper division.
  - Education. Minimum of 62 upper division.
  - 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 unless completed through Western’s Division of Extended Studies.
  - Credit limitation of 12 hours for each open-ended course set: (406, 407, 408) (409) (199, 399).
  - Liberal Arts Core Curriculum. Completion of 55 credit hours as outlined in the section on Undergraduate Programs.
  - Mathematics, Computer Science, Cultural Diversity and Writing Intensive requirements. Information regarding these degree requirements is outlined beginning on page 42.

Liberal Arts Core Curriculum

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 is designed to 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 Central Advising or their academic advisor as they select LACC courses to avoid mistakes which may prolong their time in college. Many majors and minors have prerequisites or suggestions for coursework within the LACC.

LACC COMPONENTS

Creative Arts............................................................. 9
Health and Physical Education...................................... 4
Laboratory Science.................................................... 12
Literature.............................................................. 9
Philosophy OR Religion.............................................. 3
Social Science.......................................................... 12
Speech 3
Writing................................................................. 3
Total ................................................................. 55

LACC COURSE SELECTIONS

Creative Arts.......................................................... 9
Choose three credit hours from three of the four academic disciplines listed below:

Art
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

Theatre
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

Music
MUS 111 Beginning Musicianship
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 206 Intro to Music and MIDI
MUS 207 Song Writing
MUS 208 Popular Music
MUS 234 Guitar Class (Beginning)
MUS 234 Guitar Class (Intermediate)

**Dance**
D 170, 171, 172 World Dance
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 2
(Required of all students)
Select 2 courses with each course from a different area listed below:

**Rhythmic Activities**
PE 121 Folk and Square Dance
PE 122 Social Dance
PE 172 Basic Rhythms

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

**Aquatic Activities**
PE 160 Aquatics I
PE 161 Aquatics II
PE 291 Lifeguard Training

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

**Individual/Dual Activities**
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 at least two courses from the sequence. Early Childhood, Elementary and Middle-level Education majors should take BI 101, GS 104, and GS 106 as their science sequence. Students should check the Western Catalog for any prerequisites for the following science courses. Students must register for both a lecture and a lab section for the following courses, i.e., BI 101 and BI 101L.

**Geology**
G 201 Geology
G 202 Geology
G 203 Geology

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

**General Science**
GS 104 Foundations of Physical Science-Earth Science
GS 105 Foundations of Physical Science-Chemistry
GS 106 Foundations of Physical Science-Physics/Astronomy

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

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

**Intermediate Biology**
BI 211 Principles of Biology
BI 212 Principles of Biology
BI 213 Principles of Biology

**Intermediate Chemistry**
CH 221 General Chemistry
CH 222 General Chemistry
CH 223 General Chemistry

**Physics with Calculus**
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**
ENG 104 World Literature: Fiction
ENG 105 World Literature: Drama
ENG 106 World Literature: Poetry

**Literature of the Western World**
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**
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
R 201 Introduction to the World’s Religions: Eastern
R 204 Introduction to the World’s Religions: Western

Social Science .................................................. 12
Choose one 9 hour sequence from the following list and any additional 3 credit hour social science course.

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

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

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

Western Civilization
HST 101 History of Western Civilization
HST 102 History of Western Civilization
HST 103 History of Western Civilization

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

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

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

Sociology
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

**Additional Graduation Requirements**

**COMPUTER SCIENCE AND MATHEMATICS**

Students seeking a Bachelor of Arts Degree will complete:
Mathematics (MTH 105 or above) ........................................... 4
Information Systems (CS 101 or above) .................................. 2

*Note: Specific information regarding the mathematics and computer science requirements for each major may be found in the notes following each major's description. The mathematics and computer science requirements for Elementary Education Majors are: MTH 211, 212, 213 and CS 101.*

Students seeking a Bachelor of Science Degree will complete:
Mathematics, Computer Science, Statistics .............................. 12

*Note: A combined total of twelve (12) credit hours in Mathematics, Computer Science or designated statistics courses is required for a B.S. degree. For this degree a student must take at least one course in Mathematics and one course in Computer Science. MTH 105, and CS 101 may not be used to meet this requirement. SOC 327 and PSY 467 are the designated statistics courses which meet this requirement. Each Bachelor of Science degree program identifies the math, computer science and statistics courses that meet this requirement.*

**CULTURAL DIVERSITY REQUIREMENT**

Students seeking a B.S. degree will satisfy this requirement by successfully completing six (6) hours of coursework which emphasizes a topic or subject dealing with cultural diversity. Cultural diversity courses used to complete this requirement carry a special 'D' designation in the Schedule of Classes. If the course also meets the writing intensive requirements it will carry a special 'C' designation in the Schedule of Classes.

Students meeting the second language requirement for a B.A. degree will also have satisfied this requirement.

Honors Program participants should consult the Honors Program description and the Director of the Honors Program regarding coursework to meet this requirement.

**WRITING INTENSIVE REQUIREMENT**

Students will satisfy this requirement by completing six (6) hours of "writing intensive" coursework taken from within any portion of the student's degree program. Writing intensive courses carry a special 'W' designation in the Schedule of Classes. If the course also meets the cultural diversity requirements it will carry a special 'C' designation in the Schedule of Classes.
Honors Program participants should consult the Honors Program description and the Director of the Honors Program regarding coursework to meet the writing requirements.

Note: Additional information regarding the mathematics, computer science, cultural diversity and writing intensive graduation requirements follows the course requirements for each major and/or minor.

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, sequenced coursework 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 course 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 basic graduation, cultural diversity and writing intensive requirements are separate. 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. The remaining 31-34 quarter credit hours included within the degree will be applied toward the satisfaction of lower division major, minor, or elective requirements as noted within this catalog, or in consultation with the appropriate division chair. 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 University, 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, seminar-
ies, and theological institutes or which are directed primarily toward training clergy and lay missionaries in a specific faith or set of religious beliefs.

Teaching Authorization Information

Teacher Licenses

The Oregon Teacher Standards and Practices Commission (TSPC) is the agency empowered by the Oregon Legislature to license persons to teach or administer in Oregon’s public schools. Licensure and endorsement programs must be approved by this agency. TSPC issues the appropriate license or endorsements upon recommendation of the School of Education that the applicant has successfully completed the relevant program the university is approved to offer and, in the judgment of the institution, has the 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 are vested in the Oregon TSPC. Candidates seeking an Oregon Teacher License must satisfy the rules and regulations in effect at the time of application.

Definitions

Authorization Levels: Authorizations are added to licenses based on coursework and field experience. The four authorization levels are:

1. Early childhood education (ages 3 through grade 4)
2. Elementary education (grade 3 through grade 8)
3. Middle level education (grade 5 through grade 10)
4. High school education (grade 7 through grade 12)

Students at the undergraduate level will be able to qualify for two authorizations upon completion of the 48-hour professional core.

Endorsement: A phrase added to the teaching license that indicates the teaching specialty or subject matter the teacher is qualified to teach at the levels for which they are authorized. A license may have more than one endorsement.

Licensure: The process of obtaining a license to teach in the public schools.

Specialty: Area of academic preparation.

Most teaching endorsements require passing the specialty and professional knowledge areas of the National Teacher Examination.

Student Oregon Education Association

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.

Education Transfer Students

Prior to the first term at Western, Education majors transferring from other institutions should declare their levels of authorization and intended specialty/major areas through the Central Advising Office and each academic department involved.
ACADEMIC SERVICES

CENTRAL ADVISING OFFICE
Nancy France, Director

Faculty advisement is a critical factor in the successful completion of a degree. All undergraduate students are required to meet with their advisor at least once a term prior to registration.

The purpose of the Central Advising Office is to assist students from the beginning of their college career through graduation. Faculty advisors, a transfer specialist, peer advisors and staff in the Advising Office will help students:

- Understand the requirements of the Liberal Arts Core Curriculum (LACC);
- Declare a major, a minor and become admitted to a program;
- Choose an advisor in their field of study;
- Select courses and plan a schedule for registration;
- Understand academic policies and procedures;
- Become familiar with critical dates and deadlines and their consequences.

INTERNATIONAL STUDY PROGRAMS
Kelly Mills, Interim Director

Students are encouraged to study abroad during their career at the university. Before going abroad, students should consult the International Education and Services office on campus to determine the most appropriate program. For more information, please visit the International Education web site at www.wou.edu/provost/studyabroad/ies.htm.

TUTORING AND STUDY SKILLS CENTER
Judy Turner, Coordinator

The Tutoring and Study Skills Center helps students acquire and maintain skills necessary to complete a university 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.

DESCRIPTIONS OF MAJORS AND MINORS

AMERICAN SIGN LANGUAGE/ENGLISH INTERPRETATION
Associate Professor—Sandra Gish. Assistant Professor—Bonnie Singer.

ASL/English Interpreting Major ........................................... 61
Choose one .......................................................... 3
ED 481 Introduction to Educational Linguistics .......................... 3
ED 483 Cultural and Community Needs of IEP Students in the Instructional Process ......................................................... 3
ED 484 First & Second Language Acquisition in Bilingual/ESL Programs ................................................................. 3
SPED 201, 202, 203 American Sign Language IV, V, VI .......... 9
INT 253 Comparative Linguistics: ASL/English .................. 3
INT 254 Introduction to the Profession of Interpreting .......... 3
INT 330 Theory & Process of Interpreting ............................... 3
INT 340 Ethics & Decision Making for Interpreters ................. 3
INT 341, 342 Interpreting I, II ........................................... 6
INT 341L, 342L Interpreting Lab I, II .................................... 0
INT 420 Deaf History: Social & Cultural Issues ..................... 3
INT 441, 442 Interpreting III, IV ........................................ 3
INT 441L, 442L Interpreting Lab III, IV ............................... 0
INT 468 Specialized Interpreting Techniques ......................... 1
SPED 492 Sign Systems in the Classroom .............................. 3
INT 410 Internship ......................................................... 12

ANTHROPOLOGY
Professor—Kenneth Jensen. Associate Professor—Robin Smith. Assistant Professor—Donna Perry.

Anthropology Minor ......................................................... 27
ANTH 214, 215, 216 ....................................................... 9
Choose two ................................................................ 6
ANTH 311 Human Evolution ............................................. 6
ANTH 312 Social Anthropology ......................................... 6
ANTH 325 Participant Observation and Qualitative Research Methods ................................................................. 6
ANTH 327 Intro to Social Research .................................... 6
ANTH 328 Intro to Social Data Analysis ............................... 6
ANTH 350 Research Methods in Archeology ......................... 6
ANTH 352 Laboratory Methods in Archeology ..................... 6
ANTH 450 Field Methods in Archeology ............................. 6
Choose two ................................................................ 6
ANTH 310 World Prehistory ............................................. 6
ANTH 313 North American Prehistory ................................. 6
ANTH 314 Band and Tribal Societies ................................... 6
ANTH 461 Urban Anthropology ......................................... 6
ANTH 490 Contemporary European Cultures ....................... 6
ANTH 492 Middle American Cultures ................................. 6
ANTH 494 Northwest Indian Cultures ................................. 6
ANTH 496 The Indian in American Culture ......................... 6
Choose two ................................................................ 6
ANTH 340 Mothers and Daughters .................................... 6
ANTH 375 Women Anthropologists .................................... 6
ANTH 440 Women and Development ................................... 6
ANTH 462 Cultural Transformation ..................................... 6
ANTH 463 Culture and Education ....................................... 6
ANTH 471 Personality and Culture ..................................... 6
ANTH 472 Psychological Anthropology ............................... 6
ANTH 473 The History and Philosophy of Anthropology ....... 6
ANTH 475 Anthropological Approaches to Law ................. 6
ANTH 476 Anthropology and Religious Behavior ................ 6
ANTH 480 History and Theory of Archeology .................... 6
ART

Professors—Kim Hoffman, Don Hoskisson. Associate Professor—Diane Tarter.
Assistant Professors—Diane Banks, Judy Bullington, Rebecca McCannell, Suellen Larkin.

Art Major Prerequisites for Studio Concentrations:
All 200 level studio courses require A 115.
All 300 level studio sequences must be taken in numerical order and require the prerequisite of the 200 level studio course in the concentration.
All 300 level studio courses require A 116, A 117, A 130, and A 135.
All 400 level studio courses require a completed 300 level studio sequence in the concentration and must be taken in numerical order.

Art Major .......................... 72
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 Art Courses .......... 9
(minimum of two 200 level studio courses)
3 three-course studio sequences .... 27
(300 or 400 level courses)

Art Minor – Studio Art .......... 30
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

Art Minor – Art History .......... 27
A 294 Art History: Prehistoric through Byzantine .......... 3
A 295 Art History: Medieval through Renaissance .......... 3
A 206 Art History: Baroque to Modern .......... 3
A 304 Art History: Modernism I .......... 3
A 305 Art History: Modernism II .......... 3
A 306 Art History: Modernism III .......... 3
Three 400 level art history courses .......... 9

BILINGUAL/ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Assistant Professor—Dorie Treviño.
ED 481/581 Introduction to Linguistics .......... 3
ED 483/583 Cultural and Community Needs of LEP Students .......... 3
ED 484/584 First and Second Language Acquisition .......... 3
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 507M Technology in Education I, II, III .......... 3
Total Hours .......... 21

Note: For ESOL, no second language is required. Contact the School of Education for a program application.

BIOLOGY


Biology Major .................. 72
BI 211, 212, 213 Principles of Biology .................. 12
BI 331 General Microbiology .................. 4
BI 331 Genetics .................. 3
BI 357 General Ecology .................. 4
BI 388 Cell Biology .................. 3
BI 446 Evolution .................. 3
CH 221, 222, 223 General Chemistry .................. 12
Choose an option .................. 8-10
A. CS 161 Survey of Computer Science
MTH 243 Introduction to Probability and Statistics
B. MTH 251 Calculus I
MTH 252 Calculus II
Option Area .................. 23-24
(Courses to be selected with the approval of Biology, Botany, Ecology or Zoology advisor)

Molecular Biology/Biochemistry Option – Natural Science Major ........ 72
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 .................. 4
BI 331 General Microbiology .................. 4
BI 432 Immunology .................. 4
BI 434 Animal Physiology .................. 4
Choose upper-division electives .................. 4
(in Biology, Chemistry, Computer Science or Mathematics)
Chemistry minor below is required for this major
CH 221, 222, 223 General Chemistry .................. 12
CH 212 Quantitative Analysis .................. 4
CH 334, 335, 336 Organic Chemistry .................. 12

Note: The B.A. requires MTH 243, CS 161, and completion of the third term of the second year of a foreign language course. The B.S. requires MTH 243, 251 and CS 161. The Basic Graduation requirements must be completed including CH 350 as a writing intensive course.

Biology Minor .................. 27
BI 211, 212, and 213 OR, an equivalent sequence .................. 12
Upper-division courses approved by a Biology advisor .................. 15

Biology Education Major .................. 65
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
BI 521 Systematic Field Botany .................. 4
G 351 Elements of Geology .................. 3
Choose one .................. 9
BI 317 Vertebrate Natural History
BI 361 Marine Biology
BI 474 Entomology
Choose one:
- BI 371 Structure of Seed Plants
- BI 324 Comparative Vertebrate Anatomy
- BI 330 Plant Physiology
- BI 434 Animal Physiology
- BI 438 Human Histology
- BI 326 Vertebrate Embryology
- BI 432 Immunology

Note: BI 212, 213, 215; CH 221, 222, 223 or PH 201, 202, 203 and MTH 111 are to be counted as the LACC requirements in the Natural Sciences and Mathematics. Basic Graduation Requirements and Professional Education Core listed under Secondary Education.

### CHEMISTRY

**Professor**—Arlene Courtney. **Associate Professors**—Rahim Kazerouni, Pete Poston.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 221, 222, 223</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>CH 334, 335, 336</td>
<td>Organic Chemistry</td>
</tr>
<tr>
<td>CH 312</td>
<td>Quantitative Analysis</td>
</tr>
<tr>
<td>CH 313</td>
<td>Instrumental Analysis</td>
</tr>
<tr>
<td>CH 350</td>
<td>Chemical Literature</td>
</tr>
<tr>
<td>CH 440, 441, 442</td>
<td>Physical Chemistry</td>
</tr>
<tr>
<td>CH 456, 462, 463</td>
<td>Experimental Chemistry</td>
</tr>
<tr>
<td>CH 407</td>
<td>Seminar</td>
</tr>
</tbody>
</table>

Limited Electives
- CH 411, 412 | Advanced Inorganic Chemistry |
- CH 450, 451 | Biochemistry I & II |
- CH 334 | Computational Chemistry |
- CH 471 | Chemical Instrumentation |

Electives in Science, Mathematics or Computer Science

**Note:** Preparation for a prospective chemistry major includes high school chemistry, physics and a minimum of three years of mathematics including a minimum of MTH 101 equivalency. To enter the senior level (400) courses, students must have completed PH 211 or MTH 225. The B.A. requires MTH 253, CS 162 and completion of the third term of the second year of a foreign language course. The B.S. requires MTH 252, 253 and CS 162. The B.S. and B.A. require completion of the Cultural Diversity and Writing Intensive requirements. For this major the 6 hours of Writing Intensive coursework should come from CH 350W, CH 407W, CH 461W and CH 462W. The sequence PH 211, 212, 213 is to be completed as the LACC science requirement.

### CHEMISTRY/PHYSICS OPTION - NATURAL SCIENCE MAJOR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 221, 222, 223</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>CH 312</td>
<td>Quantitative Analysis</td>
</tr>
<tr>
<td>CH 313</td>
<td>Instrumental Analysis</td>
</tr>
<tr>
<td>CH 334, 335, 336</td>
<td>Organic Chemistry</td>
</tr>
<tr>
<td>CH 340</td>
<td>Elementary Physical Chemistry</td>
</tr>
<tr>
<td>PH 211, 212, 213</td>
<td>General Physics with Calculus</td>
</tr>
<tr>
<td>PH 311, 312</td>
<td>Introduction to Modern Physics</td>
</tr>
<tr>
<td>MTH 251, 252</td>
<td>Calculus I and II</td>
</tr>
</tbody>
</table>

Approved electives in the Natural Sciences or Math

**Note:** The B.A. requires MTH 253, CS 161 and completion of the third term of the second year of a foreign language course. The B.S. requires a combined total of 12 credit hours of course work in Mathematics and Computer Science including MTH 251 and CS 161. The B.S. and B.A. require completion of the Cultural Diversity and Writing Intensive requirements. For this major, Writing Intensive should include CH 350W.

### CHEMISTRY MINOR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 221, 222, 223</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>CH 334, 335, 336</td>
<td>Organic Chemistry</td>
</tr>
</tbody>
</table>

Approved upper-division elective in chemistry

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

### COMMUNITY CRIME PREVENTION

**Professors**—Stephen Gibbons. **Associate Professors**—Carl Stevenson, Assistant Professors—Jean Bottcher, Anthony LaRose, Gregory Morrison.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 214</td>
<td>Survey of US Juvenile Justice System</td>
</tr>
<tr>
<td>CJ 241</td>
<td>Introduction to Community Crime Prevention</td>
</tr>
<tr>
<td>CJ 440</td>
<td>Community Crime Prevention</td>
</tr>
<tr>
<td>CJ 458</td>
<td>Integrated Services in Community Crime Prevention</td>
</tr>
<tr>
<td>CJ 499</td>
<td>Special Studies in Community Crime Prevention</td>
</tr>
<tr>
<td>CJ 467</td>
<td>Seminar; Community Crime Prevention</td>
</tr>
</tbody>
</table>
Community Crime Prevention—Dance

Note: CJ 211 & 213 should be taken first, and in sequence. The B.S. degree requires any combination of 12 hours of Math/Computer Science/Statistics courses. The minimum of one Math course must be beyond MTH 105 and the minimum of one Computer Science course must be beyond CS 101.

COMPUTER SCIENCE

Professors—John Marsaglia, Edward Wright. Associate Professors—Lie Liu, David Olson. Assistant Professors—Brian Bonlander, Robert Broeg.

Computer Science Major

CS 161 Introduction to Computer Science
CS 162 Computer Science I
CS 260 Computer Science II
CS 262 Programming Languages
CS 271 Computer Organization
CS 311 Data Structures I
CS 315 Theory of Programming Languages
CS 345 Theory of Computation I
CS 372 Operating Systems
CS 420 Data Management Systems
CS 425 Systems Analysis and Design
CS 430 Software Implementation and Testing
CS 406 Senior Seminar

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

Choose an elective in Mathematics
MTH 341 Linear Algebra I
MTH 346 Number Theory
MTH 354 Discrete Structures I

Computer Science/Mathematics Major

MTH 251 Calculus I
MTH 252 Calculus II
MTH 253 Calculus III
MTH 254 Vector Calculus
MTH 341 Linear Algebra
MTH 344 Group Theory
MTH 345 Ring Theory
MTH 354 Discrete Mathematics I
MTH 355 Discrete Mathematics II
MTH 365 Mathematical Probability
MTH 366 Mathematical Statistics

Choose three:
MTH 314 Differential Equations
MTH 346 Number Theory
MTH 420 Advanced Topics: Applied
MTH 440 Advanced Topics: Prob & Stat
MTH 441 Linear Algebra
MTH 446 Abstract Algebra I
MTH 451 Numerical Analysis

MTH 482 Logic & Foundations
MTH 406 Senior Thesis
CS 161 Intro to Computer Science
CS 162 Computer Science I
CS 260 Computer Science II
CS 262 Programming Languages
CS 271 Computer Organization
CS 311 Data Structures I
CS 315 Theory of Programming Languages
CS 345 Theory of Computation I
CS 372 Operating Systems
CS 420 Data Management Systems
CS 425 Systems Analysis & Design
CS 430 Software Implementation & Testing
CS 406 Senior Seminar

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

Computer Science Minor

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

CORRECTIONS

Professor—Stephen Gibbons. Associate Professor—Carl Stevenson. Assistant Professors—Jean Bottcher, Anthony LaRose, Gregory Morrison.

Corrections Major

CJ 211 Introduction to Careers in Criminal Justice
CJ 213 Survey Juvenile/Criminal Justice Systems
CJ 450 Criminology
CJ 451 Juvenile Delinquency: Prevention and Control
CJ 453 Penology
CJ 454 Parole and Probation
CJ 455 Correcional Casework, Counseling and Treatment
CJ 463 Juvenile Issues
CJ 407 Practicum

Electives in Social Science

Note: CJ 211 & 213 should be taken first, and in sequence. 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 and includes orientation, role, operations and administration. Basic Graduation, Cultural Diversity and Writing intensive requirements must also be fulfilled.

DANCE

Professor—Sharon Oberst. Associate Professor—Darryl Thomas. Assistant Professor—Deborah Jones Peterson.

Dance Minor 36
D 181, 181, 182 Beginning Modern Dance
D 280, 281, 282 Intermediate Modern Dance
D 251 Introduction to Dance
D 351 Dance Composition I
D 352 Dance Composition II
D 451 Dance Production
D 453 Ballet History: From Courts to Balanchine
D 454 Evolution of Modern Dance

Elective technique courses chosen from Ballet, Jazz or Tap

Electives in dance (3 hours must be upper division)
EARLY CHILDHOOD EDUCATION

Professors—Susan Dauer, Gary Welander, David Wright. Assistant Professor—Ming-Chi Own, Susan Wood.

Early Childhood Teaching Authorization.......................... 63
Creative Arts
Choose three

- MUS 371 Music Fund. for Teachers (Prerequisite: MUS 111, 125, 211 or permission of instructor)
- ARE 433 Art Education (Prerequisite: A 115)
- D 491 Creative Dance for Children (Prerequisite D 180, 181, 182)
- TA 240 Creative Dramatics for Teachers

Health.......................... 9

- HE 325 Nutrition
- HE 415 Child and Adolescent Health

Choose one

- HE 462 Contemporary Health Issues
- HE 466 Drugs and Alcohol
- HE 467 Human Sexuality

Language Arts.......................... 9

- ENG 110 Introduction to Language Studies
- WR 440 Teaching of Writing

Choose one

- ENG 308 American Literature III: Realism Modern
- ENG 309 American Literature III: Postmodern (1930 to present)
- ENG 351 The Short Story

Mathematics/Science.......................... 9

- MTH 391 Math Models
- MTH 396 Elementary Problem Solving

Choose one

- GS 311 Biological Science for Elementary Schools
- GS 312 Physical Science for Elementary Schools
- GS 313 Earth Science for Elementary Schools

Physical Education.......................... 9

- PE 246 Fundamentals of Movement
- PE 310 Motor Development and Learning
- PE 433 Physical Education in the Elementary School

Choose two

- PE 170 Games and Relays
- PE 171 Gymnastics and Self Testing
- PE 172 Basic Rhythms in Elementary School

Psychology.......................... 9

Prerequisite: PSY 218 or PSY 225 or PSY 201 and 202

- PSY 311 Developmental Psychology
- PSY 480 Infancy and Early Childhood

Choose one

- PSY 349 Behavior Modification
- PSY 463 The Maladjusted Child
- PSY 481 Middle and Late Childhood

Social Science.......................... 9

Choose one course from three different areas:

- Anth 310, 311, 312, 313, 360, 463, 494
- CJ 214, 241, 451, 463
- EC 201, 202, 203
- SSC 201, SOC 360, HST 410, 411, ANTH 370
- GEOG 105, 106, 107
- HST 201, 202, 203, 478
- PS 201, 202, 203
- SOC 223, 225, 338, 360, 437

Note: Test requirements: CREST, MSAT, PRAXIS - Professional Knowledge
Recommended courses and sequences to be taken to fulfill LACC. R.A./B.S. and Basic Graduation requirements are: MTH 211, 212, 213, BI 101, GS 104 and either BI 102 or GS 106. HST 101, 102, 103 or HST 104, 105, 106 or GEOG 105, 106, 107 and PSY 218 or PSY 225, if already taken.

EARLY CHILDHOOD/ELEMENTARY EDUCATION

Professors—Susan Dauer, Gary Welander, David Wright. Assistant Professor—Ming-Chi Own, Susan Wood.

Early Childhood/Elementary Authorization.......................... 70

Humanities/Language Arts

- Prerequisites: ENG 215
- ENG 110 Introduction to Language Studies
- WR 440 Teaching of Writing
- ENG 370 Grammar and Usage

Choose one

- ENG 308 American Literature III: Realism Modern
- ENG 309 American Literature III: Postmodern (1930 to present)
- PHL 433 Philosophy for Children

Mathematics/Science.......................... 13

- MTH 391 Math Models
- MTH 396 Elementary Problem Solving

Choose one

- BI 102 General Biology
- GS 105 Physical Science

Choose one

- GS 311 Biological Science for Elementary Schools
- GS 312 Physical Science for Elementary Schools
- GS 313 Earth Science for Elementary Schools

Social Science.......................... 12

Choose four courses divided among two or more areas:

- ANTH 310, 311, 312, 313, 360, 463, 494
- CJ 214, 241, 451, 463
- EC 201, 202, 203
- SSC 201, SOC 360, HST 410, 411, ANTH 370
- GEOG 105, 106, 107
- HST 201, 202, 203, 478
- PS 201, 202, 203
- SOC 223, 225, 338, 360, 437

Health/Physical Education and Creative Arts.......................... 15

A. Choose A or B below

- HE 351 Elementary School Health
- PE 433 Physical Education in Elementary School

Choose one

- HE 415 Child and Adolescence Health
- PE 310 Motor Development and Learning

Choose two

- ARE 433 Art Education (Prerequisite A 115)
- MUS 371 Music for the Classroom (Prereq. MUS 111, MUS 125, 211 or permission of instructor)
- D 491 Creative Dance for Children (Prereq. D 180, 181, 182, 183)
- TA 240 Creative Dramatics

B. HE 351 Elementary School Health

- PE 433 Physical Education in Elementary School

Choose three

- ARE 433 Art Education (Prerequisite A 115)
- MUS 371 Music for the Classroom (Prereq. MUS 111, MUS 125, 211 or permission of instructor)
- D 471 Creative Dance for Children (Prereq. D 180, 181, 182, 183)
- TA 240 Creative Dramatics

Creative Arts

Choose one of the following

Art

Prerequisite: A 115

- A 130 Beginning Drawing
- Any 100 or 200 level Art Class

ARE 433 (taken last in sequence, or if taken to meet another requirement, take another 100 or 200 level art class)

Dance

Prerequisite: D 180, 181, 182

D 491 Creative Dance for Children

One technique sequence - ballet, jazz, tap, or world dance.
Choose one
D 357 Dance in Musical Theater
D 451 Dance Production

Music
Class Lessons, Ensemble, or Performance Studies
MUP 174 Performance Studies: Voice
Choose one (to be taken last in the coursework):
MUE 320 Classroom Music Curriculum (Prerequisite MUS 211)
MUS 371 Music Fundamentals for Teachers (Prerequisite: MUS 111, MUS 125, or MUS 211)
Note: Students who took MUS 371 add one from:
MUS 201-208 (Various Topics)
MUE 330 Technology in Music Education
Theater
TA 240 Creative Dramatics (unless used to meet another requirement)
TA 414 Children’s Theater
Choose one or (two if TA 240 already taken) from:
TA 110 Introduction to Theater
TA 250 Basic Movement & Vocal Development
TA 251 Elements of Acting
TA 253 Production Workshop
TA 244 Technical Theater: Scene Craft
TA 245 Technical Theater: Lighting
TA 246 Technical Theater: Sound Design
TA 252 Technical Theater: Makeup
TA 353 Advanced Production Workshop

Foreign Language
French, Spanish, or German beyond second year or 203 equivalence

Humanities/Language Arts
WR elective
Choose two
ENG 308 American Literature II
ENG 309 American Literature III
ENG 304 English Literature I
ENG 305 English Literature II
ENG 306 English Literature III
ENG 351 The Short Story

Mathematics
Choose three
MTH 292 College Algebra for Elementary Teachers
MTH 392 Introduction to Abstract Mathematics
MTH 393 Probability & Statistics for Elementary Teachers
MTH 394 Concrete Geometry for Elementary Teachers
MTH 395 Elementary Integrated Math I
MTH 398 Elementary Integrated Math II

Science
Choose one of the following:
Earth Science
Choose three
GS 351 Astronomy
GS 390 Meteorology
GS 331 Oceanography
G 473 Environmental Geology

Life Science
Choose three
BI 357 General Biology
BI 370 Environmental Science
BI 312 Animal Behavior
BI 317 Vertebrate Natural History
BI 321 Systematic Field Botany
BI 458 Field Biology
BI 471 Whales, Dolphins and Porpoises

Environmental Science
CH 371 Environmental Chemistry
G 473 Environmental Geology
Choose one
BI 357 General Ecology
BI 370 Environmental Science

Social Science
Choose one of the following:
Anthropology
Choose three (at least one upper division)
ANTH 214 Introduction to Physical Anthropology
ANTH 215 Introduction to Archeology
ANTH 216 Introduction to Cultural Anthropology
ANTH 310 World Prehistory
ANTH 311 Human Evolution
ANTH 312 Social Anthropology
ANTH 313 North American Prehistory
ANTH 463 Culture and Education
ANTH 494 Northwest Indian Cultures

Community Crime Prevention
Choose three
CI 213 Survey of the U.S. Criminal Justice System
CI 214 Survey of the U.S. Juvenile Justice System
CI 241 Introduction to Community Crime Prevention
CI 440 Community Crime Prevention Studies

Juvenile Justice System
Choose three
CI 213 Survey of the U.S. Criminal Justice System
CI 214 Survey of the U.S. Juvenile Justice System
CI 451 Juvenile Delinquency: Prevention and Control
CI 463 Juvenile Issues

Economics One
EC 318 Money and Banking
EC 430 Economics of Public Policy
EC 440 Introduction to International Economics

Economics Two
EC 417 Problems of Economic Development of Nations
EC 450 Contemporary Economic Systems
EC 487 Technology and American Economic History

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

If above already taken for LACC - One course from each of the following three areas
Cultural

Geography

Regional
Any upper division regional geography course.

Geography

Environmental

Any upper division Environmental Studies course.

Geography

History
United States History
Any three upper division United States history courses.

History

European History
Any three upper division European history courses.

History

Latin American History
HST 350 Pre-Columbian and Colonial Latin America
HST 351 Mexico and the Caribbean since Independence
HST 352 South America since Independence

History

Asian History
HST 391 History of the Far East
HST 392 History of the Far East
HST 393 History of the Far East

History

Political Science
Basic Political Science
PS 201 American National Government
PS 202 State and Local Government -or- PS 203 International Relations

Political Science

One upper division Political Science Course

American Government
Choose three
PS 201 American National Government
PS 414 Political Parties, Pressure Groups and Elections -or-
PS 419 American Presidential Elections
Early Childhood/Elementary—Economics

**Physical Education**
- PS 426 Federalism and Intergovernmental Relations
- PS 469 Congress and the Presidency

**State and Local Government**
- PS 201 American National Government
- PS 202 State and Local Government

Choose one
- PS 409 Practicum: Administrative Internship
- PS 410 Political Science Practicum
- PS 424 Policy-making in the States
- PS 426 Federalism and Intergovernmental Relations
- PS 490 Community Politics

**International Relations**
- PS 203 International Relations

Choose two
- PS 303 Politics and Governments of Europe
- PS 460 Governments and Politics of Asia
- PS 465 Governments and Politics of Developing Nations
- PS 493 International Organizations
- PS 497 American Foreign Relations

**Psychology**
- PSY 311 Developmental Psychology
- PSY 349 Introduction to Behavior Modification

Choose one
- PSY 334 Social Psychology
- PSY 443 Group Processes
- PSY 463 The Maladjusted Child
- PSY 480 Infancy and Early Childhood
- PSY 481 Middle and Late Childhood
- PSY 482 The Psychology of Adolescence

**Sociology**
- SOC 338 Sociology of the Family
- SOC 360 Sociology of Gender
- SOC 390 Sociology of Education
- SOC 437 Sociology of Race/Ethnic Relations

**Environmental Studies**
- GEOG 38 Environmental Conservation
- HST 470 Environmental History

Choose one
- EC 436 Environmental Economics and Public Policy
- GEOG 425 Environmental Planning and Policy
- HST 478 Pacific Northwest History
- PS 446 Land Resource Politics and Policy
- PS 447 Environmental Politics and Policy
- PS 449 Environmental Values and Political Action
- SP 439 Contemporary American Public Address Communication

**Gender Studies**
- SSC 201 Introduction to Gender Studies
- ANTH 370 Women in Cross-cultural Perspective
- A 403 Art History: Women in Art
- CA 310 Women in Dance and Music
- HST 410 Gender Issues in History
- HST 411 Gender Issues in History
- PS 435 Women and Politics
- PSY 492 Psychology of Women
- SOC 360 Sociology of Gender

**Legal Studies**
- PS 201 American National Government
- PS 202 State and Local Government
- PS 479 Constitutional Law

**Health/Physical Education**
- PE 246 Fundamentals of Movement
- HE 325 Nutrition

Choose one
- HE 415 Child and Adolescent Health
- PE 310 Motor Learning

Choose two
- PE 170 Elementary PE Activities
- PE 171 Elementary PE Activities
- PE 172 Elementary PE Activities

**Health**
- HE 325 Nutrition
- HE 415 Child and Adolescent Health

Choose one
- HE 462 Contemporary Health Issues
- HE 466 Drugs and Alcohol
- HE 467 Human Sexuality
- HE 491 Stress Management

Note: Test requirements: CBEST, MSAT, PRAXIS - Professional Knowledge. Recommended courses and sequences to be taken to fulfill LACC. B.A./B.S. and Basic Graduation requirements are: MTH 211, 212, 213, BI 101, GS 104, GS 105, HST 101, 102, 103 or HST 104, 105, 106 or GEOG 105, 106, 107 and PSY 218 or PSY 225, if already taken.

**EARTH SCIENCE**

Assistant Professor—Bradley Matson, Jeffrey Templeton.

**Earth Science Option - Natural Science Major**
- BI 101 General Biology
- BI 102 or BI 103 General Biology
- CH 104, 105, 106 Introductory Chemistry
- PH 201, 202, 203 General Physics
- G 351 Elements of Geology
- GS 331 Introduction to Oceanography
- GS 351 Elements of Astronomy
- GS 390 Basic Meteorology
- G 440 Fossils of Oregon
- G 450 Rocks and Minerals
- G 453 Geology of the Pacific Northwest
- Upper-division Earth Science electives
- Upper-division Science electives

Note: The B.A. requires MTH 105 or above, CS 101 or above, and completion of the third term of the second year of a foreign language course. The B.S. requires a combined total of 12 credit hours in Mathematics, Computer Science or a designated Statistics class to include CS 161, MTH 111, MTH 112 or MTH 243. The B.S. and B.A. require completion of the Cultural Diversity and Writing Intensive requirements. For this major Writing Intensive should include G 322W.

**Earth Science Minor**
- G 351 Elements of Geology
- GS 331 Introduction to Oceanography
- GS 351 Elements of Astronomy
- GS 390 Basic Meteorology
- G 453 Geology of the Pacific Northwest
- Electives in Earth Science

**ECONOMICS**

Professor—Ron Finster. Associate Professor—John Leadley. Assistant Professor—Zzenon Zygmunt.

**Economics Major**
- EC 201, 202, 203 Principles of Economics
- EC 315 Economic Analysis and Report Writing
- EC 318 Money and Banking
- EC 319 Public Finance
- EC 457 Microeconomic Theory and Policy
- EC 458 Macroeconomic Theory and Policy
ECONOMICS—ELEMENTARY/MIDDLE LEVEL EDUCATION

Professors—Susan Dauer, Gary Welander. Associate Professor—Randall Engle. Assistant Professor—Susan Wood.

ELEMENTARY/MIDDLE LEVEL AUTHORIZATION

HE 415 Child and Adolescent Health

HUMANITIES/LANGUAGE ARTS

Prerequisite: ENG 215
ENG 310 Nature of the English Language
ENG 370 Grammar and Usage
WR 440 Teaching of Writing
Choose one
ENG 308 American Literature III: Realism Modern
ENG 309 American Literature III: Postmodern (1930 to present)
PHL 433 Philosophy for Children

MATHEMATICS

MTH 391 Math Models
MTH 396 Elementary Problem Solving
Choose one
MTH 111 College Algebra
MTH 292 College Algebra for Elementary Teachers
Choose one
MTH 392 Introduction to Abstract Algebra
MTH 393 Probability and Statistics for Elementary Teachers
MTH 394 Introduction to Geometry
MTH 395 Elementary Integrated Mathematics I
MTH 398 Elementary Integrated Mathematics II

SCIENCE

G 351 Elements of Geology
G 351 Elements of Astronomy
G 390 Basic Meteorology
G 331 Oceanography

SOCIAL SCIENCE

Choose two courses in two different areas:
ANTH 310, 311, 312, 313, 360, 463, 494
CJ 214, 241, 451, 463
EC 201, 202, 203
SOC 201, SOC 360, HST 410, 411, ANTH 370
GEOG 105, 106, 107
HST 201, 202, 203, 478
PS 201, 202, 203
SOC 223, 225, 338, 360, 437

Choose one of the following options
French 12
FR 331 French Pronunciation and Phonetics
Choose one
FR 429 French Culture and Civilization
FR 430 French Culture and Civilization
Electives beyond FR 403
MTH 398 Elementary Integrated Mathematics I13
ED 475 Innovation in General Mathematics Education
CSE 436 LOGO as a Learning Tool

Anthropology ........................................................................... 12
Choose four (at least two upper division) ................................. 12
ANTH 214 Introduction to Physical Anthropology
ANTH 215 Introduction to Archeology
ANTH 216 Introduction to Cultural Anthropology
ANTH 310 World Prehistory
ANTH 311 Human Evolution
ANTH 312 Social Anthropology
ANTH 313 North American Prehistory
ANTH 463 Culture and Education
ANTH 494 Northwest Indian Cultures

Community Crime Prevention ................................................. 12
CI 213 Survey of the U.S. Criminal Justice System ................. 3
CI 214 Survey of the U.S. Juvenile Justice System ................. 3
CI 241 Introduction to Community Crime Prevention ............. 3
CI 440 Community Crime Prevention Studies ........................ 3

Juvenile Justice System ......................................................... 12
CI 213 Survey of the U.S. Criminal Justice System ................. 3
CI 214 Survey of the U.S. Juvenile Justice System ................. 3
CI 451 Juvenile Delinquency: Prevention and Control ............ 3
CI 463 Juvenile Issues .......................................................... 3

Economics One ...................................................................... 12
EC 318 Money and Banking ................................................. 3
EC 319 Public Finance .......................................................... 3
EC 430 Economics of Public Policy ................................. 3
EC 440 Introduction to International Economics ................. 3

Economics Two ...................................................................... 12
EC 417 Problems of Economic Development of Nations ....... 3
EC 450 Contemporay Economic Systems ............................... 3
EC 445 The Market Economy .............................................. 3
EC 487 Technology and American Economic History .......... 3

Cultural Geography .............................................................. 12
GEOG 411 Cultural Geography ............................................ 3
GEOG 413 Urban Geography .............................................. 3
GEOG 415 Geography of Religion ....................................... 3
GEOG 433 Political Geography ............................................ 3

Regional Geography ............................................................ 12
Any four upper division regional geography courses.

Environmental Geography .................................................... 12
GEOG 380 Environmental Conservation .............................. 3
GEOG 410 Global Issues ...................................................... 3
GEOG 425 Environmental Planning and Policy .................. 3
One other course approved by a geography advisor

General Geography ............................................................... 12
Four upper division courses pre-approved by a geography advisor.

United States History ............................................................ 12
Four upper division United States history courses.

European History ................................................................. 12
Four upper division European history courses.

Latin American History ........................................................ 12
HST 350 Pre-Columbian and Colonial Latin America ........... 3
HST 351 Mexico and the Caribbean Since Independence ....... 3
HST 352 South America Since Independence ....................... 3
One upper division Latin American history course ............... 3

Asian History ......................................................................... 12
HST 391, 392, 393 History of the Far East ............................ 9
One upper division history course ................................. 3

Basic Political Science .......................................................... 12
PS 201 American National Government ............................... 3
Choose one ........................................................................... 3
PS 202 State and Local Government
PS 203 International Relations
Two upper division Political Science courses ....................... 6

American Government ......................................................... 12
PS 201 American National Government ............................... 3
PS 426 Federalism and Intergovernmental Relations ............ 3
PS 469 Congress and the Presidency ................................. 3
Choose one ........................................................................... 3
PS 414 Political Parties, Pressure Groups, and Elections
PS 419 American Presidential Elections

State and Local Government .................................................. 12
PS 201 American National Government ............................... 3
PS 202 State and Local Government ................................. 3
Choose two ........................................................................... 6
PS 409 Practicum: Administrative Internship
PS 410 Political Science Internship
PS 424 Policymaking in the States
PS 425 Federalism and Intergovernmental Relations
PS 490 Community Politics

International Relations ........................................................... 12
PS 203 International Relations .............................................. 3
Choose three ........................................................................... 9
PS 303 Politics and Governments of Europe
PS 460 Governments and Politics of Asia
PS 463 Governments and Politics of Developing Nations
PS 493 International Organizations
PS 497 American Foreign Relations

Psychology ............................................................................. 12
PSY 311 Developmental Psychology .................................. 3
PSY 349 Introduction to Behavior Modification ................. 3
Choose two ........................................................................... 6
PSY 334 Social Psychology
PSY 443 Group Processes
PSY 463 The Maladjusted Child
PSY 480 Infancy and Early Childhood
PSY 481 Middle and Late Childhood
PSY 482 The Psychology of Adolescence

Sociology .................................................................................. 12
Choose one of the following options
Multi-cultures
SOC 400 International Development .................................. 3
SOC 427 Revolutionary Social Movements ......................... 3
SOC 437 Sociology of Race/Ethnic Relations ..................... 3
SOC 450 Latin American Society ......................................... 3
Gender and Family
SOC 338 Sociology of the Family ........................................ 3
SOC 360 Sociology of Gender .............................................. 3
SOC 440 Women and Development ..................................... 3
SOC 460 Feminist Theory ..................................................... 3
History and Development
SOC 320 Industrial Sociology ............................................. 3
SOC 400 International Development ................................. 3
SOC 410 Historical Sociology: Origins of Capitalism ........ 3
Choose one ........................................................................... 3
SOC 427 Revolutionary Social Movements
SOC 350 Food and Hunger

Environmental Studies ........................................................... 12
GEOG 380 Environmental Conservation ......................... 3
HST 470 Environmental History ......................................... 3
Choose two ........................................................................... 6
EC 436 Environmental Economics and Public Policy
GEOG 425 Environmental Planning and Policy
HST 478 History of the Pacific Northwest
PS 446 Land Resource Politics and Policy
PS 447 Environmental Politics and Policy
Elementary Middle Level Education—English

ED 498 Student Teaching..............................................................10

Note: For admission to the education programs there are special requirements which must be met. Contact the School of Education division representatives for more information.

The School's Policy Analysis and Review Committee establishes policies and standards that students must meet before being admitted to teacher education courses.

Students may explore their interest in teaching during their freshman and sophomore years by enrolling in ED 100, 111, 199, 358, and 399.

The university has found it necessary to evaluate a person's background and 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.

ENGLISH

Professors—Dennis Eddings, Cornelia Paraskevas, Thomas Rand, Elizabeth Sargent. Associate Professors—Kit Andrews, Ann Bliss, Uma Shrestha. Assistant Professors—Dean Betha, Carol Harding, David Hargreaves, Marjory Lange, Christine King, Curtis Yehnert.

English Major..............................................................................63

ENG 223 Approaches to Literature..............................................3
ENG 304, 305, 306 English Literature I, II, III...............................9
ENG 307, 308, 309 American Literature I, II, III (Choose 2).............6
ENG 345 Shakespeare....................................................................3

Choose one.....................................................................................3

ENG 318 The Bible as Literature
ENG 385 Introduction to Folklore
ENG 387 Studies in Mythology
ENG 475 Studies in Folklore

Choose one.....................................................................................3

ENG 351 The Short Story
ENG 356 Studies in Poetry
ENG 360 Studies in Drama
ENG 366 Studies in the Novel
ENG 456 Form and Meaning in Film
ENG 457 Modern Poetry
ENG 463 Modern Drama
ENG 468 The Modern Novel

Choose one.....................................................................................3

ENG 436 Advanced Shakespeare
ENG 447 The Study of Major Figures in Literature

Choose one.....................................................................................3

ENG 484 Comedy
ENG 485 Tragedy
ENG 486 Satire

WR 224 Writing about Literature.................................................3
WR 414 Advanced Composition.....................................................3
WR 430 The History of Composition and Rhetoric..........................3

Choose one.....................................................................................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 511 Advanced Journalistic Writing

ENG 215 Basic Grammar.................................................................3

ENG 310 The Nature of the English Language...............................3

Choose one.....................................................................................3

ENG 470 Modern American Usage
ENG 490 History of the English Language
ENG 492 The Structure of the English Language

Approved electives in English, writing, humanities, journalism, speech, philosophy, theatre arts, OR upper division foreign language...........9

Approved upper division English, Journalism, or Writing courses.
ENVIRONMENTAL STUDIES

Associate Professor—Mark Henkels.

Environmental Studies Minor ........................................... 27-28
HST 470 Environmental History .................................. 3
Choose one ................................................................... 4
BI 357 General Ecology
BI 370 Environmental Science
Choose one course from any two prefixes ......................... 6
EC 436 Environmental Economics and Public Policy
GEOG 330 Environmental Conservation
GEOG 425 Environmental Planning and Policy
GEOG 399 Environmental and Development
HST 407 Green Politics
PS 446 Land Resource Politics and Policy
PS 447 Environmental Politics and Policy
Choose one course from each prefix: .............................. 6
CH 310 Geochemistry
CH 371 Environmental Chemistry
G 473 Environmental Geology
G 476 Water Resources
Electives ........................................................................... 8.9
(To be approved by advisor) Electives may be chosen from any of the above courses not already utilized or from those listed below:
ANTH 311 Human Evolution
BI 317 Vertebrate Natural History
BI 321 Systematic Field Botany
BI 331 General Microbiology
BI 361 Marine Biology
BI 451 Invertebrate Zoology
BI 471 Entomology
CH 412 Advanced Inorganic Chemistry
GEOG 240 Map and Air Photo Interpretation
GEOG 385 Quantitative Methods in Geography
GEOG 390 Meteorology
GEOG 391 Biogeography
GEOG 393 Soils
GEOG 394 Landform Processes
GEOG 440 Geographic Information System
GEOG 490 Climatology
G 322 Geomorphology
G 450 Rocks and Minerals
G 453 Geology of Pacific Northwest
G 460 Geology of Mineral Resources
GS 331 Introduction to Oceanography
GS 390 Basic Meteorology
HST 478 History of the West
MTH 243 Probability and Statistics
PS 449 Environmental Values and Political Action
PSY 467 Quantitative Methods
SOC 280 World Population & Social Structure
SOC 328 Social Data Analysis
SOC 350 Food and Hunger
SOC 400 International Development

Note: Students must submit a program of courses prepared in consultation with their minor advisor subject to approval by the Environmental Studies Faculty Advisory Committee.

FRENCH

Assistant Professor—Josée Lauerdoerff.

French Education Major .................................................. 64
(52 hours beyond first year language)
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 two .................................................................. 6
FR 311, 312, 313 Intro to French Literature
FR 411, 412, 413 French Literature
FR 423, 424 Studies in French Literature
FR 416 Language Teaching Practicum
FR 429, 430 French Culture and Civilization
Electives (upper-division) ............................................. 11

French Minor ................................................................ 15
Approved upper division hours in French.

GENDER STUDIES

Assistant Professor—Kimberly Jensen.

Gender Studies Minor ...................................................... 27
HST 410 Gender Issues in Premodern History
HST 411 Gender Issues in Modern History
SOC 360 Sociology of Gender
Elective Courses .............................................................. 18
Choose from at least two divisions from the following:
SOC 201 Introduction to Gender Studies
SOC 403 Research/Internship
A 405 Art History: Women in Art
ANTH 375 Women in Anthropology
ANTH 340/SOC 340 Mothers and Daughters
CA 310 Women in Dance and Music: 1800-Present
ENG 445-455 Women Writers
ENG 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 Theories
SP 435 Rhetoric of the Women's Movement

Note: Coursework should be included from at least two divisions. SSC 201, SSC 403, and SSC 460 are strongly recommended. Also, minor may include any seminar that focuses on adding content on women to the curriculum, or that substantially and explicitly addresses gender issues and feminist theory in the treatment of its subject area, or a course in which the student has the option of selecting and exploring gender-related topics in the process of developing a special skill, e.g. an advanced writing course.

GEOGRAPHY

Professor—Denis Moran. Assistant Professors—Audrey Clarke, Michael McGlade.

Geography Major .......................................................... 72
GEOG 105, 106, 107 Introductory Geography ......................... 9
GEOG 240 Map and Air Photo Interpretation .......................... 3
GEOG 321 Field Geography ............................................. 3
GEOG 340 Cartography .................................................. 4
GEOG 385 Quantitative Methods in Geography ..................... 4
GEOG 495 History and Philosophy of Geography ................... 3
Choose one ................................................................. 3
  GEOG 390 Introductory Meteorology
  GEOG 391 Biogeography
  GEOG 393 Soils Geography
  GEOG 394 Landform Processes
  GEOG 490 Climatology
GEOG 492 Regional Physics of North America ........................ 3
Choose one .................................................................. 3
  GEOG 411 Cultural Geography: Landscape and Diffusion
  GEOG 412 Cultural Geography: Selected topics
  GEOG 413 Urban Geography
  GEOG 415 Geography of Religion
  GEOG 416 Location Analysis and Marketing
  GEOG 417 Global Economic Geography
  GEOG 418 International Trade and Transportation
  GEOG 425 Environmental Planning and Policy
  GEOG 433 Political Geography
Choose one .................................................................. 3
  GEOG 310 World Regional
  GEOG 312 Oregon
  GEOG 313 The Pacific Northwest
  GEOG 314 The Pacific Basin
  GEOG 410 Global Issues
  GEOG 414 Geographic Backgrounds of American History
  GEOG 426 Geography of Europe
  GEOG 429 Geography of Anglo-America
  GEOG 432 Geography of Africa
  GEOG 450 East Asia
  GEOG 452 South Asia
  GEOG 461 South America
  GEOG 463 Geography of Middle America
Electives in Geography (planned with advisor) ...................... 15
Approved Electives (planned with advisor) ........................... 22

Note: For the B.S. degree in Geography, students must take the following courses: MTH 111 (or other Math course above 111 with consent of the instructor), CS 162, GEOG 385.

Geography Minor .......................................................... 27
GEOG 105, 106, 107 Introductory Geography ......................... 9
GEOG 240 Map and Air Photo Interpretation .......................... 3
Choose one .................................................................. 6
  GEOG 321 Field geography
  GEOG 440 Geographic Information Systems (GIS)
Choose one .................................................................. 3
  GEOG 390 Introductory Meteorology
  GEOG 391 Biogeography
  GEOG 392 Physical Geography
  GEOG 393 Soils Geography
  GEOG 394 Landform Processes
  GEOG 490 Climatology

Planning (Geography) Minor .............................................. 27
GEOG 105, 106 Introductory Geography ......................... 6
GEOG 321 Field Geography ............................................. 3
GEOG 413 Urban Geography ........................................... 3
GEOG 425 Environmental Planning and Policy .................... 3
Choose one .................................................................. 3
  GEOG 240 Map and Air Photo Interpretation
  GEOG 340 Cartography
Choose one .................................................................. 3
  GEOG 313 The Pacific Northwest
  GEOG 416 Location Analysis and Marketing
  GEOG 417 Global Economic Geography
  GEOG 418 International Trade and Transportation
Electives in Geography (upper-division) ............................... 6

GEOLOGY

Assistant Professor—Jeffrey Templeton.

Geology Option – Natural Science Major ................................. 72
G 201, 202, 203 Geology ............................................... 12
Choose one of the following sequences ................................ 12
CH 104, 105, 106 Introductory Chemistry
CH 221, 222, 223 General Chemistry
Choose one 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
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

Note: The Basic Graduation, Cultural Diversity and Writing Intensive requirements must be fulfilled. G 201W, 202W, 203W will satisfy the Writing Intensive requirement.

Geology Minor ........................................................... 27
Choose one .................................................................. 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
GERMAN

Professor—Frank Balke. Assistant Professor—Gadrun Hoobler.

German Minor ...................................................... 15
Approved upper division hours in German.

German Education Major (52 hours beyond first year language)

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
Choose two ................................................................ 6
GL 340, 341 German Culture and Civilizations I/II ......... 12
GL 342 Deutsche Landeskunde .................................... 3
Choose two ................................................................ 6
GL 411, 412 German Literature ................................ 6
GL 423 Studies in German Language/Literature ............ 3
GL 441 German Drama ............................................. 3
GL 416 Language Teaching Practicum ......................... 2
Electives (upper-division) ........................................ 14

HEALTH

Professor—Norm Ebune. Associate Professor—Jerry Braza, Linda Stonecipher. Assistant Professor—Susan Hill.

Health Major .......................................................... 64
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
BI 218 Elements of Microbiology .............................. 3
SOC 338 Sociology of the Family ............................... 3
PSY 311 Developmental Psychology ......................... 3
PSY 328 Mental Health ............................................ 3
PSY 349 Behavior Modification ................................. 3
BI 370 Environmental Science ................................ 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

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.
HISTORY

Professors—Narasimha Sil, John Rector. Associate Professors—Max Geier, Gerd-Rainer Horn, Kimberly Jensen.

History Major.......................................................... 72
HST 101, 102, 103 History of Western Civilization .............. 9
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
Choose elective upper-division history courses (including 9 hours of World or European history and 9 hours of United States history) .......... 24
Electives in social science ........................................ 21
(including one 9-hour upper-division sequence)

Note: For the B.S. degree in History, students may take any combination of Math/Computer Science/Statistics courses as long as it includes at least one Math course beyond MTH 105 and one Computer Science course beyond CS 101.

History Minor .......................................................... 27
Choose an elective in United States history ...................... 3
Choose an elective in Western European history ............ 3
Choose an elective in world history .......................... 3
Choose a method or topics elective ......................... 3
Five additional electives in any two areas above ........... 15

Note: 15 hours of the minor must be upper division. World history includes any course on Asia, Latin America, Canada, Africa, or Eastern Europe. Methods and topics courses include HST 301, 407, 419, 410, 411, 420, 470, 492.

HONORS

Director: Betsy Sargent

Four-Year Honors Program ..................................... 55
CA 101H, 102H, 103H Correlated Study of the Arts ........... 9
ENG 107H, 108H, 109H Literature of the Western World .... 9
HST 104H, 105H, 106H History of World Civilization ...... 9
PHL 207H, 208H Philosophy in the Western World .......... 6
GS 201H, 202H, 203H Natural Science: The Search for Order .... 12
Social Science (approved by Honors Director) ............... 3
H 407 Junior Honors Seminar ................................ 3
H 303 Thesis Development Seminar ......................... 1
H 403 Senior Thesis ................................................ 3

Two-Year Honors Associate Program .......................... 55
PHL 207H, 208H, or 209H Honors Philosophy ................ 3
H 407 Junior Honors Seminar ................................ 3
H 303 Thesis Development Seminar ......................... 1
H 407 Junior Honors Seminar ................................ 3
H 403 Senior Thesis ................................................ 3

Note: 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. Honors students should pay careful attention to graduation requirements for B.S. and BA degrees in their chosen major since courses in math and computer science or in foreign languages may be required for that degree even if they are not required for Honors.

HUMANITIES

Humanities Major ................................................... 63

Courses 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.

Note: Basic Graduation, Cultural Diversity, and Writing Intensive Requirements must be completed for either the B.A. or B.S.

Humanities Minor ...................................................................... 15
Approved upper division hours in Humanities.

INTEGRATED SCIENCE

Integrated Science Education Major ................................ 63
CH 221, 222, 223 General Chemistry ......................... 12
Choose one ................................................................. 12
PH 201, 202, 203 General Physics
PH 211, 212, 213 General Physics with Calculus
G 351 Elements of Geology ........................................ 3
G 351 Astronomy ....................................................... 3
G 390 Meteorology ..................................................... 3
G 331 Oceanography .................................................. 3
MTH 112 Elementary Functions .................................. 4
G 314 Classroom & Laboratory Resources in Science ...... 3
Choose one ................................................................. 3-4
G 440 Fossils of Oregon
G 450 Rocks and Minerals
G 453 Geology of the Pacific Northwest

Choose one ................................................................. 3
CH 371 Environmental Chemistry
CH 310 Geochemistry
CH 360 Nuclear Chemistry
CH 320 Introduction to Forensic Chemistry

Choose one ................................................................. 4
BI 331 General Microbiology
BI 357 Ecology
BI 321 Systematic Field Botany
Upper division electives in Science ................................ 9-11
(from selections above or courses approved by your science advisor)

Note: BI 211, 212, 213 must be completed as part of the LACC requirement in the Natural Sciences and Mathematics. B.A./B.S.: MTH 111 College Algebra

INTERDISCIPLINARY STUDIES

Interdisciplinary Major .................................................. 54-120
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.

Note: Students interested in such individualized programs should contact the Dean of the School of Liberal Arts and Sciences, Western Oregon University, Monmouth, OR, 97361, (503) 838-8226.

INTERNATIONAL STUDIES

Director: Frank Balke

International Studies Major ......................................... 63
(The major should include 45 hours of upper-division courses.)
International Studies Core 18
(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
Modern Language Specialization ................................ 30
(Approved coursework in French, German, Japanese or Spanish does not include credit for first-year level courses)
Social Science Specialization ............................................. 15

(Choose one of the study areas below)

**French Studies**
ANTH 216 Cultural Anthropology ............................................. 3
GEOG 426 Geography of Europe ............................................. 3
PS 303 Politics and Government of Europe ............................................. 3
Choose two ....................................................................... 6
HST 442 Modern France: Revolution/Napoleon ............................................. 3
HST 450 Modern France: 19th Century ............................................. 3
HST 451 Modern France: 20th Century ............................................. 3

**German Studies**
ANTH 216 Cultural Anthropology ............................................. 3
GEOG 426 Geography of Europe ............................................. 3
PS 303 Politics and Government of Europe ............................................. 3
Choose two ....................................................................... 6
HST 437 Modern Germany ............................................. 3
HST 438 Modern Germany ............................................. 3
HST 439 Modern Germany ............................................. 3

**Asian Studies**
ANTH 216 Cultural Anthropology ............................................. 3
GEOG 450 Geography of Asia ............................................. 3
PS 460 Politics and Government of Asia ............................................. 3
Choose two ....................................................................... 6
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 216 Cultural Anthropology ............................................. 3
GEOG 461 Geography of South America ............................................. 3
PS 497 American Foreign Relations, or ............................................. 3
HST 491 History of Inter-American Relations ............................................. 3
Choose two ....................................................................... 6
HST 350 Pre-Colombian and Colonial Latin America ............................................. 3
HST 351 Mexico and Caribbean Since Independence ............................................. 3
HST 352 South America Since Independence ............................................. 3
HST 453 History of Spain ............................................. 3
HST 490 History of Latin America ............................................. 3

Note: 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 university work. A study abroad and/or internship experience (3-12 credit hours) is highly recommended. Contact the office of the Dean of Liberal Arts and Sciences for further information.

**International Studies Minor** ............................................. 27

(Choose one of the following emphases)

A. **Modern Language/Culture Emphasis**
Choose 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

B. **Social Science Emphasis**
Choose any 12 hours from International Studies Core
(see International Studies major) ............................................. 12
SP 325 Intercultural Communication ............................................. 3
Choose electives from Social Science courses with the aid of the International Studies advisor ............................................. 12

**JOURNALISM/PUBLIC RELATIONS** ............................................. 27

Assistant Professor—Patrick Lucanio.

**Journalism/Public Relations Minor** ............................................. 27
SP/J 211 Introduction to Mass Communication ............................................. 3
J 212 Journalism I: Writing and Editing ............................................. 3
J 213 Publication Design and Production ............................................. 3
Choose three ..................................................................... 9

**LANGUAGE ARTS** ............................................. 63

**Language Arts Teaching Major** ............................................. 63
ENG 304, 305, 306 English Literature I, II, III ............................................. 9
ENG 223 Approaches to Literature ............................................. 3
ENG 345 Shakespeare ............................................. 3
Choose two .................................................................... 6
ENG 307, 308, 309 American Literature I, II, III ............................................. 3
Choose one ........................................................................ 3
ENG 318 The Bible as Literature ............................................. 3
ENG 385 Introduction to Folklore ............................................. 3
ENG 387 Studies in Mythology ............................................. 3
ENG 475 Studies in Folklore ............................................. 3
Choose one ........................................................................ 3
ENG 351 The Short Story ............................................. 3
ENG 356 Studies in Poetry ............................................. 3
ENG 360 Studies in Drama ............................................. 3
ENG 366 Studies in the Novel ............................................. 3
ENG 456 Form and Meaning in Film ............................................. 3
ENG 457 Modern Poetry ............................................. 3
ENG 463 Modern Drama ............................................. 3
ENG 468 The Modern Novel ............................................. 3
Choose one ........................................................................ 3
ENG 436 Advanced Shakespeare ............................................. 3
ENG 447 The Study of Major Figures in Literature ............................................. 3
Choose one ........................................................................ 3
ENG 484 Comedy ............................................. 3
ENG 485 Tragedy ............................................. 3
ENG 486 Satire ............................................. 3
WR 224 Writing About Literature ............................................. 3
WR 414 Advanced Composition ............................................. 3
WR 430 The History of Composition and Rhetoric ............................................. 3
Choose one

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
I 311 Advanced Journalistic Writing
ENG 215 Basic Grammar
ENG 310 The Nature of the English Language
Choose one

ENG 470 Modern American Usage
ENG 490 History of the English Language
ENG 492 The Structure of the English Language
SP 239 Oral Interpretation
Choose one

I 211 Introduction to Mass Communication
SP 236 Contemporary Issues in American Broadcasting
SP 342 TV and the Viewer
SP 112 Interpersonal Communication
SP 323 Group Discussion and Leadership

Approved elective in English, writing, humanities, journalism, speech, religion, philosophy, theatre arts

LATIN AMERICAN STUDIES

Professor—John Rector.

Latin American Studies Minor

HST 350 Pre-Columbian and Colonial Latin America
SOC 460 Latin American Societies
Choose one

HST 351 Mexico and the Caribbean Since Independence
HST 352 South America Since Independence
Choose one

GEOG 461 South America
GEOG 463 Geography of Middle America
Electives

(Choose courses from at least two departments)

ANTH 492 Middle American Cultures
EC 417 Problems of Economic Development of Nations
GEOG 461 South America
GEOG 463 Geography of Middle America
HST 351 Mexico and the Caribbean Since Independence
HST 352 South America Since Independence
HST 407 Topical Courses on Latin America
HST 436 Mexico Since Independence
HST 490 20th Century Latin America
HST 491 History of Inter-American Relations
PS 463 Governments and Politics of Developing Nations
SOC 350 Food and Hunger
SOC 400 International Development
SOC 407 Topical Courses on Latin America
SOC 427 Revolutionary Social Movements
SOC 440 Women and Development
SPAN 339 Hispanic Culture and Civilization
SPAN 361 Hispanic Poetry
SPAN 362 Hispanic Drama
SPAN 363 Hispanic Drama
SPAN 370 Intro. to Latin American Literature
SPAN 371 Intro. to Latin American Literature
SPAN 441 20th Century Latin American Literature
SPAN 442 20th Century Latin American Literature
SPAN 443 20th Century Latin American Literature
SPAN 491 Studies in Latin American Literature

LAW ENFORCEMENT

Professor—Stephen Gibbons. Associate Professor—Carl Stevenson. Assistant Professors—Jean Bottcher, Anthony LaRose, Gregory Morrison.

Law Enforcement Major

CJ 211 Introduction to Careers in Criminal Justice
CJ 212 History and Development of American Law Enforcement
CJ 213 Survey of Juvenile/Criminal Justice Systems
CJ 331 Police and the Community
CJ 351 Police Organization and Administration
CJ 423 Middle Management in Law Enforcement
CJ 430 Criminology
CJ 432 Legal Aspects of Law Enforcement
CJ 454 Parole and Probation
CJ 456 Contemporary Issues in Criminal Justice
CJ 407 Seminar
CJ 409 Practicum (four, three-hour practica)
Electives in Social Science

Note: 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.

LEGAL STUDIES

Professor—Roshani Shay.

Legal Studies Minor

PS 201 American Government
PS 202 State and Local Government
BA 230 Business Law
PS 479 Constitutional Law
PS 480 Administrative Law
PS 484 American Jurisprudence
PS 485 Legal Research and Writing
Choose two

ANTH 475 Anthropological Approaches to Law
BA 211 Fundamentals of Accounting I
BA 212 Fundamentals of Accounting II
CJ 213 Survey Juvenile/Criminal Justice System
CJ 452 Legal Aspects of Law Enforcement
HST 304 English History
HST 305 English History
PHL 231 Introduction to Formal Reasoning
PHL 232 Introduction to Non-Formal Reasoning
PHL 335 Social and Political Philosophy
PHL 340 Professional Ethics
PS 409 Administrative Internship
PS 410 Legislative/Political Internship
PSY 334 Social Psychology
SOC 225 Social Problems
SOC 309 American Society
SP 321 Influencing through Argument
SP 326 Communication and Controversy: Freedom of Speech in the US
SP 327 Communication in the Legal Field
MATHEMATICS

Professor—Leon Roland. Associate Professors—Steven Douglass, Michael Ward. Assistant Professors—Sandra Micula, Dennis Williams.

Mathematics Major .................................................. 72
MTH 251 Calculus I .................................................. 5
MTH 252 Calculus II .................................................. 5
MTH 253 Calculus III .................................................. 5
MTH 254 Vector Calculus ............................................. 5
CS 162 Intro Computer Science I .................................. 4
MTH 307 Seminar ..................................................... 1
MTH 311 Advanced Calculus I ................................... 4
MTH 312 Advanced Calculus II ................................... 4
MTH 341 Linear Algebra ............................................. 4
MTH 344 Group Theory ............................................. 3
MTH 345 Ring Theory ................................................. 3
MTH 365 Mathematical Probability ................................ 3
MTH 366 Mathematical Statistics ................................ 3
Upper Division Electives in Mathematics ....................... 12

Note: The B.A. and B.S. require MTH 307 (a second credit), MTH 313, MTH 403, Advanced Topics, and choose one from MTH 410, MTH 420, MTH 430, MTH 440, and MTH 460.

Computer Science/Mathematics Major .......................... 105-106
MTH 251 Calculus I .................................................. 5
MTH 252 Calculus II .................................................. 5
MTH 253 Calculus III .................................................. 5
MTH 254 Vector Calculus ............................................. 4
MTH 341 Linear Algebra ............................................. 4
MTH 344 Group Theory ............................................. 3
MTH 345 Ring Theory ................................................. 3
MTH 354 Discrete Mathematics I ................................ 3
MTH 355 Discrete Mathematics II ................................ 3
MTH 365 Mathematical Probability ................................ 3
MTH 366 Mathematical Statistics ................................ 3
Choose three electives ............................................. 9-10
MTH 314 Differential Equations (4)
MTH 346 Number Theory
MTH 420 Advanced Topics: Applied
MTH 440 Advanced Topics: Prob & Stat
MTH 441 Linear Algebra
MTH 446 Abstract Algebra I
MTH 451 Numerical Analysis
MTH 482 Logic & Foundations
MTH 406 Senior Thesis .............................................. 3
CS 161 Intro 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 .................................. 3
CS 372 Operating Systems ....................................... 3
CS 420 Data Management Systems .............................. 3
CS 425 Systems Analysis & Design ............................. 3
CS 430 Software Implementation & Testing .................... 3
CS 406 Senior Seminar .......................................... 1
Choose one of the following elective sequences ............... 9
A. CS 415 Analysis of Algorithms
   CS 445 Theory of Computation II
   CS 460 Compiler Design
B. CS 435 Business Information
   CS 424 Expert Systems
   CS 450 Networks
C. CS 440 Operating Systems Advanced Topics
   CS 423 Artificial Intelligence
   CS 442 Parallel Programming

Mathematics Education Major .................................. 63
MTH 251 Calculus I .................................................. 5
MTH 252 Calculus II .................................................. 5
MTH 253 Calculus III .................................................. 5
MTH 254 Vector Calculus ............................................. 4
CS 162 Intro. Computer Science .................................. 4
MTH 311 Advanced Calculus I ................................... 4
MTH 341 Linear Algebra ............................................. 4
MTH 344 Group Theory ............................................. 3
MTH 345 Ring Theory ................................................. 3
MTH 365 Mathematical Probability ................................ 3
MTH 366 Mathematical Statistics ................................ 3
MTH 337 Geometry .................................................. 3
MTH 346 Number Theory ............................................. 3
MTH 355 Discrete Structures ....................................... 3
Upper Division Electives (300/400 level mathematics classes selected with your math advisor) .................................................. 11

Note: Other courses will be added to the elective classes as new people are hired and new courses are added for the middle school mathematics teacher. These classes are currently being developed as part of a state-wide program for middle school mathematics teachers.

Mathematics Minor/General ...................................... 30
MTH 251 Calculus I .................................................. 5
MTH 252 Calculus II .................................................. 5
MTH 253 Calculus III .................................................. 5
Approved upper-division mathematics courses ................ 15
(Determined with advisor and in relation to the major, excluding MTH 391 through 398.)

MILITARY SCIENCE

(Army ROTC)

Military Science Minor ........................................... 27
(At least 18 of the 27 hours required in the minor must be military science courses.)

Choose 18 hours
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
Choose one course from each of the three categories ........ 9

History/Political Science
HST 354 American Military History
HST 481 The United States in the 20th Century
PS 497 American Foreign Policy
PS 423 Issues in National Policy

Any Computer Science course offered at Western
Any Writing or Speech course offered at Western

Note: 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. Further information about Army ROTC scholarships and other aspects of the program may be obtained from Western Oregon University, Military Science Department, HSS 201, Monmouth, OR 97361, (503) 838-8990 or 838-8280; or contact Oregon State University, Army ROTC, 201 McAlexander Field House, Corvallis, OR 97331, (541) 737-3511.

AEROSPACE STUDIES

(Air Force ROTC)

For information on Air Force ROTC, contact Oregon State University, Air Force ROTC, 308 McAlexander Field House, Corvallis, OR 97331, (503) 754-3291.

NAVAL SCIENCE

(Naval ROTC)

Students interested in Naval ROTC may contact the Oregon State University Naval ROTC unit, Corvallis, OR 97331.
MUSIC


MUSIC MAJOR

MUS 211, 212, 213 plus labs Musicianship I 12
MUS 311, 312, 313 plus labs Musicianship II 15
MUS 314 Harmonic and Structural Analysis 3
MUS 320 Conducting I 3
MUS 360, 361, 362, 363 Music History 12
MUP Performance Studies-lower division 6
MUP Performance Studies-upper division 6
MUS Ensembles-upper division 6
MUS 406 Senior Project 1
Contracted upper division courses chosen from the following 12
MUS 340, 440 Improvisation I, II, III 6
MUS 321 Conducting II 3
MUS 341 Piano Pedagogy 2
MUS 342 Vocal Pedagogy 2
MUS 351 Accompanying 3
MUS 384 Church Rehearsal Techniques 3
MUS 398 Opera Scenes 2
MUS 399 Chamber Music 1-3
MUP Performance Studies, Upper division (2-6)
MUS 409 Practicum: Teaching Voice 2-4
MUS 409 Practicum: Teaching Piano 2-4
MUS 414 Composition & Arranging (2)
MUS 415 Jazz Arranging 2
MUS 416 Counterpoint 3
MUS 418 Advanced Composition 2
MUS 419 Music & Technology 4
MUS 421 Electronic Music I 3
MUS 422 Electronic Music II 3
MUS 424 Vocal Literature 3
MUS 425 Keyboard Literature 2
MUS 435 Lyric Dictation 3

Note: The B.A. requires completion of second year university level foreign language. The B.S. requires completion of 12 credits of Computer Science/Math classes, including MUS 419. All music majors are required to enroll in a major music ensemble and performance studies each term they are a full-time student on campus. Music majors must pass a proficiency examination in piano and voice.

MUSIC MINOR

MUS 211, 212, 213 Music-Centered 12
MUS 211L, 212L, 213L Musicianship Lab 3
Planned upper division electives 15
(At least 6 hours, but no more than 12 hours must be in performance studies)

Music Education Minor

MUE 301 Brass Pedagogy 2
MUE 302 Woodwind Pedagogy 2
MUE 303 Percussion Pedagogy 2
MUE 301L, MUE 302L, MUE 303L Instrumental Field Experience 3
MUS 342 Vocal Pedagogy 3
MUE 320 Classroom Music Curriculum 3
MUE 320L Classroom Field Experience 1
MUE 330 Technology in Music Ed 2
MUE 386, 387, 388 Teaching Lab 3
MUE 439 Scoring for Voices and Instruments 2
MUE 440 Ensemble Curriculum & Rehearsal 1
MUE 440L Ensemble Field Experience 1

Music Education Minor

Note: This minor is designed to prepare students majoring in music to pursue a 5th year certification program in Music Education.

PHILOSOPHY

Professors—Dale Cannon, John Minahan. Assistant Professors—Susan Daniel, Mark Perlman.

Philo 201 Introduction to Philosophy 27
Philo 231 and 232 Principles of Reasoning 3
Philo 202 and 281 Ethics 3
Philo 311, 312, 313, and/or 316 History of Philosophy 9
Electives in Philosophy or Religious Studies 9
(6 hours must be upper division Philosophy or Religious Studies, including any of the courses listed above that are not otherwise taken)

Note: The course that is selected to meet the LACC requirement in Philosophy and Religious Studies may not be counted in the 27 hours of the Minor.

PHYSICAL EDUCATION

Assistant Professor—Robert Bass, Marita Cardinal, Brian Caster, John Knight, Judith Lomax.

PHYSICAL EDUCATION MAJOR

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
PE 161 Aquatics II (or higher) 1
PE 171 Gymnastics and Self-Testing 1
PE 114 Aerobics 1
Choose one 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 and Learning 3
PE 355 Sports and Recreation 3
PE 400 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
PE 483 Biomechanical Analysis 3
Area of Emphasis 17-19
Choose from below

General

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 4

Sports Leadership

PE 375 Athletics: Coaching and Administration 3
PE 361 Coaching Youth Sports 2
PSY 415 Psychology of Sport 3
Choose one 3
PE 320 Fitness and Recreation Programs for the General Population 3
PE 343 Organization and Administration of Physical Education 3
PE 409 Practicum in Coaching 3
Coaching courses or practicum 4

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
Choose one of the following sequences

A. BA 101 Introduction to Business
   Choose one
   - BA 217 Accounting for Non-Accountants
   - BA 211 Fundamentals of Accounting
   Choose one
   - BA 310 Marketing
   - BA 390 Management
B. PSY 349 Behavior Modification
   PSY 423 Interviewing and Appraisal
   Choose one
   - PSY 435 Group Processes
   - PSY 445 Organizational Psychology

**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 Teaching Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 230</td>
<td>Introduction to PE and Health</td>
</tr>
<tr>
<td>HE 250</td>
<td>Personal Health</td>
</tr>
<tr>
<td>HE 252</td>
<td>First Aid, CPR and Safety</td>
</tr>
<tr>
<td>HE 325</td>
<td>Nutrition</td>
</tr>
<tr>
<td>PE 463</td>
<td>Computer Applications in PE and Health</td>
</tr>
<tr>
<td>PE 310</td>
<td>Motor Development and Learning</td>
</tr>
<tr>
<td>PE 359</td>
<td>Care and Prevention of Athletic Injuries</td>
</tr>
<tr>
<td>PE 371</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>PE 440</td>
<td>Legal Issues in Physical Education and Sport</td>
</tr>
<tr>
<td>PE 444</td>
<td>Adaptive and Corrective Application of Physical Education</td>
</tr>
<tr>
<td>PE 445</td>
<td>Physical Education Curriculum</td>
</tr>
<tr>
<td>PE 446</td>
<td>Tests and Measurement in Physical Education</td>
</tr>
<tr>
<td>PE 473</td>
<td>Physiology of Exercise</td>
</tr>
<tr>
<td>PE 483</td>
<td>Biomechanical Analysis</td>
</tr>
<tr>
<td>PE 433</td>
<td>Physical Education in the Elementary School (K-6)</td>
</tr>
<tr>
<td>PE 496</td>
<td>Physical Education Methods and Materials (7-12)</td>
</tr>
</tbody>
</table>

Choose Activity Courses from following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 138</td>
<td>Self Defense</td>
</tr>
<tr>
<td>PE 171</td>
<td>Gymnastics and Self-Defense</td>
</tr>
<tr>
<td>PE 246</td>
<td>Fundamentals of Movement</td>
</tr>
<tr>
<td>PE 217</td>
<td>Teach: Weight Training and Conditioning</td>
</tr>
<tr>
<td>PE 161</td>
<td>Aquatics II (or higher level)</td>
</tr>
</tbody>
</table>

Choose one

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 130</td>
<td>Archery</td>
</tr>
<tr>
<td>PE 137</td>
<td>Racquetball</td>
</tr>
<tr>
<td>PE 133</td>
<td>Bowling</td>
</tr>
<tr>
<td>PE 208</td>
<td>Teach: Recreational Games</td>
</tr>
</tbody>
</table>

Choose two

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 134</td>
<td>Golf</td>
</tr>
<tr>
<td>PE 202</td>
<td>Teach: Badminton</td>
</tr>
<tr>
<td>PE 213</td>
<td>Teach: Tennis</td>
</tr>
<tr>
<td>PE 214</td>
<td>Teach: Track and Field</td>
</tr>
<tr>
<td>PE 205</td>
<td>Teach: Field Sports</td>
</tr>
<tr>
<td>PE 211</td>
<td>Teach: Soccer</td>
</tr>
</tbody>
</table>

Choose two

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 203</td>
<td>Teach: Basketball</td>
</tr>
<tr>
<td>PE 212</td>
<td>Teach: Softball</td>
</tr>
<tr>
<td>PE 216</td>
<td>Teach: Volleyball</td>
</tr>
<tr>
<td>PE 207</td>
<td>Teach: Games and Relays</td>
</tr>
</tbody>
</table>

Choose two

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 114</td>
<td>Aerobics</td>
</tr>
<tr>
<td>PE 142</td>
<td>Backpacking</td>
</tr>
<tr>
<td>PE 141</td>
<td>Fishing</td>
</tr>
<tr>
<td>PE 112</td>
<td>Jogging/Walking</td>
</tr>
</tbody>
</table>

Choose one

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 206</td>
<td>Teach: Folk and Square Dance</td>
</tr>
<tr>
<td>PE 210</td>
<td>Teach: Social Dance</td>
</tr>
<tr>
<td>PE 209</td>
<td>Teach: Basic Rhythms</td>
</tr>
</tbody>
</table>

Approved Elective

**Note:** The K-12 authorization can be added in Physical Education by completing a 6-hour student teaching practicum in an elementary school setting. This practicum can be completed immediately prior to, during the second term, or the quarter following completion of the 4th term of the Teacher Education Program. Individuals majoring in Physical Education should select Biology 101, 102, 334, and 335 to fulfill the Science Lab requirement within the Liberal Arts Core Curriculum.

### Combined Health And Physical Education Teaching Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 250</td>
<td>Personal Health</td>
</tr>
<tr>
<td>HE 252</td>
<td>First Aid, CPR and Safety</td>
</tr>
<tr>
<td>HE 325</td>
<td>Nutrition</td>
</tr>
<tr>
<td>HE 415</td>
<td>Child and Adolescent Health</td>
</tr>
<tr>
<td>HE 433</td>
<td>School Health (K-12)</td>
</tr>
<tr>
<td>HE 462</td>
<td>Contemporary Health Issues</td>
</tr>
<tr>
<td>HE 466</td>
<td>Drugs and Alcohol</td>
</tr>
<tr>
<td>HE 467</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>HE 491</td>
<td>Stress Management</td>
</tr>
<tr>
<td>PE 301</td>
<td>Basic Exercise Science</td>
</tr>
<tr>
<td>PE 310</td>
<td>Motor Development and Learning</td>
</tr>
<tr>
<td>PE 440</td>
<td>Legal Issues in Physical Education and Sport</td>
</tr>
<tr>
<td>PE 444</td>
<td>Adaptive and Corrective Application of Physical Education</td>
</tr>
<tr>
<td>PE 433</td>
<td>Physical Education in the Elementary School (K-6)</td>
</tr>
<tr>
<td>PE 496</td>
<td>Physical Education Methods and Materials (7-12)</td>
</tr>
</tbody>
</table>

Activity Courses

(See Physical Education: Teaching Major)

Approved Elective

Upper Division Health Elective

**Note:** PE 433 PE in the Elementary School (K-6) is taken as part of the Education Core. 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 Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 230</td>
<td>Introduction to Physical Education and Health</td>
</tr>
<tr>
<td>PE 310</td>
<td>Motor Learning</td>
</tr>
</tbody>
</table>

Selected activity courses

Approved electives in theory

Choose one of the following three options:

**A.** BI 334 Human Anatomy and Physiology
   PE 371 Kinesiology

**B.** PE 301 Basic Exercise Sciences
   PE 246 Fundamentals of Movement
   PE 483 Biomechanical Analysis

**C.** PE 301 Basic Exercise Sciences
   PE 343 Organization and Administration of Physical Education

### Sports Leadership Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 252</td>
<td>First Aid, CPR and Safety</td>
</tr>
<tr>
<td>PE 361</td>
<td>Coaching Youth Sports</td>
</tr>
<tr>
<td>PE 375</td>
<td>Athletics: Coaching and Administration</td>
</tr>
</tbody>
</table>

Choose one of the following:

**A.** BI 334 Human Anatomy and Physiology
   PE 371 Kinesiology

**B.** PE 301 Basic Exercise Sciences
   PE 246 Fundamentals of Movement
   PE 483 Biomechanical Analysis

**C.** PE 301 Basic Exercise Sciences
   PE 343 Organization and Administration of Physical Education

Activity course

Three coaching classes

Two coaching classes and a 2-hour practicum

### PHYSICS

Assistant Professor—Bradley Matson.

### Physics Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 211, 212, 213 General Physics with Calculus</td>
<td></td>
</tr>
<tr>
<td>PH 311, 312 Introduction to Modern Physics</td>
<td></td>
</tr>
</tbody>
</table>

Upper-division chemistry, physics or mathematics electives
POLITICAL SCIENCE

Professors—Edwin Dover, Roshani Shay, Associate Professor—Mark Henkels.

Political Science Major ................................................................. 72
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
Choose two in International Relations and Comparative Politics .......... 6
  PS 303 Politics and governments of Europe
  PS 460 Governments and Politics of Asia
  PS 461 Politics and Governments of Communist Nations
  PS 463 governments and Politics of Developing Nations
  PS 478 Political Fiction
  PS 492 Ideologies of the Twentieth Century
  PS 493 International Organizations
  PS 497 American Foreign Relations
  (depending on content, PS 199, 399, 406, 407, 409, 410)
Choose two in Administration and Political Processes ....................... 6
  PS 414 Political Parties, Pressure Groups and Elections
  PS 415 Politics and Psychology
  PS 416 Politics and Communication
  PS 419 American Presidential Elections
  PS 426 Federalism and Intergovernmental Relations
  PS 466 Governmental Budgeting
  PS 469 Congress and the Presidency
  PS 490 Community Politics
  (and depending on content, PS 199, 399, 406, 407, 409, 410)
Choose two in Public Policy and Law ........................................... 6
  PS 243 Issues in National Policy
  PS 242 Policy-making in the States
  PS 345 Women and Politics
  PS 445 Introduction to Policy Analysis
  PS 446 Land Resource Politics and Policy
  PS 447 Environmental Politics and Policy
  PS 479 Constitutional Law
  PS 480 Administrative Law
  PS 484 American Jurisprudence
  PS 485 Legal Research and Writing
  (depending on content, PS 199, 399, 406, 407, 409, 410)
Electives in Political Science ..................................................... 12
Electives in Social Science/Political Science .................................. 27

Note: For the B.S. degree in Political Science, students may take any combination of Math/Computer Science/Statistics courses as long as it includes at least one Math course beyond MTH 105 and one Computer Science course beyond CS 101.

Political Science Minor ................................................................. 27
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

PREPROFESSIONAL STUDIES

Dental Hygiene ................................................................................. 98

First Year
ANTH 216 Introduction to Cultural Anthropology ......................... 3
Choose one of the following sequences ......................................... 12
  BI 101, 102, 103 General Biology
  BI 211, 212, 213 Principles of Biology
  CH 104, 105, 106 Introductory Chemistry .................................... 12
PSY 201 General Psychology .......................................................... 3
SP 111 Fundamentals of Speech ...................................................... 3
WR 135 English Composition .......................................................... 3
Physical Education activity courses ................................................. 3

Electives ......................................................................................... 8

Second Year
HE 250 Personal Health .................................................................. 3
HE 325 Nutrition ............................................................................ 3
PH 201, 202, 203 General Physics ............................................... 12
SOC 225 Social Problems ................................................................ 3
Writing Elective ............................................................................. 6
Humanities courses ....................................................................... 6
Electives ......................................................................................... 18

Pre-dentistry ..................................................................................... 139

First Year
WR 135 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
SP 111 Fundamentals of Speech ...................................................... 3
Physical Education activity courses ................................................. 3
Electives ......................................................................................... 3

Second Year
Writing Elective ............................................................................. 3
Sequence in Psychology ................................................................ 9
Sequence in Literature ................................................................ 9
MTH 252 Calculus II ...................................................................... 5
PH 201, 202, 203 General Physics ............................................... 12
PE 131 Individual Health and Fitness .......................................... 2
Electives ......................................................................................... 6

Third Year
Choose one .................................................................................. 3
  WR 323 Intermediate Exposition
  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 343 Comparative Animal Physiology ....................................... 4
CH 334, 335, 336 Organic Chemistry .......................................... 12
Electives ......................................................................................... 9

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 suggested that students take the Legal Studies minor and take additional course work in the following areas: accounting, economics, history, political science, philosophy, psychology, sociology, speech, 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.

Pre-nursing .................................................................................... 92

First Year
BI 101, 102 General Biology .......................................................... 8
BI 334 Human Gross Anatomy & Physiology ............................... 4
CH 104, 105, 106 Introductory Chemistry .................................... 12
HE 325 Nutrition ............................................................................ 3
WR 135 English Composition .......................................................... 3
Writing Electives ............................................................................ 6
English Literature ......................................................................... 3
Electives ......................................................................................... 6
<table>
<thead>
<tr>
<th>Preprofessional Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
</tr>
<tr>
<td>ANTH 216 Introduction to Cultural Anthropology ...........................................</td>
</tr>
<tr>
<td>BI 335 Human Gross Anatomy and Physiology ................................................................</td>
</tr>
<tr>
<td>BI 218 Elements of Microbiology .............................................................................</td>
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<tr>
<td>BI 336 Human Histology &amp; Physiology ......................................................................</td>
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<tr>
<td>MTH 243 Introduction to Probability and Statistics .............................................</td>
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<tr>
<td>PSY 201 General Psychology ...................................................................................</td>
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<tr>
<td>PSY 311 Developmental Psychology ...........................................................................</td>
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<tr>
<td>SOC 223 Theoretical Foundations of Sociology .......................................................</td>
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<tr>
<td>SP 111 Fundamentals of Speech ................................................................................</td>
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<tr>
<td>SP 112 Interpersonal Speech Communication ................................................................</td>
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<tr>
<td>Social Science Electives .........................................................................................</td>
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<tr>
<td>Arts, Literature, or Humanities Electives ................................................................</td>
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<tr>
<td>MTH 111 College Algebra ...........................................................................................</td>
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<tr>
<td><strong>Pre-medical Technology</strong> ................................. ..............................</td>
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<tr>
<td><strong>First Year</strong></td>
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<tr>
<td>BI 211, 212, 213 Principles of Biology ...................................................................</td>
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<tr>
<td>CH 221, 222, 223 General Chemistry .......................................................................</td>
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<tr>
<td>MTH 251 Calculus I ................................................................................................</td>
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<td>WR 135 English Composition .....................................................................................</td>
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<tr>
<td>Writing Elective .......................................................................................................</td>
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<td>Electives ................................................................................................................</td>
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<tr>
<td><strong>Second Year</strong></td>
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<tr>
<td>BI 331 Microbiology ...............................................................................................</td>
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<td>BI 432 Immunology ...................................................................................................</td>
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<tr>
<td>Biology elective .......................................................................................................</td>
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<td>CH 334, 335, 336 Organic Chemistry ......................................................................</td>
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<td>Specified Humanities electives ..............................................................................</td>
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<td>Specified Social Science electives .......................................................................</td>
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<td>Electives ................................................................................................................</td>
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<td><strong>Third Year</strong></td>
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<td>Electives ................................................................................................................</td>
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<tr>
<td><strong>Pre-occupational Therapy</strong> ..............................................................................</td>
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<td><strong>Applied Art</strong></td>
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<tr>
<td>BI 211, 212 Principles of Biology ...........................................................................</td>
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<tr>
<td>BI 334, 335 Human Gross Anatomy and Physiology ................................................</td>
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<td>CS 101 Computers and Society ................................................................................</td>
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<td>GS 409 Practicum .....................................................................................................</td>
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<td>MTH 111 College Algebra ........................................................................................</td>
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<td>MTH 111E Functions ................................................................................................</td>
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<td>PH 201 General Physiology .......................................................................................</td>
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<td>PSY 201, 202 General Psychology ............................................................................</td>
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<td>PSY 217 Introduction to Research Methods ............................................................</td>
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<td>PSY 311 Developmental Psychology .........................................................................</td>
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<td>PSY 450 Abnormal Psychology ..................................................................................</td>
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<td>SOC 223 Theoretical Foundations of Sociology .....................................................</td>
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<td>SP 111 Fundamentals of Speech ..............................................................................</td>
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<td>PSY 467 Quantitative Methods ................................................................................</td>
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<td>OR MTH 243 Introduction to Probability and Statistics .........................................</td>
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<td><strong>Pre-optometry</strong></td>
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<td>BI 211, 212, 213 Principles of Biology .................................................................</td>
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<td>BI 331 General Microbiology ...................................................................................</td>
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<td>BI 334, 335 Human Gross Anatomy and Physiology ................................................</td>
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<td>BI 336 Human Histology and Physiology ..................................................................</td>
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<td>CH 221, 222, 223 General Chemistry .....................................................................</td>
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<td>CH 334, 335, 336 Organic Chemistry ....................................................................</td>
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<td>PH 201, 202, 203 General Physics .........................................................................</td>
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<td>MTH 251 Calculus I ................................................................................................</td>
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<td>WR 135 English Composition ...................................................................................</td>
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<td>Writing Electives ....................................................................................................</td>
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<tr>
<td>Electives in Social Science and Humanities ..........................................................</td>
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<tr>
<td><strong>Pre-physician Assistant</strong> ....................................................................................</td>
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<td><strong>First Year</strong></td>
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<td>English composition ...............................................................................................</td>
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<td>Humanities electives .............................................................................................</td>
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<td>Social Science electives ........................................................................................</td>
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<tr>
<td>College Math (100 level or above) ........................................................................</td>
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<td>Choose one option (minimum) ................................................................................</td>
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<td>BI 101, 102 ..........................................................................................................</td>
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<td>BI 211, 212 ........................................................................................................</td>
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<td>Choose one option (minimum) ................................................................................</td>
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<td>CH 104, 105 ........................................................................................................</td>
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<td>CH 221, 222 ........................................................................................................</td>
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<td>Electives depending on major ................................................................................</td>
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<td><strong>Second Year</strong></td>
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<tr>
<td>English Composition ...............................................................................................</td>
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<tr>
<td>BI 334, 335 Human Gross Anatomy and Physiology ................................................</td>
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<td>Choose one option (minimum) ................................................................................</td>
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<td>BI 218 ................................................................................................................</td>
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<td>BI 331 Microbiology .............................................................................................</td>
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<tr>
<td>General or Developmental Psychology ....................................................................</td>
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<td>Electives depending on major ................................................................................</td>
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<td><strong>Pre-pharmacy</strong></td>
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<td><strong>First Year</strong></td>
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<td>BI 211, 212, 213 Principles of Biology .................................................................</td>
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<td>CH 221, 222, 223 General Chemistry ....................................................................</td>
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<td>WR 135 English Composition ................................................................................</td>
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<td><strong>Second Year</strong></td>
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<td>BI 331 General Microbiology ................................................................................</td>
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<td>CH 334, 335, 336 Organic Chemistry ..................................................................</td>
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<td>Writing Elective .....................................................................................................</td>
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<td><strong>First and/or Second Year</strong></td>
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<td>Choose one option (minimum) ................................................................................</td>
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<td>MTH 242 Calculus for Management and Social Sciences .........................................</td>
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<td>MTH 251 Calculus I ................................................................................................</td>
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<td>EC 201 Principles of Economics .............................................................................</td>
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<td>PSY 201 General Psychology .................................................................................</td>
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<td>Choose two option (minimum) ................................................................................</td>
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<td>SOC 223 Theoretical Foundations of Sociology ....................................................</td>
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<td>PSY 202 General Psychology ...................................................................................</td>
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<td>EC 202 Principles of Economics ............................................................................</td>
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<td>SP 111 Fundamentals of Speech .............................................................................</td>
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<td>Electives ................................................................................................................</td>
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<td>(Humanities/Creative Arts courses to meet OSU's general education requirement should be selected)</td>
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<td><strong>Pre-physical Therapy</strong> ......................................................................................</td>
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<td>BI 211, 212 Principles of Biology ........................................................................</td>
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<td>BI 331 General Microbiology ................................................................................</td>
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<td>BI 334, 335 Human Gross Anatomy and Physiology ................................................</td>
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<td>BI 336 Human Histology and Physiology ................................................................</td>
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<td>CH 221, 222, 223 General Chemistry ..................................................................</td>
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<td>CH 334, 335, 336 Organic Chemistry ................................................................</td>
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<td>GS 409 Practicum (100 hours) ................................................................................</td>
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<td>MTH 111 College Algebra ......................................................................................</td>
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<td>MTH 112 Elementary Functions ..............................................................................</td>
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<td>PH 201, 202, 203 General Physics .......................................................................</td>
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<td>PSY 201, 202 General Psychology .......................................................................</td>
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<td>PSY 450 Abnormal Psychology ..............................................................................</td>
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<td>Choose one option (minimum) ................................................................................</td>
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<td>PSY 467 Quantitative Methods .............................................................................</td>
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<td>MTH 243 Introduction to Probability and Statistics ............................................</td>
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<td><strong>Pre-podiatry</strong></td>
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<td><strong>First Year</strong></td>
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<td>WR 135 English Composition ................................................................................</td>
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<td>BI 211, 212, 213 Principles of Biology .................................................................</td>
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<td>CH 221, 222, 223 General Chemistry ..................................................................</td>
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<td>MTH 111 College Algebra ......................................................................................</td>
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<td>MTH 112 Elementary Functions .............................................................................</td>
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<td>MTH 251 Calculus I ................................................................................................</td>
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<td>SP 111 Fundamentals of Speech ............................................................................</td>
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<tr>
<td>Physical Education activity courses ..................................................................</td>
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<td>Electives ................................................................................................................</td>
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<td><strong>Second Year</strong></td>
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<td>Writing Elective ...................................................................................................</td>
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<tr>
<td>Sequence in Psychology .........................................................................................</td>
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<td>Sequence in Literature .........................................................................................</td>
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<td>CH 312, 313 Quantitative Analysis ....................................................................</td>
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</tbody>
</table>
MTH 252 Calculus II ................................................................. 5
PH 201, 202, 203 General Physics ........................................... 12
PE 131 Individual Health and Fitness ......................................... 2
Electives ........................................................................... 6

Third Year
Choose one ........................................................................ 3
WR 323 Intermediate Exposition
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

Pre-veterinary Medicine
First Year
WR 135 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

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 ............................................................ 3
PH 201 General Physics ......................................................... 4
BI 341 Genetics .................................................................. 3

PSYCHOLOGY

Associate Professor—Tamina Toray. Assistant Professors—Joel Alexander, Glenn Gehr, Chehalls Strupp.

Psychology Major ................................................................ 45
PSY 201, 202 General Psychology ........................................ 6
PSY 217 Introduction to Research Methods ......................... 3
PSY 311 Developmental Psychology .................................... 3
PSY 334 Social Psychology .................................................. 3
PSY 390 Learning and Memory ............................................. 3
PSY 467 Quantitative Methods ............................................. 3
PSY 468 Research Methods in Human Behavior ................... 3
Electives ........................................................................... 21
(Chosen with an advisor’s assistance.)

Note: Formal admission is required for all students seeking the B.A./B.S. degree in Psychology. Normally, students will apply for admission to the psychology major the end of the Freshman year or, in the case of transfer students, upon admission to the university. Prior to application for admission to the psychology major, applicants must complete the PSY 201, 202, 217 sequence or its equivalent and achieve Sophomore standing (45 or more credit hours). Students will be admitted to the psychology major who meet the following criteria: 1) a GPA of 2.67 in all psychology courses completed and 2) a cumulative GPA of 2.5 for all college work.

Students earning a B.S. degree in Psychology are also required to take at least 12 hours of Math/Computer Science/Statistics courses according to the following specifications: PSY 467, any Math course above MTH 105 with the exception of MTH 243, and PSY 471, or any CS course above CS 101.

Psychology Minor ................................................................ 27
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 430 Abnormal Psychology ............................................. 3
PSY 472 Psychological Assessment ...................................... 3

Psychology Minor for Majors in Business and Public Policy and Administration ......................................................... 27
PSY 201, 202 General Psychology ........................................ 6
PSY 334 Social Psychology .................................................. 3
PSY 445 Organizational Psychology ...................................... 3
Choose 5 courses from below: ............................................. 15
PSY 446 Strategic Human Resource Planning
PSY 447 Organizational Structure and Functions
PSY 311 Developmental Psychology
PSY 349 Intro to Behavior Modification
PSY 390 Learning and Memory
PSY 423 Interviewing and Appraisal
PSY 435 Theories of Personality
PSY 437 Advanced Social Psychology
PSY 448 Topics in Organizational Psychology
PSY 472 Psychological Assessment
PSY 483 Adolescence and Aging
PSY 496 Program Evaluation

PUBLIC POLICY AND ADMINISTRATION

Professor—Ed Dover. Associate Professor—Mark Henkels.

Public Policy and Administration Major .................................... 73
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 ......................... 3
BA 390 Management ............................................................ 3
WR 321 Business and Technical Communications .................. 3
SP 324 Business and Professional Speaking ......................... 3
Choose one ........................................................................ 3
PSY 334 Social Psychology
SOC 334 Self and Society
PSY 445 Organizational Psychology ...................................... 3
SOC 327 Introduction to Social Research ................................ 3
Choose an area of concentration from the following options: ..... 27

Corrections/Law Enforcement Policy and Administration
CI 211 Introduction to Careers in Criminal Justice .................. 3
CI 212 History and Development of American Law Enforcement .. 3
CI 452 Criminology ............................................................... 3
CI 451 Prevention of Delinquency ......................................... 3
CI 453 Penology ................................................................. 3
CI 454 Parole and Probation ................................................. 3
BA 391 Personnel Management ............................................ 3
PS 424 Policy Making in the States ....................................... 3
PS 426 Federalism and Intergovernmental Relations ............... 3
PS 479 Constitutional Law ................................................... 3
PS 490 Community Politics .................................................. 3
SOC 454 Deviant Behavior .................................................... 3
PS 490/491 Practicum or Internship ...................................... 3-6

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, or
PS 426 Federalism and Intergovernmental Relations ............. 3
Human Resources Policy and Administration
BA 391 Personnel Management ............................................. 3
EC 444 Introduction to Human Resource Economics ............... 3
PSY 423 Interviewing and Appraisal .................................... 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
PS 415 Politics and Psychology ........................................... 3
PS 416 Politics and Communication ..................................... 3
PS 426 Federalism and Intergovernmental Relations .............. 3
PS 435 Women and Politics ................................................ 3
PS 409/410 Practicum or Internship .................................... 3

International Policy and Administration
ANTH/SOC 440 Women & Development ............................... 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 ............................... 3
Choose one or two ......................................................... 3
GEOG 310 World Regional Geography ................................. 3
GEOG 313 The Pacific Northwest ....................................... 3
GEOG 314 The Pacific Basin .............................................. 3
GEOG 410 Global Issues .................................................. 3
GEOG 411 Cultural Geography: Landscape and Diffusion ....... 3
GEOG 412 Cultural Geography: Selected topics .................... 3
GEOG 417 Global Economic Geography .............................. 3
GEOG 418 International Trade and Transportation ............... 3
GEOG 426 Geography of Europe ........................................ 3
GEOG 428 Geography of Anglo-America ............................... 3
GEOG 432 Geography of Africa ......................................... 3
GEOG 450 East Asia ........................................................ 3
GEOG 451 South Asia ..................................................... 3
GEOG 461 South America ................................................ 3
GEOG 463 Geography of Middle America ......................... 3
Choose one or two ......................................................... 3
PS 303 Politics and Governments of Europe ......................... 3
PS 460 Governments and Politics of Asia ............................. 3
PS 461 Politics and Governments of Communist Nations ........ 3
PS 463 Governments and Politics of Developing Nations ....... 3
PS 478 Political Fiction .................................................... 3
PS 492 Ideologies of the Twentieth Century ......................... 3
PS 493 International Organizations .................................. 3
PS 497 American Foreign Relations .................................. 3
Choose one or two ......................................................... 3
BA 484 International Management ...................................... 3
BA 485 International Finance ............................................ 3
BA 486 International Marketing ......................................... 3
EC 440 Intro to International Economics .............................. 3
GEOG/PS 409/410 Practicum or Internship ......................... 3

State and Federal Policy and Administration
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 479 Constitutional Law ................................................ 3
PS 490 Community Politics .............................................. 3
Choose one ................................................................. 3
EC 430 Economics of Public Policy .................................... 3
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

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
CI 450 Criminology .......................................................... 3
ANTH 461 Urban Anthropology ......................................... 3
ANTH 462 Cultural Transformation .................................... 3
PS/GEOS 409/410 Practicum or Internship ......................... 3

Note: For the B.S. degree in Public Policy and Administration, students may take any combination of Math/Computer Science/Stats courses as long as it includes at least one Math course beyond MTH 105 and one Computer Science course beyond CS 101. Please note that CS 121 and either SOC 327 or GEOG 385 are required for the major. These may be used to satisfy the B.S. requirement.

The Math/Computer Science/Stats courses must be taken to fulfill the requirements for a B.S. degree are any combination of 12 hours of Math/Computer Science/Stats Courses. The Minimum of one Math course must be beyond MTH 105 and the minimum of one Computer Science course must be beyond CS 101.

Public Policy and Administration Minor ................................ 27
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

SECONDARY EDUCATION

Professors—George Cabrera, Sue Dauer, Gwenda Rice, Gary Welander, Helen Woods, Associate Professor—Randall Engle, Assistant Professors—Wangeci Gatumu, Ming-Chi Own, Dana Uveland, Susan Wood.

Complete with Middle Level and High School Authorizations

Professional Education Core ............................................. 48
ED 411 Field Experience ................................................ 1
ED 412 Field Experience ................................................ 2
ED 413 Field Experience ................................................ 3
ED 418 Assessment and Instruction ................................... 5
ED 419 Assessment and Instruction ................................... 5
ED 421 Technology .......................................................... 1
ED 422 Technology .......................................................... 1
ED 423 Technology .......................................................... 2
ED 426 Professional Development ...................................... 1
ED 427 Professional Development ...................................... 1
ED 428 Professional Development ...................................... 1
ED 429 Professional Development ...................................... 2
ED 431 Collaboration ..................................................... 3
ED 432 Role of the Teacher ................................................ 2
ED 433 Human Development/Classroom Learning .................. 4
For admission to the education programs there are special requirements which must be met. Contact the School of Education division representatives for more information.

The School's Policy Analysis and Review Committee establishes policies and standards that students must meet before being admitted to teacher education courses.

Students may explore their interest in teaching during their freshman and sophomore years by enrolling in ED 100, 111, 199, 338, and 399.

The university 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.

SOCIAL SCIENCE

Professor—Roshani Shriyash.

Social Science Major .................................................. 72

Courses should be chosen from at least two of the following areas: anthropology, corrections, economics, geography, history, law enforcement, political science, psychology and sociology. At least 36 hours must be upper division.

Note: For the B.S. degree in Social Science, students may take any combination of Math/Computer Science/Statistics courses as long as it includes at least one Math course beyond MTH 105 and one Computer Science course beyond CS 101.

Social Science Minor .................................................... 27

A minor in Social Science may be designed with the help of a division advisor. At least 15 hours must be upper division.

Social Science Teaching Major .................................. 63

Choose three............................................................ 9

United States History
Any Non-Anglo America regional geography course
GEOG 313 The Pacific Northwest

Choose one............................................................... 3

GEOG 380 Environmental Conservation
GEOG 410 Global Issues
GEOG 411 Cultural Geography
GEOG 413 Urban Geography
GEOG 417 Geography of Religion
GEOG 433 Political Geography

Choose two............................................................... 6

Economics
PS 201 American National Government

Choose one............................................................... 3

PS 202 State and Local Government
PS 203 International Relations

Choose two of the following areas.................................. 12

Anthropology
Criminal Justice
Economics
Psychology
Sociology

Area of Concentration .................................................. 21

The student may choose to concentrate in any one of the following disciplines: History, Geography, Economics, Political Science, or in one of the two disciplines used to satisfy the immediately preceding requirements.

Notes: Education majors must complete the following as part of their LACC requirement: PSY 218 (or PSY 225 if already taken), HST 101, 102, and 103 or HST 104, 105, 106 or GEOG 105, 106, 107. A GPA of 2.75 is required in the above course work in order to be recommended for student teaching.

Students must complete a minimum of 12 to 15 hours on the Western Campus.

SPANISH

Professors—Eduardo González-Vieta, Cheryl Strand. Assistant Professors—Jeffrey Diamond, Juanita Heredia, A. Martin Rodríguez-Pérez.

Spanish Major ........................................................... 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

Choose seven Spanish electives................................. 21

(four must be 400 level)

SPAN 350 Spanish Pronunciation and Phonetics
SPAN 361 Hispanic Poetry
SPAN 362 Hispanic Drama
SPAN 363 Hispanic Novel
SPAN 380 Applied Linguistics
SPAN 401, 402, 403 Advanced Spanish Composition and Conservation
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

Basic Graduation Requirements must be completed in addition to the 63 credits.
Spanish Minor ........................................................................................................................................... 15
Approved upper division courses in Spanish.

Spanish Education Major ............................................................................................................................. 64
(52 hours beyond first year language)
SPAN 201, 202, 203 Second Year Spanish ................................................................. 12
SPAN 301, 302, 303 Intermediate Spanish Composition ........................................ 12
SPAN 350 Spanish Pronunciation/Phonetics ............................................................. 3
SPAN 358, 359 Spanish Culture and Civilization ...................................................... 6
SPAN 416 Language Teaching Practicum ................................................................. 2
Choose two ..................................................................................................................................... 6
SPAN 361 Hispanic Poetry
SPAN 362 Hispanic Drama
SPAN 363 Hispanic Novel
SPAN 370 Introduction to Latin American Literature
SPAN 371 Introduction to Latin American Literature
SPAN 411 Spanish Language I; Medieval
SPAN 412 Spanish Language II; Golden Age
SPAN 413 Spanish Language III; 18th and 19th Century.
SPAN 414 Spanish Language IV; Generation of 1898
SPAN 415 Spanish Language V; 20th Century
SPAN 441, 442, 443 20th Century Latin American Literature
SPAN 490 Studies in Spanish Literature
SPAN 491 Studies in Latin American Literature
Electives (upper-division) .............................................................................................................. 11

SPECIAL EDUCATION/REHABILITATION


Special Education/Rehabilitation Minor ......................................................................................... 27
SPED 200 Intro to Careers in Special Education and Rehabilitation ................... 3
SPED 447 Family Services Partnerships ........................................................................... 3
SPED 470 Survey of Special Education .................................................................................. 3
SPED 484 Introduction to Deaf and Hard of Hearing Studies ................................... 3
RC 461 Disability and its Effects on the Individual ........................................................ 3
Choose electives from the following: .................................................................................. 15
SPED 409 Practicum
SPED 423 Program Management and Behavior Strategies
SPED 426 Curriculum and Structure of General Education
SPED 431 Collaborative Consultation and Team Building
RC 440 Medical Aspects of Disability and Rehabilitation
SPED 449 Curriculum, Assessment and Instructional Design
SPED 458 Intro to curriculum and Instructional Planning
Choose up to two American Sign Language Classes ...................................................... 0-6
SPED 101 ASL I
SPED 102 ASL II
SPED 103 ASL III
SPED 201 ASL IV
SPED 202 ASL V
SPED 204 ASL VI

SPEECH COMMUNICATION

Professors—Robert Martin, Molly Mayhead. Associate Professor—Frank Nevisas. Assistant Professor—Annette Folwell.

Speech Communication Major ............................................................................................................. 57
Choose three .................................................................................................................................... 9
SP 112 Interpersonal Communication
SP 120 Communicative Voice and Articulation
SP 325 Intercultural Communication
SP 350 Effective Listening
SP 431 Nonverbal Communication
Choose four ................................................................................................................................... 12
SP 239 Oral Interpretation of Literature
SP 320 Communication in Organizations
SP 321 Influencing Through Argument
SP 322 Persuasion
SP 323 Group Discussion and Leadership
SP 324 Business and Professional Speaking

TECHNOLOGICAL APPLICATIONS (SCIENCE)

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

Technological Applications Minor ................................................................................................. 27
Choose one sequence .................................................................................................................. 12
CH 104, 105, 106 Introductory Chemistry
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

THE ARTS

(Art, Dance, Music, Theatre)

The Arts Major .................................................................................................................................... 72
(Choose areas of emphasis from Art, Dance, Music, and Theatre.)
First Emphasis Area (21-24 upper-division) .............................................................................. 39
Second Emphasis Area (6 upper-division) .................................................................................. 15
Third Emphasis Area (3 upper-division) .................................................................................... 12
Electives in The Arts ......................................................................................................................... 6

The Arts Minor .................................................................................................................................. 27
(All minors must be planned with and approved by a Creative Arts Division advisor.)

Note: Students seeking a B.A. in The Arts must complete two years of a foreign language. Students seeking a B.S. in The Arts must complete the following: CS 121; MTH 111 and CS 161 OR CS 406 with advance consent of the instructor.

THEATRE ARTS

Professor—Richard Davis. Assistant Professors—Scott Grim, David Janovick.

Theatre Arts Major ............................................................................................................................ 72
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 Makeup ............................................................................................................................... 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

Choose three ................................................................................................................................... 9
SP 326 Communication and Controversy: Freedom of Speech
SP 412 The Criticism of Public Discourse
SP 327 Communication in the Legal Field
SP 342 Rhetoric of Western Thought
SP 439 Contemporary Public Address
SP 450 Rhetoric of the Women’s Movement

Choose four ................................................................................................................................... 12
SP 211 Introduction to Media Studies
SP 236 Contemporary Issues in American Broadcasting
SP 342 TV and the Viewer
SP 343 Communication and Information Technology
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 are encouraged to take WR 321, Business and Technical Communications, as a Writing elective.

Note: Basic B.A. Graduation Requirements in addition to the 57 credits.
Suggested B.S. Graduation Requirements are: MTH 111, MTH 243, CS 121 and CS 221.)
TA 353 Advanced Production Workshop ......................................................... 3
TA 364 Directing ......................................................................................... 3
TA 444 Theory and Criticism of Dramatic Art .............................................. 3
TA 406 Independent Study ......................................................................... 1
Choose electives in theatre classes .......................................................... 17
(at least 6 hours in TA 407 seminars)
Choose electives from other allied fields in the creative arts .................. 12

*Note: Because this is a B.A. program students must complete two years of a foreign language.*

**Theatre Minor** .......................................................................................... 27
TA 110 Introduction to Theatre ................................................................. 3
TA 250 Basic Movement & Vocal Development ......................................... 3
Choose two ................................................................................................. 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
Choose one .................................................................................................. 3
   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

**WRITING**

*Professors—Dennis Eddings, Cornelia Paraskevas, Thomas Rand, Elizabeth Sargent. Associate Professors—Kit Andrews, Ann Bliss, Uma Shrestha. Assistant Professors—Dean Bethea, Carol Harding, David Hargreaves, Marjory Lange, Christine King, Curtis Yehnert.*

**Writing Minor** .......................................................................................... 15
Approved upper division hours in Writing.
POLICIES AND PROCEDURES ADMISSION PROCEDURES

All persons wishing to enroll at Western at the graduate level must be admitted to the university by the Admissions Office. Admission to the university 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 license 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 Health Center.

Application forms and health report forms may be obtained from the Admissions Office.

All documents become the property of the university and are nonreturnable. The university 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 or a graduate licensure program and meets all of the following requirements:
**GENERAL REGULATIONS**

Students wishing to pursue a planned graduate program should complete a program plan with an advisor during the first term enrolled for course work 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 course work 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 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.

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. 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.

Admission to candidacy must be approved prior to the completion of the last 15 hours included in the approved program.

Students pursuing a master’s degree must earn and maintain a cumulative 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. 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 Director of Graduate Studies.

Courses and requirements for a master’s degree program must be completed within a time period of five 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 by the student between five and seven years prior to the completion of the program may be approved by action of the Graduate Study Committee. Credit earned between five and seven years old will not be included in degree programs and must be replaced by more current course work.
PROCEDURES
FOR GRADUATE STUDY

Admission to the University—complete before enrolling

- Application for admission and transcripts are filed with the Director of Admissions.
- A copy of the teaching license or petition for waiver, when applicable, is necessary.
- Miller Analogies Test or general 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 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 must have been completed on campus.

NOTE: Requirements for admission to candidacy must be met before the last 15 hours of the approved program have been completed.

Final Evaluation Procedures—complete one term prior to completion of final coursework

- Application for completion of master's degree must be filed with the Graduate Office one term prior to completion of final coursework.
- 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/MASTER OF SCIENCE 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:

Professional Core ........................................ 24
CI 516M Community-Based Corrections ............... 3
CI 517M Criminal Justice Administration and Organizational Behavior ............... 3
CI 518M Criminal Law & Corrections ................ 3
CI 519M Detention/Adult/Correctional Facility Management ............... 3
CI 520M Offender Treatment ............................ 3
CI 521M Human Resource Management in Criminal Justice ............... 3
CI 522M Strategic Planning in Criminal Justice ............... 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 ................................ 45
Professional Core ........................................ 24
Supporting study in one social or behavioral science area .......... 12
Supporting study in a second social or behavioral science area .... 9

Professional Studies Program ................................ 45
Professional Core ........................................ 24
Thesis/Field Study or On-Site Management Field Experience .......... 9
Supporting study in a social or behavioral science area .......... 12

satisfy all requirements for advanced licensure, depending on the candidate’s previous preparation, background and experience.

Professional Education Courses .......................... 15
Academic Area ............................................ 30
This portion of the total program is to be approved by a designated advisor in terms of the student’s needs and licensure requirements in the academic areas listed below.

Total required for degree .................................. 45

Humanities (Language Arts) ................................ 30
(Nine hours be at the 500M level)
Course in criticism ......................................... 3
Course in language ......................................... 3
Course in writing ......................................... 3
Course in literature ......................................... 3
Electives in Language Arts .......................... 18

Mathematics ........................................ 30
Required core ........................................ 9
MTH 538M Transformational Geometry
MTH 547M or 548M Abstract Algebra
MTH 581M Logic and Foundations
Choose two ........................................ 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

Science .................................................. 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 ........................................ 30
History/Geography/Social Science ......................... 15
Required Core ........................................ 3-6
HST 520 Philosophies of History and
HST 507M Seminar: History
OR
GEOG 507 Seminar
Electives in History/Geography/Social Science .......... 9-12

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
Information Technology
Multidisciplined
Rehabilitation Counseling
Secondary Education
Health Education
Humanities
Mathematics
Science
Social Science
Socially and Educationally Different
Teacher Preparation: Deaf Education

In addition, candidates may include coursework in their programs to develop concentrations in the areas of Bilingual Education, Talented and Gifted, and Reading. Information regarding these concentrations are listed in the Endorsements and Emphases area.

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 coursework in education and the specialization area.

EARLY CHILDHOOD EDUCATION—M.S. IN 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
ED 546M Philosophy of Education
PSY 520M Theories of Learning

Early Childhood Education Core ......................................... 24
Preliminary Courses .......................................................... 12
ED 547 The Developing Child and Environments
ED 548 Developmentally Appropriate Practices
ED 557 Parent-Educator Partnership
ED 585 The Early Childhood Educator

Advanced Courses ............................................................. 3
ED 590M 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 learners.

Total required for degree .................................................. 45

ELEMENTARY EDUCATION—M.S. 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.

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 university, 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.

Professional Education Core ................................................. 9
ED 512M Research Procedures in Education
ED 546M Philosophy of Education
PSY 520M Theories of Learning, or
PSY 588 Theories of Development

Elementary Education Core .................................................. 6
Choose one
ED 549M Classroom Teacher/Counselor
ED 554M Personalizing Classroom Climate
ED 555 Foundations in Literacy K-12

Academic Specialization .................................................. 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 .................................................. 15
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 .................................................. 45

INFORMATION TECHNOLOGY—M.S. 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 communication 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 commit-
tee 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 examina-
tions in professional education and in information technology.

Professional Education Core ........................................... 9
ED 512M Research Procedures in Education
ED 546M Philosophy of Education
PSY 520M Theories of Learning

Information Technology Core ........................................... 9
ED 528M Instructional Design
LIB 380M Communication Theory
LIB 568M Emerging Information Technology

Electives ................................................................. 18-24
Courses to extend knowledge and skill in such areas as computer appli-
cations, media center management and media for the classroom teachers.

Practicum ............................................................... 3
Thesis (optional) ......................................................... 9

Total required for degree ............................................. 45-48

M.S. IN EDUCATION: MULTIHANDICAPPED

The Master of Science in Education specialty in Special Educa-
tion requires a minimum of 45 graduate credits of which the
majority are in Special Education. Students entering this program
may include content from teaching endorsement programs such as
the Special Educator Endorsement Programs, or the Early
Intervention Special Education Endorsement Programs. They may
have, but are not required to have, prior teaching licensure.

In addition to admission to graduate study at Western, the
student must be admitted to a specific Special Education Program
of study. This includes completion of the CBEST or the PPST, a
program application and interview, and documentation of
experience with children or youth.

The plan of study for the M.S. in Education: Multihandicapped
includes the following:

Professional Education Core ........................................... 9
Special Education Core .................................................. 27
SPED 575M Contemporary Issues in Special Education ............... 3
Special Education courses as approved by advisor ..................... 24

(Courses may be part of the Special Educator Endorsement, the Early
Intervention/Early Childhood Special Education Endorsement, or the Standard
Handicapped Learner Endorsement Program)

Graduate electives as approved by advisor ................................ 9
Minimum graduate credits required for degree .......................... 45

*New title in process is M.S. in Education: Special Education

REHABILITATION COUNSELING—M.S. IN EDUCATION

The Rehabilitation Counseling Program at Western Oregon
University was established on the belief that individuals with
disabilities have a right to lead fulfilling, independent, and
productive lives. Trained professionals are an important com-
ponent to the realization of this right. To that end, the faculty is
dedicated to preparing rehabilitation professionals who are skilled
in advocating for and with persons with disabilities and who are
competent counselors knowledgeable about the development and
dissemination of innovative and culturally sensitive rehabilitation
practices and policies.

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 coun-
selees 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
SECONDARY EDUCATION—M.S. 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.

**Professional Education Core**
- ED 512M Research Procedures in Education
- ED 546M Philosophy of Education
  Choose one:
  - PST 520M Theories of Learning
  - PST 588. Theories of Development

**Secondary Education Area**
- ED 511M Evaluation of Classroom Instruction
- ED 522M Secondary School Curriculum
- ED 529M Classroom Teacher-Counselor
- ED 590M Advanced Reading & Composition in Secondary Schools

**Content Area**
Content area may be selected from Health Education, Language Arts, Mathematics, Science, Social Science, Education Specialties or areas which qualify for a subject matter endorsement in areas recognized by the Oregon Teacher Standards and Practices Commission.

**Specialty Area**
Specialty area is meant to meet a student's individual needs. It may be additional course work in the same or different academic content area. It may be course work designed to strengthen a particular student's preparation in an area such as alternative education, bilingual/ESOL, talented and gifted, computer education, or other areas of concentration.

**Health Education**
(Graduate health courses must be approved by health advisor.)

**Humanities (Language Arts)**
- (Nine credit hours must be at the 500M level)
  - Course in criticism
  - 3
  - Course in language
  - 3
  - Course in writing
  - 3
  - Course in literature
  - 3
  - Electives in Language Arts
  - 3

**Mathematics**

- (Minimum required for degree) 72
- (Note: All RC 500M/510M sections will be PNC 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
- SPED 584 Introduction to Deaf and Hard of Hearing Students
- SPED 594M Aural Rehabilitation
- American Sign Language Proficiency
  - SPED 201 American Sign Language IV
  - SPED 202 American Sign Language V
  - SPED 203 Advanced ASL Vocabulary
Electives in History/Geography/Social Science ........................................ 9-12  
(Social Science recommended as specialty area.)

SOCIALLY AND EDUCATIONALLY DIFFERENT—M.S. 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 program requires that the student petition the Graduate Study Committee for waiver of the requirement for holding a teaching license.

Professional Education Core ................................................................. 9
Approved Courses ............................................................................. 36
Social Science .................................................................................... 12
Courses in the study of the socially and educationally different .......... 12
Education and psychology ................................................................. 12

Total required for degree .................................................................. 45

TEACHER PREPARATION: DEAF EDUCATION—M.S. IN EDUCATION

The graduate program in Teacher Preparation: Deaf Education 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: Deaf Education includes the following:

Professional Education Core ................................................................. 9
SPED 578M Past and Present Issues in Deaf Education ...................... 3
Basic and Standard Endorsement in Hearing Impaired ...................... 36

Total required for degree .................................................................. 68

NOTE: This program will undergo extensive redesign during the 1998-99 academic year.

NON-DEGREE LICENSURE PROGRAMS*

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.

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 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 are 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 university 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 School of Education.
EARLY INTERVENTION AND SPECIAL EDUCATION
I & II—BASIC AND STANDARD ENDORSEMENT

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 license; or a license in special 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

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 571M Introduction to Early Intervention/Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 577M Assessment, Curriculum and Intervention Strategies in Early Intervention/Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 590M Practicum: Early Intervention/Early Childhood Special Education</td>
<td>6</td>
</tr>
</tbody>
</table>

Students having an Elementary Education Endorsement will complete the following credits:

Special Education Core

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 570 Survey of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 540M Specialized Supports for Students with Physical and Medical Issues</td>
<td></td>
</tr>
<tr>
<td>SPED 550M Managing Communication Systems</td>
<td></td>
</tr>
</tbody>
</table>

Students having a Special Education Endorsement will complete the following credits:

Early Childhood Core

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 547 The Developing Child and Environments</td>
<td>9</td>
</tr>
<tr>
<td>ED 548 Developmentally Appropriate Practices</td>
<td></td>
</tr>
<tr>
<td>ED 585 The Early Childhood Educator</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 21

Basic Endorsement in Early Intervention and Special Education II

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 571M Introduction to Early Intervention/Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 577M Assessment, Curriculum and Intervention Strategies in Early Intervention/Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 590M Practicum: Early Intervention/Early Childhood Special Education</td>
<td>6</td>
</tr>
<tr>
<td>SPED 507M Professional Development Seminar: EI/ECSE</td>
<td>1</td>
</tr>
<tr>
<td>SPED 524M Legal Aspects in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Special Education Core

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 570 Survey of Special Education</td>
<td></td>
</tr>
<tr>
<td>SPED 540M Specialized Supports for Students with Physical and Medical Issues</td>
<td></td>
</tr>
<tr>
<td>SPED 550M Managing Communication Systems</td>
<td></td>
</tr>
</tbody>
</table>

Early Childhood Core

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 547 The Developing Child and Environments</td>
<td>9</td>
</tr>
<tr>
<td>ED 548 Developmentally Appropriate Practices</td>
<td></td>
</tr>
<tr>
<td>ED 585 The Early Childhood Educator</td>
<td></td>
</tr>
</tbody>
</table>

Final Supervised Field Experience: EI/ECSE                                    | 12      |

Total: 46

Standard Endorsement in Early Intervention and Special Education I & II

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Endorsement</td>
<td></td>
</tr>
<tr>
<td>Choose one</td>
<td></td>
</tr>
<tr>
<td>SPED 573M Contemporary Issues: Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 519M Contemporary Development in Early Childhood Ed</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

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.

EDUCATIONAL MEDIA—BASIC AND STANDARD ENDORSEMENT

The planned program consists of upper-division or graduate credit courses designed to meet requirements for basic and standard endorsements in Educational Media.

Prerequisite: ED 435/535 Technology and Computer Applications               | 3       |

Basic Endorsement—Educational Media

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIB 409/509 Practicum</td>
<td>24</td>
</tr>
<tr>
<td>LIB 410/510 Library Management</td>
<td></td>
</tr>
<tr>
<td>LIB 420/520 Organization of Library Collections</td>
<td></td>
</tr>
<tr>
<td>LIB 430/530 Literature for Children and Young Adults</td>
<td></td>
</tr>
<tr>
<td>LIB 436/536 Information Design and Production</td>
<td></td>
</tr>
<tr>
<td>LIB 440/540 Information Services and Sources</td>
<td></td>
</tr>
<tr>
<td>LIB 450/550 Collection Development</td>
<td></td>
</tr>
<tr>
<td>LIB 470/570 Teaching Information Skills</td>
<td>3</td>
</tr>
</tbody>
</table>

Standard Endorsement—Educational Media

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 credit hours from the following:</td>
<td></td>
</tr>
<tr>
<td>ED 526M Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>ED 541 Video Production</td>
<td></td>
</tr>
<tr>
<td>CSE 540 Computer Based Lesson Design</td>
<td>3</td>
</tr>
<tr>
<td>LIB 560M Computers in Library Management</td>
<td>3</td>
</tr>
<tr>
<td>LIB 580M Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>LIB 584M Organizational Theory</td>
<td>3</td>
</tr>
<tr>
<td>LIB 586M Emerging Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>ED 503M Thesis/Field Study</td>
<td>3-9</td>
</tr>
</tbody>
</table>

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.

Professional Preparation

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 555 Foundations of Literacy, K-12</td>
<td>15</td>
</tr>
<tr>
<td>ED 512M Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 534M Personalizing Classroom Climate, etc.</td>
<td></td>
</tr>
<tr>
<td>ED 529M Classroom-Teacher Counselor</td>
<td>3</td>
</tr>
</tbody>
</table>

Approved electives                                                           | 6       |

Area Preparation

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifteen hours of graduate subject matter preparation distributed to</td>
<td>15</td>
</tr>
<tr>
<td>strengthen the applicant’s background in one or more of the following</td>
<td></td>
</tr>
<tr>
<td>areas: Language Arts, Mathematics, Reading, Science, Social Studies, or</td>
<td></td>
</tr>
<tr>
<td>Bilingual/Multicultural Education.</td>
<td></td>
</tr>
</tbody>
</table>

Approved Electives, Area of Emphasis                                          | 15      |

Total required for license                                                   | 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.
HANDICAPPED LEARNER—STANDARD ENDORSEMENT

The Handicapped Learner Standard Endorsement Program may be completed as part of a Master's degree or non-degree fifth-year program. All candidates must hold or be eligible to hold an Oregon teaching license with a Basic Handicapped Learner Endorsement. Candidates for a Master's degree also must meet the general graduate program requirements as described in the university catalog.

Required Courses
EDPSY 523M Intelligence Testing and Reporting ........................................... 3
SPED 513M Transition Planning and Programming ......................................... 3
Choose one ..................................................................................................... 3
   SPED 544M Programming for Students Having Emotional Disturbance
   SPED 566M Strategies for Teaching Students with Autism
   Elective Courses ......................................................................................... 6
Six credits of additional graduate courses in Special Education as approved by the program advisor. These courses cannot be from the student’s Basic Handicapped Learner Endorsement Program.

Total required for the Standard HL Endorsement ........................................... 15

HEARING IMPAIRED—BASIC AND STANDARD ENDORSEMENT

SPED 484/584 Introduction to Deaf and Hard-of-Hearing Studies ................. 3
RC 562M Measurement and Assessment Procedures in Deafness and
   Rehabilitation ............................................................................................ 3
SPED 509M Practicum I: Directed
   Observation of Deaf and Hard of Hearing Students ............................. 1
SPED 524M Legal Aspects of Special Education .......................................... 3
SPED 541M Diagnostic and Prescriptive Teaching for Deaf and
   Hard of Hearing Students ........................................................................ 1
SPED 556M First and Second Language Acquisition: Deaf and
   Hard of Hearing ....................................................................................... 3
SPED 578M Speech Developments in Deaf and Hard of Hearing
   Students .................................................................................................... 3
SPED 593M Introduction to Audiology .......................................................... 3
SPED 599M Practicum II: Directed Deaf Education .................................... 3
SPED 492/592 Language and Communication Systems: Deaf and
   Hard of Hearing ....................................................................................... 3
SPED 515M Transition Planning and Programming ................................... 3
SPED 542M Curriculum Development and Instructional Methods
   for Deaf and Hard of Hearing Students .................................................. 3
SPED 557M American Sign Language and English Teaching
   Methods: Deaf and Hard of Hearing ......................................................... 3
SPED 594M Aural Rehabilitation ................................................................ 3
SPED 407/507 Seminar: Professional Development for Teachers ......... 1
SPED 431/531 Collaborative Consultation and Team Building ................. 3
SPED 539M Student Teaching, Hearing Impaired ....................................... 12

Total .............................................................................................................. 56

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 licensure.

Area of Professional Competence ............................................................... 15
   ED 512M Research Procedures in Education
   ED 513M Evaluation of Classroom Instruction
   ED 522M Secondary School Curriculum
   ED 529M The Classroom Teacher-Counselor
   ED 590M Advanced Reading and Composition in Secondary School

Subject Area Competence ........................................................................... 15-24
   Secondary Endorsement (5-12) Refer to designated academic areas listed below for standard endorsement requirement.

Electives ..................................................................................................... 6-15

Total required in program .......................................................................... 45

Health Education ....................................................................................... 15
   Select 15 credit hours of graduate or upper division health courses approved by a health advisor.

Humanities (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.

Mathematics ............................................................................................. 15
   Advanced Mathematics:
   At least 15 hours of upper-division or graduate preparation in mathematics selected with advisor’s approval.

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.

Social Science ............................................................................................ 15
   At least 15 hours of upper-division or graduate preparation in social science selected with advisor’s approval.

SPECIAL EDUCATOR ENDORSEMENT PROGRAMS

The Special Educator I Program is for students who are eligible for a teaching license. The Special Educator II Program is for students who have a baccalaureate degree but are not eligible for a teaching license.

Common Core (Special Educator I and II) .................................................. 41
   SPED 423/523 Program Management and Behavior Strategies ............ 3
   SPED 431/531 Collaborative Consultation and Team Building ............. 3
   SPED 447/547 Family Services Partnerships ........................................... 3
   SPED 449/549 Functional Curriculum, Assessment, and Instruction
      Design I .................................................................................................. 3
   SPED 458/558 Intro to Curriculum and Instructional Planning ............. 3
   SPED 476/570 Survey of Special Education ........................................... 3
   SPED 509M Practicum: Academic or Functional
      Design I .................................................................................................. 3
   SPED 521M Academic Curriculum, Assessment, and Instructional
      Design II ................................................................................................ 3
   SPED 522M Academic Curriculum, Assessment, and Instructional
      Design II ................................................................................................ 2
   SPED 524M Legal Aspects of Special Education ..................................... 3
   SPED 540M Specialized Supports for Students with Physical and
      Medical Issues ...................................................................................... 3
   SPED 550M Managing Communication Systems .................................. 3
   SPED 551M Functional Curriculum, Assessment, and Instructional
      Design II ............................................................................................... 3

General Education Sequence for Special Educator II ................................. 12
   PSY 484/584 Theories of Development .................................................. 3
   SPED 407/507 Practicum Seminar: General Education ......................... 1
   SPED 409/509 Practicum: General Education ........................................ 2
   SPED 426/526 Curriculum and Structure of General Education .......... 3
   CSE 410/510 Computers in Education .................................................... 3

Choose Early Childhood/Elementary or Middle School/High School
   Early Childhood/Elementary .................................................................. 18
   SPED 507M Sem: Elementary Education/Elementary Special Education . 2
   SPED 507M Sem: Professional Development Special Educator .......... 1
   SPED 539M Student Teaching: Elementary Special Educator .............. 12
   SPED 571M Intro to Early Intervention/Early Childhood
      Special Education ................................................................................. 3
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

READING--BASIC AND STANDARD ENDORSEMENTS

Students seeking a basic or standard endorsement in reading (K-12) must complete or have completed requirements for a basic teaching license. In order to complete a standard reading endorsement, the student must have completed a basic reading endorsement. Reading is regarded as a support area to the teacher's area of original licensure. Courses in this program will enhance and broaden both reading specific knowledge and other responsibilities encountered by the classroom teacher, resource teacher, and reading specialist. All candidates for this endorsement must pass the NTE specialty exam in Reading.

Basic Endorsement
Choose one ................................................................. 3
ED 467/567 Language Development and Reading
ED 484/584 First and Second Language Acquisition in the Bilingual/ESOL Program
ED 455/555 Foundations of Literacy K-Adult
ED 509M Practicum: Reading
ED 568M Assessment and Instruction in Reading
ED 572M Curriculum and Material Designs in Reading
Approved Electives .................................................. 6
Choose two
SPED 531 Collaborative Consultant and Team Building
ED 589M Contemporary Issues in Literature, or
ED 457/557 Parent- Educator Partnership

Total required for endorsement ...................................... 21

Standard Endorsement
Fifteen quarter hours of subject matter preparation distributed to strengthen the student's background in reading. Courses will be planned with an advisor.

Total required for endorsement ...................................... 15

TEACHING THE TALENTED AND GIFTED--EMPHASIS

This area of graduate study is designed to meet the needs of teachers and specialists in educating talented and gifted students.

Core Courses .......................................................... 15
ED 544M Integrated Curriculum: Talented and Gifted
ED 565M Teaching Mathematics: Talented and Gifted
ED 596M Teaching Science: Talented and Gifted
ED 598M Teaching Language Arts: Talented and Gifted
ED 599M Teaching Social Studies: Talented and Gifted

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

BILINGUAL/ESOL EDUCATION

BILINGUAL/ESOL 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 ESOL, bilingual, and "newcomer" settings, or design and develop programs for integrating such students into regular classes. (No second language is required.)

Endorsement in Bilingual/ESOL ...................................... 18
ED 504M Practicum .................................................. 3-6
ED 481/581 Introduction to Education Linguistics: Second Language Teaching .............................................. 3
ED 482/582 Bilingual/ESOL 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/ESOL Program ..................................... 3

Elementary Concentration ............................................. 9
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
Electives ........................................................................ 6
OR

Secondary Concentration ............................................... 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
Electives ........................................................................ 6

Total Hours with Concentration ....................................... 27-30

* Masters degree regulations limit the number of dual format hours that can be allowed in the degree program.

BILINGUAL/ESOL EDUCATION—ADVANCED STUDIES

This program is designed for students who have already taken basic courses in the field, and, preferably, have some experience teaching language minority students. Students taking these courses are preparing themselves to become consultants/specialists, program designers/ coordinators, and/or special resources for their schools and districts. (No second language necessary, though preferred.)

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
COURSE DESCRIPTIONS
Anthropology

ANTH 199 Special Studies (3)

ANTH 214 Introduction to Physical Anthropology (3)
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)
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)
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.

ANTH 310 World Prehistory (3)
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)
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. PREREQ: ANTH 214.

ANTH 312 Social Anthropology (3)
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)
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)
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 315 South American Prehistory (3)
A survey of the prehistory of the South American continent from the early occupations to the early domestication of plants and animals, the beginning of village life, the development of complex cultures, and the coming of Europeans. Attention is given to issues concerning the peopling of the Western Hemisphere, the development of state level societies, pre-Columbian contacts, and the historic period impact of Europeans on the indigenous cultures.

ANTH 316 Circumpolar Peoples (3)
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)
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. PREREQ: Consent of instructor.

ANTH 327 Introduction to Social Research (3)
The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative studies from the standpoint of methodology; the utilization of basic skills. PREREQ: Consent of instructor.

ANTH 328 Introduction to Social Data Analysis (3)
Introduction to quantitative statistical analysis techniques employed in the social sciences; emphasis on probability theory and the general linear model. PREREQ: SOC 327 or equivalent and consent of instructor.

ANTH 340 Mothers and Daughters (3)
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, matrilineal partnerships, and role reversals in old age.

ANTH 350 Research Methods in Archeology (3)
A survey of techniques and methods used in archeology, including research design, survey, sampling strategies, excavation techniques, analysis and interpretation. Practical aspects of data recording and reporting, including computer applications.

ANTH 352 Laboratory Methods in Archeology (3)
Techniques and their applications in the analysis of materials recovered from archeological sites. Emphasis will vary according to ongoing research.

ANTH 360 Museology (3)
Covers the principles and practices of museum work. Topics include the role of museums in the community, collections management, conservation of objects and artifacts, program development, exhibition development, marketing, and fund raising. Labratory experience will be offered through the Jensen Arctic Museum on Campus.

ANTH 370 Women in Cross-Cultural Perspective (3)
Similarities and differences in women's lives across a variety of cultures around the world. Evolutionary and historical precedents for contemporary patterns of gender role construction; economic, social and ideological challenges to women seeking change in existing gender hierarchies. PREREQ: ANTH 216.

ANTH 375 Women Anthropologists (3)
Examines women as subjects and practitioners of anthropology; a survey of changing views of women in 19th/20th century Western society; obstacles in women's professional careers; women pioneers in anthropology; contributions to feminist critiques of the discipline. PREREQ: ANTH 216.

ANTH 399 Special Studies (1-3)
Terms and hours to be arranged.

ANTH 406 Special Individual Studies (1-6)
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)
Terms and hours to be arranged.

ANTH 408 Workshop (1-15)
Terms and hours to be arranged.

ANTH 409 Practicum (3-12)
ANTH 440 Women and Development (3)
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)
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. PREREQ: ANTH 215 or permission of instructor.

ANTH 461 Urban Anthropology (3)
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. PREREQ: ANTH 216 or consent of instructor.

ANTH 462 Cultural Transformation (3)
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 ecologival environment.

ANTH 463/563 Culture and Education (3)
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)
An examination of culture in the formation of personality and in the determination of the range of personality types within specific societies. PREREQ: ANTH 216 or consent of instructor.

ANTH 472 Psychological Anthropology (3)
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; preliterature studies; and cognitive development.

ANTH 475 Anthropological Approaches to Law (3)
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)
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 millenia cults.

ANTH 480 History and Theory of Archeology (3)
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)
Analysis of European cultural development from the end of the Roman Empire to modern times.

ANTH 492 Middle American Cultures (3)
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)
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)
An anthropological perspective on the historical and social processes of contact and acculturation between indigenous peoples of North America and Old World immigrants in the historic period. Topics include colonial and U.S. Government policies, demographic trends, popular images and stereotyping, nativistic movements, education, tribal identity and sovereignty.

Art

A 115 Beginning Design: Two-dimensional (3)
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)
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)
Theory and studio practice in using theoretical concepts in the development and employment of color in the visual arts.

A 130 Beginning Drawing (3)
Introduction to drawing and composition. Practice in the application of medium. Guidance in conveying the illusion of three-dimensions and two-dimensional expression.

A 135 Beginning Life Drawing (3)
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 Byzantine (3)
Survey of the meaning and function of art of the ancient world, including that of the Near East, the Aegean, the Roman Empire and Early Christianity.

A 205 Art History: Medieval through Renaissance (3)
Survey of Christian and secular art of the Middle Ages and Renaissance and a brief study of art of corresponding non-Western cultures. Particular attention to issues of style, patronage, iconography, the changing roles of artist and viewer, and critical response.

A 206 Art History: Baroque to Modern (3)
Art from the 17th to the mid-19th century within its historical and intellectual context. The course examines issues in the development of modern aesthetics.

A 220 Introduction to Typography (3)
Studio introduction to typographical forms as design elements. Familiarity with type vocabulary and measurements. Introductory technical processes. PREREQ: A 115, A 130.

A 221 Introduction to Computers in Graphic Design (3)
Studio introduction to basic computer operations and software applications used in graphic design for print production preparation and electronic communications. Topics to include object-oriented drawing, digital imaging, and page layout applications. Introduction to technical processes will be followed by design project work. Required for students intending to continue with upper division graphic design sequence. PREREQ: A 220.
A 255 Introduction to Ceramics (3)

A 270 Introduction to Printmaking (3)
An introductory printmaking course designed to acquaint students with relief, monotypes, screen printing, intaglio and lithography as visually expressive forms. PREREQ: A 115, A 130.

A 280 Introduction to Painting (3)
An introduction to the basic formal and technical aspects of painting. Color mixing, paint application, composition and studio practices will be emphasized. A survey of selected painting traditions will build visual vocabulary. PREREQ: A 115, A 130.

A 290 Introduction to Sculpture (3)
Introductory studio course practicing traditional and modern sculptural techniques in the creation of three-dimensional artforms. PREREQ: A 115, A 130.

A 304 Art History: Modernism I (3)
Modern art from the French Revolution to the end of the 19th century within the context of the political, social and aesthetic upheavals of that period.

A 305 Art History: Modernism II (3)
Movements in art from the turn of the century to World War II in historical and critical context. Issues to be examined include art and mysticism, art and science, art as anti-art.

A 306 Art History: Modernism III (3)
Art and criticism since World War II. Areas of inquiry include the expanded roles of art market and critic; the dematerialization of the art object; art and technology; and postmodernism.

A 315 Intermediate Design: Two-Dimensional (3)

A 316 Intermediate Design: Three-Dimensional (3)
Advanced study of design theory with studio practice. Emphasis on three-dimensional exploration. PREREQ: A 115, A 116, A 130

A 320 Typographical Layout (3)

A 321 Graphic Design I (3)
The photographic image in visual communications. Introduction to continuous tone and graphic arts photography. PREREQ: A 320.

A 322 Graphic Design II (3)

A 330 Intermediate Drawing (3)
Continued study of technique and composition in graphic expression. PREREQ: A 130.

A 335 Intermediate Drawing: Life (3)
Continued study of anatomical structure and form. Life drawing as a means of graphic communication. PREREQ: A 135.

A 355 Intermediate Ceramics I (3)

A 356 Intermediate Ceramics II (3)
Intermediate study in ceramic art. Individual projects in selected ceramic areas. PREREQ: A 355.

A 357 Intermediate Ceramics III (3)
Intermediate course designed to explore specific possibilities in glaze formulation and application as related to the forms and functions of pottery. PREREQ: A 116, A 117, A 130, A 135, A 356.

A 370 Intermediate Printmaking I (3)
An intermediate, upper-division course. One of the following areas: relief, serigraphy, intaglio and monotypes/lithography. PREREQ: A 115, A 116, A 270, A 130, A 135.

A 371 Intermediate Printmaking II (3)
An intermediate, concerted study of one of the following: Relief, serigraphy, intaglio and monotypes/lithography. PREREQ: A 370.

A 372 Intermediate Printmaking III (3)
An intermediate, concerted study of one of the following: Relief, serigraphy, intaglio and monotypes/lithography. PREREQ: A 371.

A 373 Intermediate Printmaking IV (3)
An intermediate, concerted study of one of the following: Relief, serigraphy, intaglio and monotypes/lithography. PREREQ: A 372.

A 380 Intermediate Painting I (3)
A studio course to strengthen skills in painting techniques. Painting with selected palette limitations to develop formal and expressive visual elements. Traditional painting methods and compositional theory will be covered. PREREQ: A 115, A 116, A 117, A 280, A 130, A 135.

A 381 Intermediate Painting II (3)
A studio course to strengthen skills in painting techniques. Introduction to mediums and supports for variety in painting surfaces. Exploration of contemporary issues in painting. Framing and presentation will be covered. PREREQ: A 380.

A 382 Intermediate Painting III (3)
A studio course to strengthen skills in painting techniques. Extensive enquiry into the relationship between formal application and expression in painting. Exploration of contemporary issues in painting. Framing and presentation will be covered. PREREQ: A 381.

A 390 Intermediate Sculpture I (3)

A 391 Intermediate Sculpture II (3)
Intermediate studio course using traditional and modern techniques in the creation of sculptural artforms. Medium emphasis varies. PREREQ: A 390.

A 392 Intermediate Sculpture III (3)
Intermediate studio course using traditional and modern techniques in the creation of sculptural artforms. Medium emphasis varies. PREREQ: A 391.
A 393 Intermediate Sculpture IV (3)
Intermediate studio course using tradition and modern techniques in the creation of sculptural artforms with emphasis on casting.
PREREQ: A 392.

A 399 Special Studies (1-3)

A 404 Art History: Non-Western Art (3)
An introductory study of visual expression in cultural contexts that are representative of non-Western tradition.

A 405 Art History: Women in Art (3)
A study of women as artists and subjects in the history of Western art from the Renaissance to the present. Aesthetic social and feminist discourse as it relates to changing perspectives on the role of women in the arts will be examined. Writing intensive.

A 406 Art History: Special Topics (3)
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)

A 411 Workshop (1-3)

A 412 Practicum (1-3)
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. PREREQ: Upper-division standing; Graphic Design majors: A 420.

A 420 Applied Design I (3)

A 421 Applied Design II (3)

A 422 Applied Design III (3)

A 455 Advanced Ceramics I (3)
Advanced study in ceramic art. Individual projects in selected ceramic areas. PREREQ: A 357.

A 456 Advanced Ceramics II (3)
Advanced study in ceramic art. Individual project in selected ceramic areas. PREREQ: A 455.

A 457 Advanced Ceramics III (3)
Advanced study in ceramic art. Individual projects related to glaze formulation and application. PREREQ: A 456.

A 470 Advanced Printmaking I (3)
Individualized advanced study and studio practice of one of the following areas: intaglio and monotypes, serigraphy, relief; lithography. PREREQ: A 372.

A 471 Advanced Printmaking II (3)
Individualized advanced study and studio practice of one of the following areas: intaglio and monotypes, serigraphy, relief; lithography. PREREQ: A 470.

A 472 Advanced Printmaking III (3)
Individualized advanced study and studio practice of one of the following areas: intaglio and monotypes, serigraphy, relief; lithography. PREREQ: A 471.

A 480 Advanced Painting I (3)
An advanced course with extensive practice in a chosen painting medium. Through critiques and advisement, students will select specific forms of expression which will conclude in a series of related paintings. Readings, critical writing and gallery visits will be required. PREREQ: A 382.

A 481 Advanced Painting II (3)
An advanced course with extensive practice in a chosen painting medium. Through critiques and advisement, students will select specific forms of expression which will conclude in a series of related paintings. Readings, critical writing and gallery visits will be required. PREREQ: A 480.

A 482 Advanced Painting III (3)
An advanced course with extensive practice in a chosen painting medium. Through critiques and advisement, students will select specific forms of expression which will conclude in a series of related paintings. Readings, critical writing and gallery visits will be required. PREREQ: A 481.

A 490 Advanced Sculpture (3)
Advanced study of sculptural forms, concepts and mediums. Students focus on an interest of their choice arrived at through consultation. PREREQ: Three 300 level sculpture courses in sequence.

A 491 Advanced Sculpture (3)
Advanced study of sculptural forms, concepts and mediums. Students focus on an interest of their choice arrived at through consultation. PREREQ: A 490.

A 492 Advanced Sculpture (3)
Advanced study of sculptural forms, concepts and mediums. Students focus on an interest of their choice arrived at through consultation. PREREQ: A 491.

A 498 Professional Concerns (3)
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. PREREQ: Upper-division standing.

A 499 Special Individual Studies (3)

A 503M Thesis or Field Study (6)
A culminating experience for the degree candidate consisting of a practical application of his/her graduate studies to his/her professional needs. This culminating might result in a field study project related to improving the quality of art education in his school or 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)
Graduate level investigation in selected areas of art history. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of instructor.

A 510M Graduate Seminar (3)
Research exploration of specialized topics. Terms and hours to be arranged. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of instructor.

A 511M Graduate Workshop (3)
Studio exploration of specialized or interdisciplinary media topics in a group setting. Terms and hours to be arranged. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of the instructor.

A 515M Graduate Design: Two-Dimensional (3)
Advanced study of design theory with studio practice in the two-dimensional art form. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of instructor.
Art—Biology

A 516M Graduate Design: Three-Dimensional (3)
Advanced study of design theory with studio practice in the three-dimensional art form. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of the instructor.

A 520M Graduate Graphic Design (3)
Graduate level study and studio practice in typography and visual communications. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of the instructor.

A 530M Graduate Drawing (3)
Advanced study and studio production of drawing as a visually expressive form. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of the instructor.

A 535M Graduate Life Drawing (3)
Advanced study and studio production of figurative drawing as a visually expressive form. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of the instructor.

A 555M Graduate Ceramics (3)
Graduate study in ceramic art. Individual projects in selected ceramic areas. Graduate research and paper related to projects. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of the instructor.

A 570M Graduate Printmaking (3)
Advanced study and studio production of prints as a personally expressive visual form. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of the instructor.

A 576M Aesthetic Foundations of Visual Arts (3)
A study and analysis of philosophic aspects of the visual arts.

A 577M Contemporary Problems in Visual Art (3)
A course designed to offer critical examination of art in society, creativity, brain research, the computer and selected areas.

A 580M Graduate Painting (3)
Advanced study and studio production of painting as a personally expressive visual form. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of the instructor.

A 590M Graduate Sculpture (3)
Advanced study of sculpture with studio work in three-dimensional artforms. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of the instructor.

A 599M Special Individual Studies: Graduate (3)
Terms and hours to be arranged. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing.

A 700 (p) In-Service Education

Biology

BI 101, 102, 103 General Biology (4 each)
The major concepts of biology: BI 101 includes cell structure and function, energy transformations, ecology and genetics; BI 102 considers anatomy and physiology of plants and animals with emphasis on the human; BI 103 deals with biological diversity, 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 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 (4)
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. Three lectures and one three-hour lab. PREREQ: BI 101 or equivalent.

BI 311 Plant Growth and Propagation (3)
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 plus one three-hour laboratory period.

BI 312 Animal Behavior (4)
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. PREREQ: BI 101, 102, 103 or equivalent. Offered alternate years.

BI 317 Vertebrate Natural History (4)
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 (two on Saturdays, one over a weekend). PREREQ: introductory biology sequence. Offered alternate years.

BI 321 Systematic Field Botany (4)
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

Art Education

ARE 433 Art Education (3)
A survey of art education for prospective teachers. Studio experience in the fine and applied arts, folk arts and crafts are integrated with art history, aesthetics and criticism. PREREQ: A 115 and junior standing.

ARE 490/590 Art in the Elementary School (3)
A course designed to provide additional art experiences in the philosophy, materials and techniques of the visual arts for teachers and administrators. PREREQ: upper-division or graduate standing.
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 each)**
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. PREREQ: BI 213 or consent of instructor. Offered alternate years.

**BI 326 Vertebrate Embryology (4)**
Development of the vertebrate body from fertilization through organogenesis; includes analysis of selected problems in morphogenesis, differentiation and growth. Two lectures, two three-hour laboratory periods. PREREQ: BI 213 or consent of instructor. Offered in alternate years.

**BI 330 Plant Physiology (4)**
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. PREREQ: BI 213 and CH 223 or consent of instructor. Offered alternate years.

**BI 331 General Microbiology (4)**
Selected topics in the science of microbiology with emphasis on the structure, metabolism and genetics of prokaryotes. Three-hour lecture and one three-hour laboratory period. PREREQ: BI 213 and CH 223 or consent of instructor.

**BI 334 Human Gross Anatomy and Physiology (4)**
An integrated treatment of the gross anatomy and mechanisms of human function. The course uses lectures, human cadaver laboratories, and physiological laboratories. The topics covered for this term include metabolism, membrane properties, action potentials, synaptic functions, endocrine, central nervous system, muscle and renal physiology. Three lectures, one two-hour laboratory period. PREREQ: BI 101 and 102.

**BI 335 Human Gross Anatomy and Physiology (4)**
An integrated treatment of the gross anatomy and mechanisms of human function. The course uses lectures, human cadaver laboratories, and physiological laboratories. The topics covered for this term include reproduction, circulation, gastrointestinal, respiratory and exercise physiology. Three lectures, one two-hour laboratory period. PREREQ: BI 101, 102, and 334.

**BI 336 Human Histology and Physiology (4)**
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. PREREQ: BI 101, 102, or consent of instructor.

**BI 341 Genetics (3)**
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. PREREQ: BI 102 and 103.

**BI 357 General Ecology (4)**
The biology of ecosystems including abiotic factors, energy transformations, population dynamics and interspecific interactions. Course emphasizes basic ecological principles not current problems. Laboratories will focus on a survey of major ecosystems and will include field trips to selected sites. Three lectures and one three-hour laboratory. PREREQ: BI 213 or permission of instructor.

**BI 361 Marine Biology (4)**
A survey of the plants and animals of the marine environment. Some attention devoted to the anatomy, life histories, adaptations and classification of representative species. Also included are interactions among these species and physical factors that effect these interactions. Man's impact on the marine environment and its resources is considered. Laboratory time is divided between field trips, identification of specimens, and a study of their behavior and ecological interrelationships. Two lectures, two three-hour laboratory periods with two day-long Saturday trips substituting for some of the regularly scheduled laboratory periods. PREREQ: BI 101 or equivalent.

**BI 370 Environmental Science (4)**
The study of how humans interact with their environment and the effects of the environment on human society. Topics include basic ecological principals, human population growth, environmental health, air and water pollution, ecosystem change and global impacts. Does not substitute for BI 357 (Ecology) in the Biology Major Program. Three hours lecture and one three-hour laboratory including field work. PREREQ: BI 101 or equivalent.

**BI 371 Structure of Seed Plants (4)**
Morphology, anatomy and reproduction of seed plants. Two lectures, two three-hour laboratory periods. PREREQ: BI 213 or consent of instructor. Offered alternate years.

**BI 388 Cell Biology (4)**
An introduction to cell structure and function required for the Biology major. Examines the architecture and basic organelle activity in the intact cell and the major techniques currently employed to study cells. Three lectures and one three-hour lab each week. PREREQ: BI 213 and CH 223.

**BI 406 Individual Study (1-15)**
Terms and hours to be arranged.

**BI 407/507 Seminar (1-15)**
Terms and hours to be arranged.

**BI 408 Workshop (1-9)**

**BI 409 Practicum (1-9)**

**BI 420 Virology (3)**
Survey of viruses and non-living pathogenic agents with an emphasis on molecular biology, disease, and issues of current concern and research. PREREQ: BI 211, BI 212.

**BI 424 Human Dissection (2-5)**
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. PREREQ: upper division standing and permission of instructor.

**BI 430 Microbial Pathogenesis (3)**
Investigation of the molecular basis of viral, bacterial, fungal and protozoan pathogenesis in humans. Emphasis on microbes of current concern. PREREQ: BI 331. Spring quarter, alternate years.

**BI 432 Immunology (4)**
A course on immune mechanisms, including the nature of antigens, antibodies, and their interactions, the anatomy, cell biology, genetics, regulation and diseases of mammalian immune system and the use of antibodies as tools in the clinical and research laboratory. Two lectures, two three-hour laboratories. PREREQ: BI 388 and one year of chemistry, or consent of instructor. Offered alternate years.

**BI 434 Comparative Animal Physiology (4)**
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. PREREQ: BI 211 or consent of instructor.
BI 440/540 Emerging and Re-emerging Infectious Diseases (5)
Identification of factors that encourage the emergence and spread of emerging and re-emerging infectious agents, for example, Ebola virus and Mycobacterium tuberculosis. A biological, epidemiological, social, ecological and evolutionary approach to understanding new global health problems. Sequence in Biology or permission of instructor. Offered alternate years.

BI 441/541 Human Heredity (5/4)
Basic principles of inheritance, including mendelian patterns of inheritance, molecular genetics, chromosomal aberrations, sex determination, gene mapping, genetic engineering, and population genetics as it relates to humans. The lab illustrates topics included in the lecture.

BI 446 Evolution (3)
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. PREREQ: BI 341.

BI 451 Invertebrate Zoology (4)
Morphology and phylogeny of invertebrates with emphasis on marine forms. Two lectures, two three-hour laboratory periods. PREREQ: BI 213 or consent of instructor. Offered alternate years.

BI 454/554 Plant Ecology (4)
Fundamentals of plant ecology, population dynamics, seed and pollination ecology, mutualism, competition, predation, colonization and extinction, breeding systems, ecological genetics and physiological ecology. Lab teaches techniques to study plants and illustrate lecture materials. PREREQ: Botany, an ecology course or consent of instructor.

BI 458/558 Field Biology (3/4)
Systematics, life histories and field methods in selected areas of biology. Lecture, laboratory and field trips to be scheduled. PREREQ: consent of instructor.

BI 465/565 Natural History of the Mushroom (3)
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. PREREQ: BI 101 or consent of instructor.

BI 471/571 Whales, Dolphins and Porpoises (3)
An overview of the biology of whales, dolphins and porpoises 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.

BI 474 Entomology (4)
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. PREREQ: BI 213 or consent of instructor. Offered alternate years.

BI 475 Molecular Biology (4)
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. PREREQ: BI 388 and one year of chemistry or instructor's consent.

BI 506M Special Individual Studies (1-15)
Terms and hours to be arranged.

BI 508M Workshop (1-15)
Terms and hours to be arranged.

BI 509M Practicum (1-9)
Terms and hours to be arranged.

BI 524M Human Dissection (2-5)
Advanced study of the gross anatomy of the human body through the dissection of a cadaver. The exact number of credits will be determined by the background of the student and goals agreed upon by the student and instructor. PREREQ: graduate standing and permission of instructor.

BI 556M Edible/Poisonous Plants (3)
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. PREREQ: BI 321 or consent of instructor.

BI 588M Cell Biology (4)
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. PREREQ: BI 388 or consent of instructor.

Business

BA 101 Introduction to Business (3)
Business organization, operation and management; intended to orient the student in the field.

BA 199 Special Studies (1-3)
Terms and hours to be arranged.

BA 211 Fundamentals of Accounting I (3)
This is the first course in the year-long sequence of accounting courses designed to help students understand and communicate business information. Through a broad overview of accounting from various perspectives, students will gain a basic understanding of how accounting is used by investors, managers, government agencies and others. Students will study stocks, bonds, internal control, the tax system, financial statements and transaction analysis.

BA 212 Fundamentals of Accounting II (3)
The study of accounting information continues with particular emphasis on accrual vs. cash accounting, cost-volume-profit analysis, ratio analysis, accounting for overhead and cost allocation. Students will be introduced to a popular accounting software package. PREREQ: BA 211.

BA 213 Fundamentals of Accounting III (3)
This final course in the accounting fundamentals series focuses on management evaluation of business performance, capital acquisition, the time value of money and inventory valuation. Student teams will prepare oral and written evaluations of actual, operating businesses. PREREQ: BA 212.

BA 217 Accounting for Nonaccountants (3)
To provide a comprehensive nontechnical 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. PREREQ: BA 211 or BA 217 or equivalent.

BA 220 Introduction to Financial Management (3)
Basic processes, principles, tools and concepts of finance. Topics include financial analysis, financial forecasting, profit planning, budgeting, working capital management and capital budgeting. Not available for credit in the Business major. PREREQ: BA 211 or equivalent.
BA 229 Personal Finance (3)
Study of the role of the consumer in American society, consumer decision-making, consumer credit and borrowing, home ownership, life insurance, annuities, estate planning, wills, trusts, expenditures and taxes for government.

BA 230 Introduction to Business Law (3)
Nature and role of the law in conducting business; tort, formation, performance, and discharge of contracts; commercial transactions, and law of business organization, sales, bankruptcies; and the general nature of government regulation.

BA 284 Introduction to International Business (3)
This course will address the organization, marketing, and finance of international business. Each section will address the role of culture and the restrictions placed on international business.

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)
Instruction will focus on entrepreneurship, forms of ownership, operating a business, staying in business, management styles, profitability, financial needs and competition. PREREQ: BA 211 or BA 217, EC 201 and EC 202.

BA 305 Business Analysis and Report Writing (3)
The instruction will concentrate on various forms of written communication, with special emphasis on small business analysis. PREREQ: Junior standing, with BA 211, BA 212, EC 201 and EC 202.

BA 310 Principles of Marketing (3)
This course introduces the theories, concepts and terms that marketers use in their daily planning activities. The course begins with an overview of strategic marketing planning. Afterward the strategic elements of the marketing plan (target definition, product strategy, distribution strategy, promotion strategy and price strategy) are examined in greater detail.

BA 311 Personal Selling (3)
The application of personal selling theories with a focus on basic steps in the selling process: prospecting, qualifying, presentation, objections, closing and follow-up. PREREQ: BA 310.

BA 315 Financial Management I (3)
Basic processes, principles, tools and concepts of finance. Topics include financial analysis, financial forecasting, profit planning, budgeting, working capital management, and capital budgeting. Course also covers the basics of financial markets, institutions and sources of supply of different types of funds available to a firm. PREREQ: BA 213.

BA 316 Financial Management II (3)
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. PREREQ: BA 315.

BA 317 Intermediate Accounting I (4)
Study of major accounting principles; summary of accounting process; revenue and expense recognition; balance sheet and income statement; concepts in the valuation of all current assets. PREREQ: BA 213, or consent of instructor.

BA 318 Intermediate Accounting II (4)
Concepts in the valuation of both short-term and long-term liabilities; contingencies; recording and adjusting plant assets; long-term assets and intangible assets; stockholders equity transactions. PREREQ: BA 317, or consent of instructor.

BA 319 Intermediate Accounting III (4)
Study of revenue recognition, accounting changes, error analysis, taxes, pensions, leases, statement of cash flows and full disclosure. PREREQ: BA 318, or consent of instructor.

BA 325 Modern Portfolio Theory (3)
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. PREREQ: BA 315.

BA 340 Business Fluctuations and Forecasting (3)
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. PREREQ: Junior level standing or consent of instructor.

BA 361 Organizational Behavior (3)
A survey of current theories about the behavior of individuals and groups within organizations, as well as the operation of the organization as a whole. Topics include individual differences, job attitudes, decision making, motivation, job design, group structure and process, communication, leadership, power and politics, organizational structure and design, and organizational change.

BA 367 Quantitative Methods I (3)
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. PREREQ: MTH 243.

BA 368 Quantitative Methods II (3)
Study of quantitative techniques for decision support. Topics include linear programming, integer programming, project management, and dynamic programming. PREREQ: MTH 243.

BA 370 Business and Society (3)
Explores the complex interrelationships among business, government, and society, with an emphasis on the social responsibilities of business. Topics include diversity in the workplace, consumerism, environmental policy and risks, ethical decision making, and business involvement in the political process. PREREQ: upper division standing or consent of instructor.

BA 390 Management (3)
An introduction to basic management processes with an emphasis on problem-solving skills. The course examines the four managerial functions of planning, organizing, leading, and controlling. Students apply management theories to current topics, including innovation and workplace diversity.

BA 391 Personnel Management (3)
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. PREREQ: BA 390.

BA 392 Management of Diversity (3)
This course will focus on managing diversity within organizations by addressing topics such as: development and management of multicultural work teams, cross-cultural communication, and performance evaluation. PREREQ: BA 361 and BA 390.

BA 398 Personal Investment Analysis (3)
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. PREREQ: BA 315.
BA 399 Special Studies (1-3)
Terms and hours to be arranged.

BA 405 Special Individual Studies (1-6)
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)
Terms and hours to be arranged.
Special seminar topic offerings in business.

BA 409 Internship/Practicum (3-12)
Practical application of business theory and/or collection of data for theoretical interpretation.

BA 410 Marketing Research (3)
Includes the definition of marketing research, the process of marketing research, classifications of marketing research, and the stages in the research process. PREREQ: BA 310 and MTH 243.

BA 411 Marketing Strategy (3)
Strategic marketing involves the development and use of marketing plans. These plans consist of two main components: (1) a situational analysis which is based on research of a company's external and internal environments, and (2) tactical decisions regarding product strategies, pricing, distribution channels and communications for a product, idea, good or service. In strategic marketing, students learn the process of creating marketing plans. PREREQ: BA 310.

BA 415 Advertising and Promotion (3)
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. PREREQ: BA 310.

BA 416 Government Regulation (3)
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. PREREQ: EC 201, EC 202

BA 420 Securities Analysis (3)
The course will develop the theory and the requisite tools of securities analysis using computer modeling and portfolio applications. PREREQ: BA 325.

BA 421 Cost Accounting I (3)
Nature and purpose of cost accounting; accounting for cost inputs (materials, labor, overhead), job order versus process costing, by-products. PREREQ: BA 213.

BA 422 Cost Accounting II (3)
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. PREREQ: BA 421 or consent of instructor.

BA 424 Capital Budgeting (3)
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. PREREQ: BA 315.

BA 427 Small Business Finance (3)
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. PREREQ: BA 315.

BA 430 Business Taxation (3)
Philosophy of the tax system and required reporting under tax law; emphasis on small business; impact of taxes on investments and capital expenditures; introduction to estate and gift taxes; tax planning techniques.

BA 431 Federal Income Tax I (3)
The study of individual income tax, gains and losses, dividends, business and personal deductions and tax computations. PREREQ: BA 213, or consent of instructor.

BA 432 Federal Income Tax II (3)
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. PREREQ: BA 431, or consent of instructor.

BA 433 Federal Income Tax III (3)
The study of computer-based tax tools; tax research; tax planning; tax procedure; and taxation of gratuitous transfers. PREREQ: BA 432, or consent of instructor.

BA 438 Real Estate Investment (3)
Comprehensive overview of real estate finance. Factors affecting real estate investment are emphasized. Specific topics covered include: valuation, market analysis, ownership forms, financing, development and portfolio effect. PREREQ: BA 315.

BA 441 Advanced Accounting I (3)
Study of business combinations. Partnerships formation and liquidation; corporate consolidated statements, and unusual transaction presentation, including subsidiary equity. PREREQ: BA 319.

BA 450 State and Local Government Finance (3)
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. PREREQ: BA 315, or consent of instructor.

BA 451 Auditing (3)
Role of auditor, ethics, legal liability of CPA profession; internal controls, analysis of clients' accounting system; evidence statistics sampling techniques; audit work papers; flowcharting techniques. PREREQ: BA 319, or consent of instructor.

BA 464 Small Business Consulting (3)
This course lets students put into action skills learned in other classes. Student teams are assigned to a professional consulting project for a local small business. Results of the project are communicated to the business owner through a professional report of findings and an oral presentation.
BA 475 Sales Management (3)
The management of personal selling through the organization, forecasting, budgeting, recruiting and selection, training, compensation, motivation, evaluation and control concepts, theory and ethics. PREREQ: BA 310 and BA 390.

BA 476 Topics in Management (3)
Topics may include at different times: strategic planning and implementation; productivity; computer applications; women in management; and other topics of special interest. May be repeated under different subtitles. PREREQ: BA 390.

BA 477 Topics in Marketing (3)
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. PREREQ: BA 310.

BA 484 International Management (3)
A study of the political, social, cultural, economic, and legal environment for engaging in trade between countries. Emphasis will be on management strategies for small business as participants in international business operations. PREREQ: BA 390.

BA 485 International Finance (3)
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. PREREQ: BA 315.

BA 486 International Marketing (3)
A study of the influence of foreign markets, competition, and government policy in creating and penetrating markets. Emphasis will be on marketing strategies for small business. PREREQ: BA 310.

BA 487 International Law (3)
A study of law as it applies to businesses participating in international business operations. PREREQ: BA 230.

BA 490 Operations Management (3)
An introductory investigation into managerial processes pertinent to internal operations of task-related enterprises. Subjects related to operations planning and control, locations, capacity decisions, systems reliability, facility layout, program scheduling, and inventory management are the focus of this course. PREREQ: BA 367 and BA 390.

BA 491 Business Policy (3)
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. PREREQ: Senior standing with most of business core curriculum completed.

BA 492 Total Quality Management (3)
This course will focus on using quality practices within organizations by addressing topics such as: team development, statistical process control, problem solving, and organizational design. PREREQ: BA 361, BA 390, and MTH 243 or equivalent.

BA 493 Entrepreneurial Decision-Making (3)
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. PREREQ: Junior standing. BA 310 and BA 390.

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**Chemistry**

**CH 104, 105, 106 Introductory Chemistry (4 each)**
An introduction to the fundamental concepts of general chemistry. During the winter and spring terms emphasis will be placed on organic and biological chemistry. Three lectures and one two-hour laboratory. PREREQ: high school algebra.

**CH 221, 222, 223 General Chemistry (4 each)**
An introduction to inorganic chemistry covering atomic and molecular structure, chemical reactions, states of matter, equilibrium and thermodynamics. Three lectures and one three-hour laboratory. PREREQ: MTH 111 and high school chemistry/CH 104; for CH 222 a passing grade in CH 221 is required; for CH 223 a passing grade in CH 222 is required.

**CH 310 Geochemistry (3)**
An application of the principles of chemistry to geological processes such as phase equilibria, isotope fractionation, weathering and supergene enrichment of ore deposits, volcanism, crystal morphology, and chemical processes on the sea floor. Three lectures. PREREQ: one year of college chemistry, G 351 or equivalent or consent of instructor.

**CH 312 Quantitative Analysis (4)**
A study of the fundamental principles of analytical chemistry. Laboratory work consists of standard titrimetric and gravimetric procedures. Two lectures and two laboratory periods. PREREQ: CH 223.

**CH 313 Instrumental Analysis (4)**
A study of the use of instrumental methods for quantitative determinations of unknown chemical samples. Three lectures and one three-hour lab. PREREQ: CH 312 or consent of instructor.

**CH 334, 335, 336 Organic Chemistry (4 each)**
A study of the chemistry of carbon compounds including their structure, reactions and syntheses. Three lectures and one laboratory. PREREQ: CH 223 or consent of instructor; for CH 335 a passing grade in CH 334 is required; for CH 336 a passing grade in CH 335 is required.

**CH 340 Elementary Physical Chemistry (4)**
Fundamental principles of physical chemistry with applications in engineering, biological systems and medicine. This course will not count as credit toward a chemistry major. PREREQ: CH 223, PH 212, or consent of instructor.

**CH 350 Chemical Literature (1)**
Traditional and on-line search techniques will be presented. One lecture/lab session per week. PREREQ: or co-requisite: CH 335 or consent of instructor.

**CH 354 Computational Chemistry (2)**
A study of statistical and graphical methods of data analysis, numerical methods of common importance in chemistry, problem solving, information handling and retrieval, and simulation techniques. PREREQ: two years of college chemistry or consent of instructor.

**CH 360 Nuclear Chemistry (3)**
Emphasis will be placed on the atomic nucleus, nuclear properties, nuclear models, radioactivity, nuclear reactions, fission, nuclear reactors and applications of radioactivity. PREREQ: CH 223, PH 213 or consent of instructor.

**CH 370 Selected Topics in Chemistry (1-3)**
An introduction to contemporary topics in chemistry. PREREQ: consent of instructor.

**CH 371 Environmental Chemistry (3)**
A study of current environmental problems such as stratospheric ozone, greenhouse effect, smog, acid rain, pollution, oil spills, and
CH 401 Research (1-3)
Terms and hours to be arranged. May be repeated for credit.

CH 407 Seminar (1)
A study of topics at the forefront of Chemistry. Students will be required to present a seminar. PREREQ: CH 350.

CH 408 Workshop (1-15)
Terms and hours to be arranged.

CH 409 Practicum (1-9)
Terms and hours to be arranged.

CH 411 Advanced Inorganic Chemistry (3)
A study of contemporary bonding theory, coordination chemistry, inorganic reaction mechanisms and organometallic complexes. Not sequential with CH 411. PREREQ: CH 223, MTH 253, and PH 213 or consent of instructor.

CH 412 Advanced Inorganic Chemistry (3)
A study of the basic principles of inorganic chemistry and the main properties and reaction chemistry of inorganic elements and compounds within the framework of the periodic table. PREREQ: CH 223, MTH 253, PH 213 or consent of instructor.

CH 440 Physical Chemistry I (3)
A study of the laws of thermodynamics with emphasis on their application to chemical systems. Topics considered include: thermodynamics, equation of states, kinetic-molecular theory, free energy and chemical equilibrium. PREREQ: CH 223, MTH 253, PH 213.

CH 441 Physical Chemistry II (3)
A study of solutions, heterogeneous equilibria, electrochemistry, chemical kinetics, elementary quantum and statistical mechanics. PREREQ: CH 440.

CH 442 Physical Chemistry III (3)
A study of molecular structure and bonding, electronic structure of atoms and molecules, rotational, vibration and electronic spectra of molecules. PREREQ: CH 441.

CH 450/550 Biochemistry I (3)
A study of the chemistry of the individual subunits used to construct biological macromolecules and the chemical bonding within the macromolecules. Emphasis will be placed on the structures of carbohydrates, nucleic acids and proteins. PREREQ: CH 336 or consent of instructor.

CH 451 Biochemistry II (3)
The study of the function of biological macromolecules with emphasis on the mechanisms of protein-ligand binding, metabolic pathways and regulatory enzyme mechanisms. PREREQ: CH 450.

CH 452/552 Biochemistry Laboratory (3)
An introduction to the basic laboratory techniques used in biochemistry. Topics will include electrophoresis, spectrophotometry, chromatography, centrifugation techniques, and protein purification. One hour lecture and one four hour lab. A research project will be required for graduate credit. PREREQ: CH 450, or consent of instructor.

CH 461, 462, 463 Experimental Chemistry (2 each)
An advanced laboratory course devoted to experimental techniques of analytical, inorganic and physical chemistry. PREREQ or Co-requisite: CH 313, CH 350, CH 440 or consent of instructor.

CH 470 Advanced Topics in Chemistry (1-3)
In-depth coverage of relevant chemical topics in the areas of analytical, biological, inorganic, organic or physical chemistry. PREREQ: consent of instructor.

CH 471 Chemical Instrumentation (4)
Theory and operation of instrumentation, including the applications of computer technology, used in modern chemical laboratories. Three lectures and one laboratory. PREREQ: CH 104, CH 105, CH 106 or consent of instructor.

CH 508M Workshop (1-15)
Terms and hours to be arranged.

CH 570M Selected Topics in Chemistry (1-3)
In-depth coverage of selected current problems in chemistry research: analytical, biological, inorganic, organic or physical chemistry. PREREQ: consent of instructor.

Computer Science

CS 101 Computers and Society (2)
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)
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)
An introduction to the field of computer science. Topics will include operating systems, problem definition and programming.

CS 162 Computer Science I (4)
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. PREREQ: CS 161 or consent of instructor.

CS 221 Advanced Computer Application in Business (2)
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. PREREQ: CS 121.

CS 222 Computer Systems Management (3)
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 each)
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. PREREQ: CS 162.

CS 260 Computer Science II (4)
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. PREREQ: CS 162.

CS 262 Programming Languages (2)
Computer applications using the language designated. PREREQ: CS 162 or previous programming instruction.

CS 271 Computer Organization (4)
Logical organization, computer hardware, introduction to assembly and machine language programming. PREREQ: CS 260.
CS 311 Data Structures I (3)
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. PREREQ: CS 260.

CS 313 Data Structures II (3)
A continuation of CS 311, where topics could include advanced searching and sorting algorithms, a further treatment of the datatypes 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. PREREQ: CS 311.

CS 315 Theory of Programming Languages (3)
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. PREREQ: CS 313

CS 345 Theory of Computation I (3)
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. PREREQ: CS 311.

CS 372 Operating Systems (3)
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. PREREQ: CS 271, CS 311.

CS 406 Special Topics (1-4)
Course is to be offered on an individual student basis. It is designed to support students in investigating the application of programming methods to problems related to their declared major.

CS 407 Seminar (1-4)
Terms and hours to be arranged.

CS 408 Workshop (1-4)
Terms and hours to be arranged.

CS 409 Practicum (1-9)
Offers practical experience working in a computer science department for area businesses and industries.

CS 415 Analysis of Algorithms (3)
A variety of algorithms are examined in terms of their demands on the resources of space and time. The trade-offs between space and time utilization 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. PREREQ: CS 313.

CS 420 Data Management Systems (3)
Database system architecture; relational, hierarchical, and network approaches. Security and integrity of data bases. PREREQ: CS 311.

CS 423 Survey of Artificial Intelligence (3)
Basic ideas and goals of A.I. Heuristic problem-solving search; game playing and theorem-proving techniques; rule-based systems. PREREQ: CS 315.

CS 424 Expert Systems (3)
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. PREREQ: CS 313 and CS 315.

CS 425 System Analysis and Design (3)
This course requires students to work as a group for the solution of a large scale project. An 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. PREREQ: CS 311.

CS 430 Software Implementation and Testing (3)
A continuation of the CS 425 course where the students in groups perform implementation of a designed software product. The emphasis is on unit testing, integration of the system and final testing of the product. Documentation and testing are the emphasis. PREREQ: CS 425.

CS 435 Business Information Systems (3)
The emphasis in this course is on the application tools available on microcomputers for the design and implementation of business systems. Students will develop evaluational instruments to be used in the selection and design of business systems. PREREQ: CS 311 or consent of instructor.

CS 440 Operating Systems - Advanced Topics (3)
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. PREREQ: CS 313 and CS 372.

CS 441 Computer Graphics (3)
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. PREREQ: CS 311.

CS 442 Parallel Programming (3)
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. PREREQ: CS 313.

CS 445 Theory of Computation II (3)
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. PREREQ: CS 345 and CS 313.
Computer Science Education

CSE 406 Special Individual Studies (3)
Terms and hours to be arranged.

CSE 407/507 Seminar (1-6), variable
Terms and hours to be arranged.

CSE 408/508 Workshop (1-9)
Terms and hours to be arranged.

CSE 409 Practicum (3-9)
Field Placement in a setting where computer education applications may be encountered under guidance and supervision.

CSE 410/510 Computers in Education (3)
Analysis of strategies and techniques for using computers in instruction. Skills development in adapting application software for inclusion in lesson plans.

CSE 415/515 Designing Information (3)
A look at how ideas are organized in a variety of media. Explores how information is encoded in text, graphics, audio, and motion media. Effectively choosing and designing appropriate media for the communication of ideas.

CSE 420/520 Computer as a Management Tool (3)
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. PREREQ: CSE 410/510 or consent of instructor.

CSE 424/524 Internet for Educators (3)
Deals with ways of acquiring Internet access for a school classroom/media center, the variety of kinds of information available for retrieval from Internet sources, the uses of Internet, gopher, and web browser software, strategies for electronic mail communication, the creation of functional Web pages, the construction and implementation of AUP’s (Acceptable Use Policies), methods for guiding or limiting student access toward educationally appropriate information sites, the issue of equitable access to online resources in the multiability classroom, and techniques for teaching students skills both in searching for online information and in the evaluation of this information’s accuracy and reliability.

CSE 425/525 Creating an Internet Website (3)
Technical aspects of designing and creating a website. Concentrates on HTML programming language protocols and currently available HTML editors. Students will evaluate various sites prior to designing their own site.

CSE 430/530 Desktop Publishing and Presentations (3)
Application of the computer to create, organize and display text and graphics in print and non-print media. Training on a graphics program, page layout program and a slide transparency generating program.

CSE 436/536 LOGO as a Learning Tool (3)
An exploration of the LOGO philosophy and how it relates to developmental learning theories with application in varying curricular areas. Extensive opportunity for hands-on experience.

CSE 440/540 Multimedia Authoring (3)
Application of the principles of instructional design to the creation of computer based lessons using Hypermedia. Courseware developed will stress developmental techniques and validation.

CSE 450/550 Electronic Portfolio Creation (3)
Deals with the aesthetic/technical aspects of selection, evaluation and employment of various "authoring" tools for designing electronic portfolios. PREREQ: CSE 440/540.

CSE 454/554 Authoring Systems (3)
The selection, evaluation and use of authoring systems to develop an instructional unit.

CSE 506M Special Individualized Study (1-3)
Designed for individual or special studies in a limited area of interest, under the guidance of a designated faculty member.

CSE 560M Computer Interactive Video Systems (3)
Principles and practices of interfacing and utilizing audio and video systems with microcomputers in instructional environments. PREREQ: ED 526 and ED 541.

CSE 580M Integrating Computers into the Curriculum (3)
Integration of computers into an instructional program. A curriculum guide including goal statements, scope and sequence of objectives, identification of resources, and program evaluation is developed. Activities will include identifying, planning, evaluating and implementing a curriculum to both teach with and about computers. PREREQ: consent of instructor.

Creative Arts

CA 101H, 102H, 103H A Correlated Study of the Arts (3 each)
This writing-intensive sequence addresses the conceptual language used in the Visual Arts, Music, and Theater. In addition significant emphasis is placed on the historical developments in European-American Arts. Each term will also include some examination of representative examples of the Arts from Non-Western cultures.

CA 199 Special Studies
Terms and hours to be arranged.

CA 399 Special Studies (1-3)

CA 406 Special Individual Studies (1-3)

CA 407 Seminar (1-3)

CA 408 Workshop (1-3)

CA 409 Practicum (1-3)

Criminal Justice

CJ 199 Special Studies (3)
PREREQ: consent of instructor.

CJ 211 Introduction to Careers in Criminal Justice (3)
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)
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 215 Survey of the U.S. Criminal Justice System (3)
A survey of the criminal justice system and criminal justice process from detection to sanction. The course will survey the adult and the juvenile justice systems.

CJ 214 Survey of US Juvenile Justice System (3)
A study of the sequence involved in the juvenile justice process including prevention and intervention strategies, detention, courts, institutions and rehabilitation programs.

CJ 241 Introduction to Community Crime Prevention (3)
A study of the history, philosophy and theory of crime prevention. A survey of the research and programs throughout the US in law enforcement, the courts, corrections and the schools.

CJ 321 Principles of Criminal Investigations (3)
Study of the history, philosophy and theory of the use of physical evidence in the US criminal courts. Focuses on crime scene procedures including the recognition, collection and preservation of evidence, crime scene process and procedures, the exclusionary rule and relevant legal process. PREREQ: CJ 213 or consent of instructor.

CJ 322 Evidence and Courtroom (3)
This in-depth study of how to present evidence in court emphasizes procedural due process, rules of evidence, court testimony and evidence presentation. PREREQ: CJ 213 or consent of instructor.

CJ 331 Police and the Community (3)
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. PREREQ: Upper-division standing.

CJ 351 Police Organization and Administration (3)
Organizational and management principles: the administrative process in law enforcement agencies; the relationship of theoretical administrative concepts to the practical police environment. PREREQ: CJ 212 or consent of instructor.

CJ 405 Field Study (1-9)
Terms and hours to be arranged. PREREQ: consent of instructor.

CJ 406 Special Individual Studies (1-3)
Terms and hours to be arranged. PREREQ: consent of instructor.

CJ 407/507 Seminar (3)
Terms and hours to be arranged. PREREQ: consent of instructor.

CJ 408 Workshop (1-15)
Term and hours to be arranged. PREREQ: consent of instructor.

CJ 409 Practicum (5-12)
Terms and hours to be arranged. PREREQ: consent of instructor.

CJ 423/523 Management of Law Enforcement Organizations (3)
Managerial concepts, administrative principles and supervisory practices for the middle command officer. Law Enforcement leadership, policy formulation and application of sound management practices. PREREQ: CJ 351 or consent of instructor.

CJ 424/524 Law Enforcement Planning (3)
Planning techniques, development of criminal justice planning, identification of problem areas, causative factors, solutions and alternative strategies, using resources to effect change. PREREQ: CJ 351 or consent of instructor.

CJ 425/525 Personnel Management in Law Enforcement (3)
Issues in personnel problems and practices: collective bargaining, professionalism, motivation, training, productivity and accountability. PREREQ: CJ 351 or consent of instructor.

CJ 440/540 Community Crime Prevention Studies (3)
An in-depth multidisciplinary study of crime prevention theory and practice. Emphasis is on research and study of past and present strategies for crime prevention and prediction of juvenile delinquency, focusing on synergistic collaboration and resourcing. PREREQ: CJ 241 or consent of instructor.

CJ 450/550 Criminology (3)
A description and analysis of types of crimes, types of criminals and the major theories of crime causation. An examination of past and present incidence rates of crimes; the socioeconomic, cultural and psychological variables related to criminal behavior; and a review of possible solutions to the crime problem. PREREQ: Upper division standing.

CJ 451/551 Juvenile Delinquency: Prevention and Control (3)
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. PREREQ: Upper division standing.

CJ 452/552 Legal Aspects of Law Enforcement (3)
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. PREREQ: Upper division standing.

CJ 453/553 Penology (3)
The evolution of punishment; penological theories; survey of prison development and administration. Education, labor and rehabilitation processes. Social groups in the prison community. PREREQ: Upper division standing.

CJ 454/554 Parole and Probation (3)
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. PREREQ: Upper division standing.

CJ 455/555 Correctional Casework and Counseling (3)
History, development and contemporary practices, theories and techniques of juvenile and adult correctional casework, counseling and treatment. PREREQ: Upper division standing.

CJ 456 Contemporary Issues in Criminal Justice (3)
A study of contemporary issues in criminal justice. PREREQ: Consent of instructor.

CJ 458/558 Integrated Services in Community Crime Prevention (3)
An overview of national, state, and local policies and programs to promote, develop, and evaluate the effectiveness of integrated systems of support for troubled youth. PREREQ: CJ 241 or consent of instructor.

CJ 463/563 Juvenile Issues (3)
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. PREREQ: Upper division standing.
Dance

D 170, 171, 172 World Dance I-III (1 each)
An introduction to the performance of traditional and popular dance styles from a selection of world dance perspectives. Emphasizing practice and performance, the course examines dance forms in relation to their specific cultural contexts.

D 180, 181, 182 Beginning Modern Dance I-III (1 each)
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 each)
Introduction to the basic concepts of body alignment, the technical movement vocabulary in traditional ballet, the accompanying French terminology and the basic movement sequences that will develop strength and flexibility. To be taken in sequence.

D 188, 189, 190 Beginning Jazz Dance I-III (1 each)
Introduction to the varied styles of contemporary jazz technique with an emphasis on the uses of rhythm, syncopation, isolation of the various body parts, and varied rhythmic accompaniment. To be taken in sequence.

D 196, 197, 198 Beginning Tap Dance I-III (1 each)
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)
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)
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 each)
Introduction to the elements of a more advanced level of modern dance movement with emphasis on developing technique, expanding movement vocabulary, improvisational work, and personal expression. Individual compositional studies will also be included. PREREQ: beginning modern sequence or consent of instructor.

D 285, 286, 287 Intermediate Ballet I-III (1 each)
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. PREREQ: beginning ballet sequence or consent of instructor.

D 288, 289, 290 Intermediate Jazz Dance I-III (1 each)
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. PREREQ: jazz dance sequence or consent of instructor.
D 301, 302, 303 Pointe Technique I-III (1 each)
This course will introduce basic classical ballet vocabulary and pointe technique, historical perspectives, anatomy, as well as pointe related injuries and their prevention. PREREQ: intermediate ballet sequence, or consent of instructor.

D 310 Women in Dance and Music: 1800-Present (3)
Women's contributions to music and dance from 1800 to the present will be presented within historical and sociological contexts.

D 351 Dance Composition I (3)
This course will explore choreographic concepts as they relate to the elements of space, time, and force. Emphasis will be placed on solo, duet and trio compositions. PREREQ: beginning modern sequence or consent of instructor.

D 352 Dance Composition II (3)
This course will explore choreographic concepts as they relate to the elements of spatial design, musical form, character study and textural differences. Emphasis will be on quartet, quintet and sextet compositions. PREREQ: D 351 or consent of instructor.

D 357 Dance in Musical Theater (3)
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 360, 361, 362 Intermediate Modern Dance III (1 each)
For intermediate level students taking the Intermediate Modern sequence for a second year. A continuation of the work outlined under Intermediate Modern D 280, 281, 282 with emphasis on a higher level of technical, improvisational and expressive skills. PREREQ: D 280, D 281, D 282.

D 363, 364, 365 Intermediate Ballet III (1 each)
For intermediate level students taking the Intermediate Ballet sequence for a second year. A continuation of training the ballet student in traditional ballet and the accompanying technical movement vocabulary. PREREQ: D 285, D 286, D 287.

D 370, 371, 372 Intermediate Modern Dance III (1 each)
For intermediate level students taking the Intermediate Modern sequence for a third year. A continuation of the work outlined for Intermediate Modern with emphasis on an advanced level of technical, improvisational and expressive skills. PREREQ: D 360, D 361, D 362.

D 373, 374, 375 Intermediate Ballet III (1 each)
For intermediate level students taking the Intermediate Ballet sequence for a third year. A continuation of the training outlined for Intermediate Ballet with emphasis on an advanced level of training. PREREQ: D 363, D 364, D 365.

D 380, 381, 382 Advanced Modern Dance (1 each)
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. PREREQ: intermediate modern dance sequence or consent of instructor.

D 390 Kinesiology For Dance (3)
This course includes a survey of kinesiology principles as related to basic movement. The areas stressed are anatomy, physiology, biomechanics, movement behavior, and various alignment and conditioning techniques. Students become aware of their personal movement behavior and investigate ways of becoming movement efficient.

D 399 Special Studies (1-3)

D 406 Independent Studies in Dance (1-3)
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. PREREQ: intermediate level dance study and consent of instructor.

D 407 Seminar (1-15)
Terms and hours to be arranged.

D 408 Workshop (1-15)
Terms and hours to be arranged.
(To allow for various workshops in Dance, i.e., Pas de Deux, men's techniques, African dance, etc.)

D 450 Modern Repertory Dance (1-3)
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)
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)
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)
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)
This course will examine the use of groups of dancers as they relate to design, shape, focus, space and balance. Introduction to and experience with formal dance structure will be included as well as analysis and evaluation of well known choreographic works. Other special considerations of group choreography will also be addressed. PREREQ: D 351, D 352 or consent of instructor.

D 491 Creative Dance For Children (3)
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. PREREQ: a beginning level dance technique or consent of instructor.

D 494 Dance in Secondary Education (3)
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)
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. PREREQ: D 251, a dance history course, or consent of instructor.

Economics

EC 199 Special Studies (1-6)
Terms and hours to be arranged
A means by which students may earn lower division credit for such learning activities as intern programs and writing research reports on small business firms and international conglomerates.
EC 200 Introduction to Economic Perspectives (3)
A brief review of the development of economic thought, from the Mercantilists to the present followed by a discussion of current domestic and international issues, including government deficits and taxation, international trade and finance, functions of central banks (e.g., the Fed), and antitrust and regulation policies.

EC 201 Principles of Economics (Micro-economics) (3)
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)
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)
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.

EC 210 Introduction to Economic Perspectives (4)
A brief review of the development of economic thought, from the Mercantilists to the present followed by a discussion of current domestic and international issues, including government deficits and taxation, international trade and finance, functions of central banks (e.g., the Fed), and antitrust and regulation policies. Includes intensive writing.

EC 315 Economic Analysis and Report Writing (3)
Basic methods of economic analysis; data sources, collection and presentation; report writing; projects to develop these skills.

EC 318 Money and Banking (3)
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. PREREQ: EC 201, 202, 203 or consent of instructor.

EC 319 Public Finance (3)
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. PREREQ: EC 201, 202, 203 or consent of instructor.

EC 320 Public Sector Budgeting and Financial Control (3)
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 360 Industry Studies (3)
An examination of the causes and consequences of market power using a case study approach. The structure-conduct-performance model will be used to explain strategic decisions by firms and regulatory decisions by government. PREREQ: EC 201, EC 202

EC 395 Managerial Economics (3)
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. PREREQ: six hours of lower-division credit in economics or consent of instructor.

EC 399 Special Studies (1-3)
Terms and hours to be arranged.

EC 400 Special Individual Studies (1-9)
Terms and hours to be arranged.

EC 407 Seminar (1-3)
Terms and hours to be arranged.

EC 409 Practicum (3-12)
Practical application of economic theory and/or collection of data for theoretical interpretation.

EC 417 Problems of Economic Development of Nations (3)
A study of development problems in such countries as Israel, the Latin Americas and the African nations. PREREQ: six hours of lower-division economics or consent of instructor.

EC 428 Economic Philosophy and Method (3)
Examination of the philosophical foundations of economics and the various methodologies employed in the investigation of economic phenomena.

EC 430 Economics of Public Policy (3)
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)
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. PREREQ: six hours of lower-division economics or consent of instructor.

EC 436 Environmental Economics and Public Policy (3)
An economic study of environmental problems with special reference to social welfare and economic efficiency criteria in evaluating the alternative use of natural resources. PREREQ: six hours of lower-division economics or consent of instructor.

EC 440 Introduction to International Economics (3)
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. PREREQ: six hours of lower-division economics, or consent of instructor.

EC 444 Introduction to Human Resource Economics (3)
Economic 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. PREREQ: six hours of lower-division economics or consent of instructor.

EC 445 Industrial Relations (3)
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. PREREQ: six hours of lower-division economics or consent of instructor.

EC 450 Contemporary Economic Systems (3)
A study of capitalism, communism and socialism in contemporary society. PREREQ: six hours of lower-division economics or consent of instructor.

EC 451 Contemporary Economic Systems (3)
A study of capitalism, socialism and communism as reflected in a group of contemporary societies, stressing theory of development. PREREQ: six hours of lower-division economics or consent of instructor.

EC 455 The Market Economy (3)
Investigation of the nature, characteristics, foundation and operation of a market economy. Examination of major issues relating to market economics.
EC 457 Microeconomic Theory and Policy (3)
Microeconomics: economic theory of the firm, the price system and resource allocation under various market structures. PREREQ: EC 201, 202, and junior standing.

EC 458 Macroeconomic Theory and Policy (3)
Macroeconomics: measurement, analysis and policy related to the aggregate economic activity, with emphasis on employment, stable prices and economic growth. PREREQ: EC 201, EC 202, and junior standing.

EC 470, 471 History of Economic Thought (3 each)
Traces the development of economic thought from ancient times to the present. Contributions of individual writers and schools of thought are examined in their historical settings and as they influenced economic thought and policy. Major contributions to economic thought in the 20th century are examined in greater detail.

EC 477 Public Choice Theory (3)
Overview of the development in public choice theory. Application of economic tools to traditional problems of political science. Positive analysis of collective decision-making and evaluation of outcomes.

EC 480 Introduction to Mathematical Economics (3)
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. PREREQ: 9 hours of lower-division economics, (4) of lower-division mathematics, or consent of instructor.

EC 487 Technology and American Economic History (3)
An investigation of American economic history with emphasis on analyzing the interaction between technology, research and development, economic structure and institutions. PREREQ: 9 hours of lower-division economics or consent of instructor.

EC 488 Introduction to Consumer Economics (3)
An analysis of economic efficiency and growth as they relate to micro and macro consumption behavior and consumerism: protection, information and education. PREREQ: six hours of lower-division economics or consent of instructor.

Education

ED 111 Contemporary Education (2)
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)
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 Multiculturalism in the College Experience (3)
Designed to assist students from diverse socio-economic, cultural, and experiential backgrounds in addressing the personal, social, academic, financial, and campus climate issues within a multicultural context. They will be provided with opportunities to reflect on the culture of the institution as well as their own heritage. Instructional efforts will focus on increasing the awareness of cultural differences within the college community, self-assessment of possible prejudices, and desirable behavioral changes in becoming a confident multicultural person. PREREQ: College Enrichment Program participants, CEP participants planning to major in education, permission of the instructor.

ED 220 Introduction to Early Childhood Education (3)
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.

ED 303 September Experience (1-3)
This one to three week pre-student teaching program is required of all education students, who will select or be assigned to school in the school prior to its opening in the fall. A one-day seminar will be held at or near the conclusion of this experience.

ED 358 Winter Experience (1)
A practicum experience providing an opportunity for students to spend a week in a school during the winter holiday. Students participate in the school and community activities.

ED 357 Reading, Writing and Children's Literature I (3)
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 358 Reading, Writing and Children's Literature II (3)
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 359 Reading and Telling Children's Stories (3)
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)
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)
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)
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)
Orientation to student teaching and an extension of the total experience.

ED 406 Special Individual Studies (1-6)
Terms and hours to be arranged
Designed for individual or special studies in a limited area of interest, under the guidance of a designated staff member.

ED 407 Seminar (1-15)
Terms and hours to be arranged.

ED 408 Workshop (1-15)
Terms and hours to be arranged.
ED 409 Practicum (1-12)
Bilingual Education/ESL
Early Childhood Education
Educational Media
Elementary
Middle Level
High School

ED 411 Field Experience I (1)
Experience within all four levels of teaching license authorization in one school district or region. Case study documenting the development and learning patterns of one student is required. School based observational data will be gathered and integrated with concurrent coursework.

ED 412 Field Experience II (2)
Experience within the preservice teacher’s selected second level of teaching license authorization. Instruction will be provided to small groups of students. A “service to the school” project will be developed to be completed the following term at the same site.

ED 413 Field Experience III (4)
Experience within the preservice teacher’s selected second level of teaching license authorization. Full teaching day experience and experience with exceptional learners will be provided. The first work sample will be completed.

ED 414 Student Teaching I (3)
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)
Includes a full-time, four-week opportunity to work in a school. Student will assume increased 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)
Students 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)
Materials from Johnson and Johnson, Dishon and Wilson-O’Leary, Samples, Huggins, Schmuck and Schmuck and Stanford and others are presented, modeled, and integrated into a personal frame of reference. Cooperative learning strategies are modeled in all elementary curriculum areas.

ED 418 Assessment and Instruction I (5)
This two term course, Assessment and Instruction, will enable students to apply assessment and instructional strategies in the planning, designing, and implementation of instruction within various authorization settings and in different subject areas (Math, Science, Language Arts, Health, Social Studies, the Arts, and Physical Education).

An additional component of Assessment and Instruction will be weekly discussion groups in which students will meet with others seeking the same authorization licensure. The objective of the discussions is to apply knowledge gained from all classes in the program to their chosen authorization level(s).

ED 419 Assessment and Instruction II and discussion groups (5)
Continued application of assessment and instructional strategies in the planning, designing, and implementation of instruction within various classroom settings and in different subject areas. An additional component of this course will be individual seminars devoted to course content and its relationship to the four authorization areas and subject area teaching.

ED 420 Learning/Teaching Models (4)
Examines current research of learning, teaching models, and participation in a practicum in school setting. Taken concurrently with ED 425, 430 and 435.

ED 421 Technology Integration I (1)
The preservice teacher will form a conceptual framework and analyze strategies for integrating technology in the classroom. Basic computer skills will be refined and a beginning electronic portfolio will be developed.

Integration Project A student generated project illustrating their understanding of the interrelationships between all courses taken during this first term and the field experience. The term I project will be evaluated by the cohort professor and student peers.

ED 422 Technology Integration II (1)
The preservice teacher will form a conceptual framework and analyze strategies for integrating technology in the classroom. Technology will be applied to a teacher directed lesson and an electronic portfolio will continue to be developed.

Integration Project A student generated project illustrating their understanding of the interrelationships between all courses taken during this second term and the field experience. The term II integration project will be reviewed by education faculty and term four students.

ED 423 Technology Integration III (2)
The preservice teacher will form a conceptual framework and analyze strategies for integrating technology in the classroom. Technology will be applied to student centered lessons and an electronic portfolio will continue to be developed.

Integration Project A student generated project illustrating their understanding of the interrelationships between all courses taken during this third term and the field experience. The term III integration project will be reviewed by school of education and liberal arts faculty.

ED 424/524 Measurement in Education (3)
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)
Study of current curriculum and governing practice; instruction in planning and design of courses. Taken concurrently with ED 420, 430 and 435.

ED 426 Professional Development (1)
The focus of this course is on individual professional development in the context of the teaching profession. Students will be evaluated on their progress toward the proficiencies, will analyze their individual strengths and weaknesses and will prepare and plan for professional development. Students will select one area of specialized interest for professional development.

ED 427 Professional Development II (1)
A continuation of the course on individual professional development in the context of the teaching profession. Students will be evaluated on their progress toward the proficiencies, will analyze their individual strengths and weaknesses and will prepare and plan for professional development. Students will also continue to work on one area of specialized interest for professional development.

ED 428 Professional Development III (1)
Continued work with faculty guidance on individual professional development in the context of the teaching profession. Students will be evaluated on their progress toward the proficiencies, will analyze
their individual strengths and weaknesses and will prepare and plan for professional development. Students will continue to prepare one area of specialized interest for professional development.

**ED 429 Professional Development IV (2)**
A student generated summary of the four term experience including documentation of their proficiencies, samples of their work as a teacher, a reflection on their work as they enter the profession, a description of their special area of expertise, and a plan for professional development during their first year(s) of teaching. Capstone projects will be reviewed by faculty, cooperating teachers and school administrators. A performance review will be conducted by faculty as a preview toward licensure.

**ED 430 Management and Motivation (2)**
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 429, 420 and 435.

**ED 431 Collaboration in Education (3)**
Enables the preservice teacher to apply theories and models of collaboration in a variety of educational settings. Examines the impact of change on education and on interpersonal communications.

**ED 432 Role of the Teacher (2)**
Enables the preservice teacher to develop an understanding of the various roles assumed by a teacher in a diverse, integrated classroom and school setting at all teaching license authorization levels.

**ED 433 Human Development and Classroom Learning (4)**
Enables the preservice teacher to apply theories of human development from birth to adulthood, theories of learning, and sociological perspectives to classroom learning in a variety of settings.

**ED 435/535 Technology and Computer Applications (3)**
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 420, 425, 430.

**ED 437/537 Literacy: Inquiry, Theory and Informed Practice (3)**
The integration of speaking, listening, writing and reading is the focus. Students will learn to plan and develop units of instruction utilizing strategies for implementing Big Books, songs and chants, and quality children's literature. Skills and information from other curricular areas will be incorporated into these units.

**ED 438 Foundations of Education (3)**
Enables the preservice teacher to explore the basic historical, philosophical, and societal foundations of education. Current legal, financial, and governing aspects as well as future economic and political influences on education are explored. Introduction of Work Sample methodology.

**ED 441/541 Small Camera Video Production (3)**
Explores the fundamentals of the camera system, illumination, electronic video recording, audio recording and set design. Each student will produce two short video projects outside the studio and will participate in at least one group studio color production.

**ED 445/545 Whole Language Strategies - Middle School (3)**
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)**
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)**
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)**
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)**
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)**
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)**
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)**
A 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. PREREQ: a developmental reading course or consent of instructor.

**ED 457/557 The Parent-Educator Partnership (3)**
Explores the role of the parent in the educational process, the special needs which may affect the family and models of parenting and parent involvement. Simulation techniques will be used to develop interaction skills.

**ED 458/558 Organization and Management of Early Childhood Education Programs (3)**
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)**
An eclectic approach to working with children is presented. Ideas from Drenik, 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)**
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.

**ED 475/575 Innovation in General Mathematics Education (3)**
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)**
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. PREREQ: developmental reading class or consent of instructor.

**ED 478/578 Evaluation in School Mathematics (3)**
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)**
Parent-teacher conferencing and interviewing techniques utilizing parents as educational resources; developing teacher-aid relationships; utilizing community agencies; involves demonstrations and observations.

**ED 481/581 Introduction to Educational Linguistics (3)**
Methodology in the development of English skills in limited English proficiency students will be the main focus, with emphasis on speaking and listening. Various approaches and techniques for second language teaching will be explored, as well as language proficiency assessment, second language scope and sequence, and resources.

**ED 482/582 Bilingual/ESL Education—Principles and Practices (3)**
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 485/583 Cultural and Community Needs of LEP Students in the Instructional Process (3)**
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)**
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)**

**ED 486/586 First and Second Language Approaches to Teaching Subject Matter in Secondary Schools (3)**
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)**
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)**
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)**
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)**
Focuses on teaching of content area in dual language mode. Instructional language grouping and dual language content activities will be presented. The development of lesson plans and materials based on multicultural and bilingual content will be explored.

**ED 494 Diagnosis and Prescription in Native Language Instruction—Elementary (3)**
Assessment, instructional programming and materials in providing native language reading instruction to the non limited English proficient students will be addressed. Emphasis will be placed on interdependence of first and second language reading and instructional decision-making of transitional reading programs.

**ED 495 Diagnosis and Prescription in Basic Skills For LEP Students (3)**
Assessment, instructional techniques and materials in basic skills in a bilingual classroom setting. Emphasis on individualizing instruction and monitoring procedures to determine student progress.

**ED 496 Cross-Disciplinary Advanced Teaching Strategies (2)**
This is a course designed to promote interaction among students, discussions regarding methodology, and professionalism in secondary education. The course will focus on group processes in the development of an integrated multidisciplinary unit including curriculum and aligned performance outcomes and goal directed assessment and curriculum. Personal growth and involvement will be emphasized.

**ED 496L Advanced Teaching Strategies Lab: (1)**
A discipline specific lab designed to promote experimentation with teaching strategies within the academic disciplines and to promote interaction among students, discussions regarding methodology, professionalism, and research in the fields of: Health, Language Arts, Math, Science, and Social Studies.
ED 497 Pre-Student Teaching (Secondary) (3)
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.

ED 498 Student Teaching (10)
A teaching experience within a public school setting in the preservice teacher’s selected primary level of teaching license authorization. The second work sample will be completed, as will a capstone project and professional portfolio including goal setting for the first year of teaching.

ED 499 Applied Research: Content Area (3)
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)
Terms and hours to be arranged.

ED 506M Special Individual Studies (1-5)
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)
Terms and hours to be arranged.

ED 508M Workshop (1-15)
Terms and hours to be arranged.

ED 509M Practicum (1-15)
Hours to be arranged.
Reading - PREREQ: ED 468/568
Bilingual/Multicultural
Curriculum Implementation
Competency Assessment
Educational Media
Early Childhood Education

ED 510M Skills and Techniques of Supervision (3)
The supervisory process; group and individual processes and techniques; analysis of supervisory problems.

ED 511M The Multi-Age Classroom (3)
An in-depth study of the multi-age classroom. Major topics will include alternative methods of assessment, integrating interdisciplinary content, classroom management strategies, and implementation strategies.

ED 512M Research Procedures in Education (3)
Methods, techniques and tools of research. Development of a proposal for a study, and development of the criteria and methods for reading and evaluating research.

ED 513M Evaluation of Classroom Instruction (3)
Analysis and evaluation of classroom instruction primarily by means of behavioral and enabling objectives; use of appropriate instruments to collect evaluative data; analysis of research relating to evaluation, supervision, teaching methods and group dynamics. Program evaluation as well as teacher evaluation will be considered.

ED 514M Children With Learning Difficulties (3)
A course for elementary teachers focusing on the characteristics of children with learning problems, strategies for teaching these children, and resources available to the teacher.

ED 519M Contemporary Developments in Early Childhood Education (3)
An examination of recent research and developments in the area of early childhood education and the application of these developments in a variety of programs for young children. Includes studies of how
porating 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 550M Culturally and Linguistically Different Students in the Schools (3)
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. PREREQ: ED 481 and consent of instructor.

ED 531M Methodology: Language/Second Language Learning and Content for the Language Minority Student (3)
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 ESOL) involving speaking, listening, reading and writing will be stressed. The course will also provide for ESOL methods to content teaching. PREREQ: ED 481.

ED 552M Delivery Models for Talented and Gifted Education K-12 (3)
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 553M Serving Talented and Gifted Students in the Regular Classroom K-12 (3)
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.

ED 558M Identification and Assessment of Talented and Gifted Students: K-3, 4-8, High School (4)
This course is designed to assist Oregon school personnel in gaining the knowledge necessary to identify typical and nontypical talented and gifted students in accordance with current legal requirements. Law, policies, test issues, instruments, procedures, assessment guidelines, placement issues, student records, and parental involvement will be addressed.

ED 540M Developing and Supervising a Program for Talented and Gifted Education K-12 (3)
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)
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)
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)
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)
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)
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)
A detailed examination of developmentally appropriate early childhood curricula and how to develop such curricula.

ED 552M Teaching Mathematics and Science: Middle School (3)
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)
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)
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 559M The Social Arts (3)
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)
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)
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 Assessment and Reading Instruction (3)
Diagnostic, remedial, and corrective techniques in reading for the classroom teacher and Chapter I specialist. The technical nature of this course requires a great deal of knowledge about reading. PREREQ: Six hours of reading instruction or consent of instructor.

ED 570M Middle School Curriculum (3)
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 transcendent learner. Emphasis will include: curricular and organizational patterns; the nature of the transcendent learner, interdisciplinary and/or integrative units of instruction which are developmentally and culturally sensitive; and, authentic assessment instruments.

ED 572M Curriculum and Material Designs in Reading (3)
The integration and application of materials, media, and management systems for K-12 reading programs in both classrooms and Title I programs will be examined. Special focus will include role definitions, program options, training and supervision of support staff, budgeting, and materials need to meet state requirements in reading instruction. PREREQ: Three hours of reading instruction or consent of instructor.

ED 573M Public School Administration (3)
This course will present problems and issues of the various aspects of public school administration. There are also 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)
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)
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)
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 Issues in Literature (3)
A study of current releases and award winners. Current issues and trends will also be examined. The use of new materials in language-based curricula will be explored.

ED 590M Reading and Composition in the Secondary School (3)
This research-based course in reading/composition and learning at the secondary level will emphasize the application of reading, writing and learning principles in content areas. Specifically, students will be guided in the prescription of reading methods and materials to meet the needs of all students in secondary schools including the developmentally handicapped, multi-cultural/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. PREREQ: consent of instructor.

ED 594M Assessment of Limited English Proficient Students (3)
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)
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)
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)
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

EPSY 523M Intelligence Testing and Reporting (3)
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 socioeconomic factors that affect test results will also be discussed.

EPSY 524M Individual Intelligence Testing (3)
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. PREREQ: EPSY 523

ENGLISH

ENG 104, 105, 106 Types of World Literature (3 each)
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 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)
a study of such basic topics in language study as language acquisition, sociolinguistics, language, semantics and linguistic resources.

ENG 199 Special Studies
Terms and hours to be arranged.

ENG 208 European Literature in Translation (3)
Reading in English translation of selected masterpieces written in the European literary tradition covering the period from the ancient Greeks through the Renaissance.
ENG 209 European Literature in Translation (3)
Reading in English translation of selected masterpieces written in the European literary tradition covering the period from the Enlightenment through the contemporary world.

ENG 210 World Literature (3)
Reading of selected masterpieces from various national and ethnic literatures. Specific focus of each year's course to be identified in the schedule of classes. May be repeated once if subject matter is different.

ENG 215 Basic Grammar (3)
A systematic and thorough survey of basic English grammar and usage, including terminology and traditional diagramming.

ENG 223 Approaches to Literature (3)
A study of contemporary critical approaches to literature. Written and oral reports on specific literary works. Must be taken concurrently with WR 224 Writing About Literature, preferably before upper-division course work in literature.

ENG 270 The Vocabulary of English (3)
The study of affixes, root words, derived forms, loan words, etymologies and definitions of words with the aim of increasing knowledge of basic English vocabulary processes.

ENG 304 English Literature I (3)
A study of the major figures and works of English literature to 1660.

ENG 305 English Literature II (3)
A study of the major figures and works of English literature from 1660 to 1832.

ENG 306 English Literature III (3)
A study of the major figures and works of English literature from 1832 to the present.

ENG 307 American Literature I: Colonial-Romantic (3)
A study of major figures and works of American Literature from Colonial through Romantic.

ENG 308 American Literature II: Realism-Modern (3)
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)
A study of major figures and works of American literature from Postmodern (1930) through the present.

ENG 310 Nature of the English Language (3)
Introduction to the sounds and forms of English (phonology, morphology and syntax) and their applications in the teaching of English. PREREQ: ENG 215 or consent of instructor.

ENG 318 The Bible as Literature (3)
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)
A study of selected major works of Shakespeare.

ENG 351 The Short Story (3)
The short story in English and translation from the mid-19th century to the present.

ENG 356 Studies in Poetry (3)
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)
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)
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 370 Grammar and Usage (3)
This class involves an in-depth discussion of the structure of English, discussion of usage issues and corrections of sample student sentences. PREREQ: ENG 215 or ENG 270.

ENG 385 Introduction to Folklore (3)
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)
An introduction to the materials and tools of mythical 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.

ENG 399 Special Studies (3)

ENG 406 Special Individual Studies (1-15)
Terms and hours to be arranged. Individual or special studies in a limited area of interest under the guidance of a designated faculty member. Consent of instructor required.

ENG 407/507 Seminar (1-3)
Terms and hours to be arranged.

ENG 436/536 Advanced Shakespeare (3)
An intensive study of the sources, backgrounds and texts of a selected few of Shakespeare's plays. PREREQ: ENG 345 or consent of instructor.

ENG 445/545 Women Writers (3)
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)
An in-depth study of a major writer. This course may be taken twice if content is not repeated.
ENG 456 Form and Meaning in Film (3)
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)
A study of 20th century poetry and poets.

ENG 463/563 Modern Drama (3)
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)
The modern novel with concentration in both Anglo-American and Continental works.

ENG 470/570 Modern American Usage (3)
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. PREREQ: ENG 110, 270, or 310.

ENG 475 Studies in Folklore (3)
An in-depth examination of a 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. PREREQ: ENG 385 or consent of instructor.

ENG 484/584 Comedy (3)
Comedies and the comic concept in Western literature.

ENG 485/585 Tragedy (3)
An analysis of tragedy and the tragic vision in a range of literary works.

ENG 486/586 Satire (3)
An analysis of satire and its literary forms.

ENG 490 History of the English Language (3)
Origins and development of the English language from its beginnings to the present day. PREREQ: ENG 110, 270, or 310.

ENG 492 The Structure of the English Language (3)
A study of English grammar according to traditional, structural and transformational linguistic theories, with attention paid to practical application of those theories. PREREQ: ENG 310 or consent of instructor.

ENG 506M Special Individual Studies (1-15)
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)
A survey of grammatical systems (traditional, structural, phrase structure, transformational, case).

ENG 515M Applied Linguistics for Teachers (3)
Application of principles of the scientific study of language to areas of interest to teachers, including pronunciation, grammar, dialect, spelling, vocabulary development and English as a second language. No prerequisites.

ENG 520M Studies in Literary Eras (3)
A study of a significant literary era in European, British, and American literature, such as Classical, Medieval, Renaissance, Augustan, Romantic, Realistic, Modern and Contemporary. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated.

ENG 524M British Literature (3-6)
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)
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)
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)
The history, principles and practice of various aspects of literary criticism. PREREQ: 15 hours of literature or consent of instructor.

Fire Services Administration

Students must have completed a minimum of 24 hours of lower division fire science core curriculum courses prior to enrolling in upper division courses.

FSA 311 Principles of Fire Protection Management (3)
An investigation of management and supervisory responsibilities, including motivation, discipline, human relations, training, communications, follow-up, planning, leadership, management-employee relations. A pre- or post-session project will be assigned as part of this course.

FSA 313 Fire Personnel Management (3)
Develops a perspective on specific personnel functions, including planning personnel needs and human resource development, job description and analysis, employment recruitment, selection and placement, promotions, transfers, separations, wage and salary administration, labor-management negotiations and contracts. A pre- or post-session project will be assigned as part of this course.

FSA 315 Organization for Fire Protection (3)
Develops an understanding of fire department organization, including fire defenses and insurance ratings, organization of fire suppression and prevention, the fire department and the municipality, intermunicipality for fire services. A pre- or post-session project will be assigned as part of this course.

FSA 317 Fiscal Management in Fire Protection (3)
The budget process; taxation and assessments; operations planning; financial aid and grant programs; allotment of resources; analysis of expenditures and productivity; management information systems. A pre- or post-session project will be assigned as part of this course. PREREQ: completion of FSA 311, 313, 315.

FSA 319 Legal Aspects of Fire Protection (3)
Federal and state laws, codes and ordinances; legal responsibilities of fire service agencies; liabilities and civil law; enforcement procedures and police powers. A pre- or post-session project will be assigned as part of this course.

FSA 321 Fire Protection Master Planning (3)
Major emergency planning; defining problems and problem areas; involving other municipalities or district agencies; the planning process; implementation of plan objectives; review of programs. A pre- or post-session project will be assigned as part of this course.

FSA 323 Fire Administration (5)
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)
The systems approach to public fire protection services, including fire suppression and prevention systems. Information gathering, analysis, presentation, and interpretation; simulation; resource allocation; planning; evaluation; writing objectives. Illustrative case studies and models.

FSA 325 Personnel Management for the Fire Service (5)
Examines personnel practices and management procedures. Investigates collective bargaining, binding arbitration, applicable legislative procedures, and administrative and supervisory procedures. Other topics include promotion, personnel development, career and incentive systems, and the validation of physical and mental requirements.

FSA 326 Fire Prevention Organization and Management (5)
Examination and evaluation of the techniques, procedures, programs and agencies involved with fire prevention. Consideration of related governmental inspection/education procedures. Interaction within the fire service department between protection, inspection, education and prevention procedures. Licenses and permits, zoning, legal aspects, inspections and investigations.

FSA 327 Fire Related Human Behavior (5)
Dynamics of human behavior in fire incidents related to fire prevention practices, programs, codes and ordinances. Understanding of the concepts of role, personal invulnerability, risk and group dynamics, as related to design aspects of buildings and the mitigation of the effects of fire in the modern society. The psychological effects of communications during emergencies and the conduct of post-fire interviews.

FSA 328 Disaster and Fire Defense Planning (5)
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)
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)
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)
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)
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)
The understanding of fire research and its application. The transfer and implications of available research results for fire prevention and protection programs. National and international studies.

FSA 334 Fire Dynamics (5)
Study of fire propagation phenomenon in both fuel and air regulated phases. Variables in pre- and post-flashover fire development. Study of geometric, material, gaseous, fluid flow, and thermodynamic parameters. Compartments and building fire models.

FSA 335 Emergency Medical Services Administration (5)
An overview of the management of emergency medical services, including organization, budget determination, purchasing and communication. Emphasis on directing and delegating decision-making including managing stress. PREREQ: EMT-I or equivalent.

FSA 336 Managerial Issues of Hazardous Materials (5)
Examines federal and state regulations concerning hazardous materials. Topics include: Health and safety, the hazardous materials management system, the incident command system, politics of incident management, site management and control, hazard and risk evaluation, personal protective clothing and equipment and information management and resource coordination.

FSA 403 Field Study (1-3)

FSA 407 Seminar (2)

FSA 419 Advanced Legal Aspects of Fire Protection (3)
This course will involve the analysis of recent court decisions affecting fire service agencies; legal responsibilities and liability; civil liberties; general constitutional issues affecting public agencies; the criminal justice system; courtroom demeanor; cross examination techniques. PREREQ: completion of FSA 319.

French
(All courses conducted in French)

FR 101, 102, 103 First Year French (4 each)
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)
Terms and hours to be arranged.

FR 201, 202, 203 Second Year French
(4 each)
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. PREREQ: FR 103 or two years of high school French.

FR 301, 302, 303 Intermediate French Composition and Conversation (4 each)
Intensive practice in speaking and writing the language. Oral reports and writing of original compositions. Reading includes selections from literary excerpts, short stories, etc. PREREQ: FR 203 or equivalent.

FR 311, 312, 313 Introduction to French Literature (3 each)
An initiation to the study of French literature; an overview from the medieval to modern periods with the reading of selected major literary works. PREREQ: first- and second-year level French or equivalent.
FR 320 Business French (3)
Instruction will concentrate on various forms of written communication in business and vocabulary used in commercial exchanges. Introduction to the French business systems. PREREQ: completion of second year French.

FR 331 French Pronunciation and Phonetics (3)
A thorough study of the sound system of French, with individual attention to each student's difficulties. PREREQ: two years of college level French or equivalent. Second-year students admitted with consent of instructor.

FR 399 Special Studies (3)
FR 401, 402, 403 Advanced French Composition and Conversation (3 each)

FR 405 Reading and Conference (1-6)
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)
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 each)
A study of French literature; an overview from the medieval to modern periods with the reading of selected major literary works.

FR 416 Language Teaching Practicum (2 each) 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. PREREQ: consent of instructor.

FR 423 Studies in French Literature: Medieval to Renaissance (3)
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. PREREQ: Three years of college-level French or equivalent.

FR 424 Studies in French Literature: Classical to Age of Enlightenment (3)
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. PREREQ: Three years of college-level French or equivalent.

FR 429 French Culture and Civilization (3)
Intellectual, political, artistic and historical aspects of France. PREREQ: three years of college level French or consent of instructor.

FR 430 French Culture and Civilization (3)
Contemporary French culture that highlights the basic similarities and fundamental differences in French and American attitudes, perceptions and social proprieties. PREREQ: three years of college level French or consent of instructor.

FR 480 History and Structure of the French Language (3)
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.

FR 506M Special Individual Studies (1-15)
Terms and hours to be arranged.

FR 523M Studies in French Literature: The Early Periods (3)
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)
A study of a period, genre, or major figure from the end of the Ancient Regime to the present. Analysis of the works from the perspective of modern criticism. May be taken twice if content is not repeated.

General Science

GS 104, 105, 106 Foundations of Physical Science (4 each)
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)

GS 114, 115, 116 Essentials of Physical Science (4 each)
An examination of the basic scientific concepts underlying familiar physical phenomena; topics may include motion, energy, optics, electromagnetism, nature of matter, atomic theory, chemical bonding, and chemical reactions. Three lectures and one laboratory period per week. PREREQ: MTH 111

GS 161 Technical Photography (2)
For students interested in the scientific applications of photography. Students will gain experience with 35 mm, polaroid and digital cameras. Particular attention will be focused on forensic and environmental applications. One lecture and one laboratory period. PREREQ: Consent of instructor.

GS 201H, 202H, 203H Natural Science: The Search for Order (4 each)
A study of major themes from the natural sciences selected to develop understanding of historical perspectives, current interactions, and future potentials of earth, physical and biological sciences.

GS 311 Biological Science for Elementary Schools (3)
Concepts, experiences and materials from the biological sciences adaptable to the elementary school. Lecture and laboratory combined in two 3-hour sessions.

GS 312 Physical Science for Elementary Schools (3)
Concepts, experiences and materials from the physical sciences adaptable to the elementary school. One lecture, two 2-hour laboratories.

GS 313 Earth Science for Elementary Schools (3)
Concepts, experiences and materials from the earth sciences adaptable to the elementary school. One lecture, two 2-hour laboratories.

GS 314 Classroom & Laboratory Resources in Science (3)
Presents techniques for the preparation, handling, storage and disposal of laboratory materials. Topics may include laboratory safety

regulations, selection of appropriate student laboratory activities, utilization of on-line and reference resources for selection of classroom and laboratory materials and basic instrument maintenance. One lecture and two two-hour laboratories. PREREQ: CH 223, MTH 112, BI 213.

**GS 521 Musical Acoustics** (4)
An integrated lecture-demonstration-laboratory approach to the nature of sound and music with direct student involvement. Topics to include the nature and perception of sound, acoustical characteristics of music instruments, applications of electronics, and architectural acoustics. Three lectures and one two-hour laboratory. PREREQ: MTH 105 or equivalent.

**GS 331 Introduction to Oceanography** (3)
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)
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. PREREQ: GS 104 or GS 331.

**GS 351 Elements of Astronomy** (3)
A study of the structure and evolution of the universe from an observational perspective. Topics to include the night sky, observational techniques, the solar system, stellar and galactic structure, and cosmology. Three lectures. PREREQ: MTH 105 or equivalent.

**GS 361 Energy and Resources in Perspective** (3)
A study of the current development and utilization of energy and power, implications of the finite resources, impact on the environment and alternatives. Three lectures.

**GS 390 Basic Meteorology** (3)
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)
Terms and hours to be arranged.

**GS 406 Special Individual Studies** (1-15)
Terms and hours to be arranged.

**GS 407/507 Seminar** (1-15)
Terms and hours to be arranged.

**GS 408 Workshop** (1-15)
Terms and hours to be arranged.

**GS 409 Practicum** (1-9)
Provides the preprofessional experience desired by such professional schools as medicine and physical therapy.

**GS 411/511 History of Science** (3)
A brief history of the development of the natural sciences up to the 19th century, their social implications, and the growth of scientific philosophy. Three lectures. PREREQ: Two sequences in natural sciences or mathematics or consent of instructor.

**GS 420 Selected Field Investigations** (1-6)
Field expeditions to unique geological and/or biological areas of western North America. In these undertakings, the students will plan and undertake studies of the areas selected for exploration.

**GS 424/524 Astronomy** (3)
A study of the solar system, stars, stellar systems and galaxies including the application of some of the important concepts of physics, chemistry and mathematics to the field of astronomy. Three lectures. PREREQ: one year each of college physical science and mathematics.

**GS 501M Research** (1-15)
Terms and hours to be arranged.

**GS 502M Independent Study** (1-15)
Terms and hours to be arranged.

**GS 503M Thesis or Field Study** (3-9)

**GS 506M Special Individual Studies** (1-15)
Terms and hours to be arranged.

**GS 508M Workshop** (1-15)
Terms and hours to be arranged.

**GS 512M History of Science** (3)
Intensive study of the history of one particular branch of the natural sciences with emphasis on the modern period. Usually offered by arrangement with a staff member in that branch. PREREQ: GS 411 or consent of instructor.

**GS 525M A Concept Approach to Science** (3)
This course will identify basic concepts common to all disciplines of science, explain their various applications to individual sciences, and expand their application beyond science to a global, interdisciplinary understanding of the concepts.

**GS 591M Physical Oceanography for Teachers** (3)
Physical processes in the oceans: the origin and distribution of water masses and currents; waves, tides, tidal currents. PREREQ: chemistry or permission of the instructor.

**GS 592M Geological Oceanography for Teachers** (3)
The topographic, geologic and geophysical nature of the ocean basins; processes of and distribution of sediments and economic deposits, coastal erosion and sedimentation.

**GS 700 (p) In-Service Education**

**Geography**

**GEOG 105, 106, 107 Introductory Geography** (3 each)
105—Introductory Physical Geography.
106—Introductory Economic Geography.
107—Introductory Cultural Geography.

**GEOG 199 Special Studies** (1-6)
Terms and hours to be arranged.
A means by which students may earn lower division credit for research, writing, mapping, discussion, career-related and/or participatory skills.

**GEOG 206 Area Studies** (3)
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 the ways of managing the land. A maximum of two terms (6 hours) may be included in each student's degree program.

**GEOG 222 The World in Maps** (3)
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)
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. PREREQ: GEOG 105.
GEOG 310 World Regional (3)
An examination of the principal physical, cultural and economic characteristics of the major geographical regions of the world.
PREREQ: GEOG 105.

GEOG 312 Oregon (3)
Observing and understanding landscapes of Oregon. Topics will vary from time to time, and will include rural and urban architecture, transportation patterns, place-names, analysis of central places, religious and political patterns, and alternative future landscapes.

GEOG 313 The Pacific Northwest (3)
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)
The lands and peoples of the Pacific realm and their political, cultural and economic well-being. Emphasis on Melanesia, Micronesia and Polynesia.

GEOG 321 Field Geography (3)
Observation of geographic features in the field; construction of maps from field sketches and notes; preparation of field reports. PREREQ: GEOG 105, 240 or consent of instructor.

GEOG 340 Cartography (4)
This course emphasizes the design and creation of maps. The underlying theme is communication of geographic information combining cartographic design with user perception.

GEOG 360 Environmental Conservation (3)
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)
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)
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. PREREQ: GEOG 105.

GEOG 391 Biogeography (3)
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. PREREQ: Consent of instructor.

GEOG 392 Physical Geography (3)
Principal earth surface elements of physical geography including landforms, soils, water and biotic resources in their genetic, distributional and functional relationships. PREREQ: GEOG 105 or consent of instructor.

GEOG 393 Soils Geography (4)
Soils are examined from both a pedologic (genesis and morphology) and edaphic (growth medium) perspective. Their geographic distribution, classification, and use as stratigraphic units are examined in detail. The course includes a 2 hour lab that meets once a week. PREREQ: Consent of instructor.

GEOG 394 Landform Processes (3)
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. PREREQ: GEOG 105.

GEOG 399 Special Studies (1-3)
Terms and hours to be arranged.

GEOG 406/506 Special Individual Studies (1-6)
Terms and hours to be arranged.
A specialized or individualized course of study within geography developed in consultation with the instructor.

GEOG 407/507 Seminar (1-3)
Terms and hours to be arranged.
Intended for non-teaching majors. Maximum of (3).

GEOG 409/509 Practicum (3-12)
Terms and hours to be arranged.
Practical application of geographical theory and/or collection of data for theoretical interpretation, customarily in a public agency.

GEOG 410/510 Global Issues (3)
A study of selected, current international issues/problems and the geographical context in which they occur.

GEOG 411/511 Cultural Geography: Landscape and Diffusion (3)
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)
Analysis of traditional and contemporary research topics in cultural geography.

GEOG 413/513 Urban Geography (3)
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)
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 415/515 Geography of Religion (3)
The origin and diffusion of religion; the role of religion in defining cultural regions; problems of societies characterized by religious pluralism.

GEOG 416/516 Location Analysis and Marketing (3)
An examination of theories, models, and case studies leading to the solution of problems involving site selection, location analysis, and marketing.

GEOG 417/517 Global Economic Geography (3)
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)
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)
Analysis of the processes related to planning, regulating, and policy in an environmental context. Local, regional, and state processes will be emphasized.

GEOG 426/526 Geography of Europe (3)
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 429/529 Geography of Anglo-America (3)
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 432/532 Geography of Africa (3)
The African continent, its nations and colonies; the physical and cultural geography of the regions of the continent and their implications.

GEOG 433/533 Political Geography (3)
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 440/540 Geographic Information Systems (GIS) (4)
The mapping, monitoring and modeling of geographic data using computer technology. This is the culminating course for the techniques sequence in Geography. Class meets twice a week for (2) for lab and lecture. PREREQ: GEOG 240 and GEOG 340 or consent of instructor.

GEOG 450/550 East Asia (3)
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 451/551 South Asia (3)
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.

GEOG 461/561 South America (3)
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 463/563 Geography of Middle America (3)
Physical and cultural processes that have shaped the landscapes of Middle America.

GEOG 490/590 Climatology (3)
The climate controls and where they operate; climate classification; world regional climate patterns; the characteristics of the world’s climates. PREREQ: GEOG 390.

GEOG 492/592 Regional Physiography of North America (3)
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. PREREQ: GEOG 392 or G 322.

GEOG 495/595 History and Philosophy of Geography (3)
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)
Terms and hours to be arranged.

GEOG 503M Thesis (3-9)
Terms and hours to be arranged.

GEOG 508M Workshop (1-3)
Terms and hours to be arranged.

GEOG 520M Physical Geography and Field Methods for Teachers (3)
Observation of geographic features in the field; construction of maps from field sketches and notes; preparation of field reports; analysis of methods of field teaching in the public schools.

Geology

G 201, 202, 203 Geology (4 each)
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.

G 321 Structural Geology (3)
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. PREREQ: consent of instructor.

G 322 Geomorphology and Aerial Photo Interpretation (3)
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. PREREQ: consent of instructor.

G 351 Elements of Geology (3)
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. Not open to students who have taken GS 201.

G 392 Stratigraphy and Sedimentation (3)
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 (-15)
Terms and hours to be arranged.

G 406 Special Individual Studies (1-15)
Terms and hours to be arranged.

G 407/507 Seminar (1-15)
Terms and hours to be arranged.

G 408/508 Workshop (1-15)
Terms and hours to be arranged.

G 440/540 Fossils of Oregon (4)
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)
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. PREREQ: upper-division or graduate standing, prior geology course, or consent of instructor.

G 453/553 Geology of the Pacific Northwest (3)
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.

C 460/560 Geology of Mineral Resources (3)
Study of the nature, origin and distribution of ores, fuels and industrial rock. Two lectures and one two-hour laboratory. PREREQ: consent of instructor.

C 475/573 Environmental Geology (3)
Investigation of geologic hazards and the application of geology to the environment of man, including mineral resources and land utilization, modification, planning and control. PREREQ: G 351 or consent of instructor.

C 476/576 Water Resources (3)
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)
Terms and hours to be arranged.

G 505M Thesis or Field Study (3-9)
Terms and hours to be arranged.

G 506M Special Individual Studies (1-15) hours
Terms and hours to be arranged.

G 554M Volcanology (3)
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)
A study of glacial processes and products including those associated with alpine, continental and peripheral 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)
Study of the geologic structure, evolution and geomorphology of the North American continent. Two lectures and one two-hour laboratory. PREREQ: consent of instructor. Offered summers only.

German

(All courses conducted in German)

GL 101, 102, 103 First Year German (4 each)
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)
Terms and hours to be arranged.

GL 201, 202, 203 Second Year German (4 each)
Emphasis on developing oral fluency and progressive development of writing skill. Complete grammar review. Open to all students who wish to improve their ability to speak and understand German. PREREQ: GL 103 or equivalent.

GL 221, 222, 223 Conversational German (3 each)
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)
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). PREREQ: one year of college German.

GL 301 Intermediate Composition in German (3)
Use of more complex grammatical structures in writing; compound tenses, passive voice, subjunctive mood; more specialized vocabulary. PREREQ: two years of college-level German proficiency or equivalent.

GL 302 Intermediate Spoken German (3)
Presentation of talks on both assigned and "free" topics. Practice in narration of stories and films and of extemporaneous speaking. PREREQ: two years of college German proficiency or equivalent.

GL 303 Intermediate German Composition and Conversation (3)
Continued intensive practice in speaking and writing the language. Oral reports and writing of original compositions. PREREQ: GL 302 or equivalent.

GL 320 Business German (3)
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. PREREQ: Two years of college-level German or the equivalent.

GL 331 German Pronunciation and Phonetics (3)
A thorough study of the sound system of German, with individual attention to each student's difficulties. Distinguish between German and English sounds and practice with IPA. Offered in alternate years.

GL 340 German Culture and Civilization I (From Beginnings to Bismarck) (3)
A historical, cultural and sociological study of central Europe (Germany) from early times until the rise of Prussia. PREREQ: GL 301 or equivalent.

GL 341 German Culture and Civilization II (From Bismarck to the Present) (3)
A historical, cultural and sociological background for the understanding of contemporary Germany and Austria. PREREQ: GL 301 or equivalent.

GL 342 Deutsche Landeskunde (3)
Focus on cultural aspects of modern Germany and Austria, their people, customs and institutions. PREREQ: GL 301 or equivalent.

GL 350 Methods in Translation (English-German, German-English) (3)
This course will deal with written and oral, structured and free translations. Course materials will come from literature, culture, business, history, political science, philosophy, etc. PREREQ: third year German proficiency.

GL 399 Special Studies (1-3)

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)
Readings from representative German authors within the major genres of the medieval to the classical period. PREREQ: third-year German and ENG 315 or equivalent.
HE 252 First Aid, CPR and Safety (3)
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)
This course is for advanced first aid students. Students receive additional cardiopulmonary 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. PREREQ: HE 252 or CPR or First Aid certification.

NOTE: Admission to some upper division classes may be limited to students who have been formally admitted to the Division. Admission to the Division is determined by a formal process and is selective.

HE 525 Nutrition (3)
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)
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)
Terms and hours to be arranged.
Credit for HE 406 and 407, singly or combined, may not exceed six credit hours.

HE 407 Seminar (1-15)
Terms and hours to be arranged.
Credit for HE 406 and 407, singly or combined, may not exceed six credit hours.

HE 409 Practicum (1-12)
Terms and hours to be arranged.

HE 415/515 Child and Adolescent Health (3)
A study of the physical, emotional and social problems affecting children and adolescents. Emphasis will be on the impact of illness upon learning and the role of the school in the prevention, discovery and referral for treatment of children and adolescent illness.

HE 425/525 Current Issues in Nutrition (3)
Provides a critical examination of current issues and controversies in nutrition. The course will focus on the relationship between prudent dietary habits and disease prevention as well as the relationship between specific nutrients and chronic disease. There will be an emphasis on cross cultural analysis throughout the course.

HE 427 Community and Public Health (3)
Nature, principles and growth of community health; vital statistics; consumer health; functions of voluntary and governmental health organizations in Oregon.

HE 429/529 Health and Social Services (3)
An analysis of potential solutions to human problems offered through health and social service agencies and programs.

HE 433 School Health Programs K-12 (3)
Provides skills and competencies in administration of the health program and services, and curriculum design.

HE 434 Diseases (3)
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.

HE 462 Contemporary Health Issues (3)
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)**
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)**
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 471/571 Program Planning, Methods and Evaluation (3)**
An overview of the process for designing, presenting and evaluating health education programs.

**HE 475/575 Epidemiology (3)**
Students will understand the foundation of epidemiology and why it is important in the context of society, in the context of health education and health planning, and in the context of everyday life.

**HE 491/591 Stress Management (3)**
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)**
An in-depth and comprehensive methods and materials class, teaching skills and competencies in administration of the health program and services, philosophy and goals. PREREQ: Senior standing.

**HE 506M Special Individual Studies (1-9)**
Terms and hours to be arranged.

**HE 507M Seminar (1-9)**
Terms and hours to be arranged.

**HE 508M Workshop (1-9)**
Terms and hours to be arranged.

**HE 509M Practicum (1-9)**
Terms and hours to be arranged.

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**History**

**HST 101, 102, 103 History of Western Civilizations (3 each)**
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 each)**
A thematic as well as chronological approach to world history. Course content is derived from a study of several of the formative civilizations of the past and present.

**HST 201, 202, 203 History of the United States (3 each)**
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.

**HST 301 History Research and Writing (3)**
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 each)**
From ancient Albion to modern Great Britain, this three-part course charts the evolution of English civilization from the dim beginning of British culture through its maturity into Anglo-Saxon and Anglo-Norman England culminating in Great Britain as the empire-builder in the nineteenth century and a struggling European nation in the post-Cold War and post-industrial world. This course places a special emphasis on personalities as well as on constitutional and institutional themes.

**HST 309, 310, 311 Multicultural America in Historical Perspective (3 each)**
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)**
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)**
A study of culture, political thought, and religion of the Hellenistic and Roman empires.

**HST 350 Pre-Columbian and Colonial Latin America (3)**
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)**

**HST 352 South America Since Independence (3)**
A study of 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)**
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 each)**
The history, civilization, and institutions of the Far East with emphasis on Japan and China from pre-history to the present. This course follows the theme of transformation and tradition in the evolution of modern China and Japan.

**HST 399 Special Studies (1-3)**
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)**

**HST 407 Seminar (3)**
Special seminar topic offerings in the History discipline.

**HST 409 Practicum (1-5)**
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)
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)
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)
This course begins with a review of the special skills of the historians’ craft. Then students are introduced to the sectors of public history such as business-related opportunities, government service, archival and museum work, and historical editing.

HST 420/520 Philosophies of History (3)
The evolution of the discipline of history as portrayed through the writings of the major historians. PREREQ: Consent of instructor.

HST 421 Early Middle Ages (3)
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 High and Late Middle Ages (3)
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 425 Early Modern Europe (3)
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 426/526 West Africa: Democracy and Dictatorships (3)
This course focuses on the developmental programs of independent Ghana and Nigeria.

HST 427/527 East Africa: Democracy and Dictatorships (3)
This course highlights the political developmental problems of East African countries.

HST 431/531 England Under the Tudors and Stuarts (3)
This course takes a broad critical overview of the evolution of English government, society, and economy toward modernity. Through classroom lectures, reading of texts, biographies, and select monographs and articles, students will be exposed to the rich historical and historiographical literature and examine the various developments that were to transform early modern England from a third-rate European country into the first truly modern and powerful state of the Western World in the course of two hundred years.

HST 436 Mexico Since Independence (3)
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 Modern German History (3)
A survey of the key issues influencing the construction and early history of a unified German state founded under Prussian dominance in 1871. The changing faces of liberalism, nationalism, conservatism and socialism will be analyzed, as they evolved following the aborted revolution of 1848 up to the outbreak of World War I.

HST 438 Modern German History (3)
A survey of the nature and evolution of German society, culture and politics with an emphasis on World War I, the Revolution of 1918/19, the Weimar Republic, and the Nazi state. At the heart of this course lies the question of the rise of Hitler to power and the reasons for the string of successes experienced by the Nazi regime prior to its eventual downfall.

HST 439 Modern German History (3)
Beginning with the post-World War II division of Germany, the politics and economics of East Germany, the remarkable economic recovery starting in the 1950s and the impact of new social movements of the 1960s, 1970s, and 1980s in the West are some key developments that will receive prominent attention. The revolution of 1989 and the conflicts engendered by reunification will serve as the conclusion to this course.

HST 442 Modern France: The Revolution and Napoleon (3)
The structure of the Ancien Régime, its demise by the Revolution, the anatomy and the achievements of the Revolution, and its transformation by Napoleon.

HST 443/543 Nineteenth Century Europe (3)
Europe from the Congress of Vienna to the Treaty of Versailles, including the rise of liberalism, conservatism, nationalism, socialism, industrialism, imperialism, irredentism, and militarism culminating in World War I.

HST 444/544 Twentieth Century Europe: The Two World Wars (3)
The impact of World War I, the interwar adjustment and conflict between democracy and the totalitarian powers; World War II.

HST 445/545 Twentieth Century Europe: Postwar Period through the Present (3)
Problems of reconstruction in postwar Europe; the birth and demise of the Cold War; disintegration of Communist Europe and its aftermath; European intellectual culture in the second half of the Twentieth Century.

HST 446 The Near East in the 20th Century (3)
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 447/547 History of Russia/Eastern Europe (3)
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 448/548 History of Russia/Eastern Europe (3)
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' these societies; the development of nationalism; the development of labor movements; and the survival of absolutist monarchies into the 20th century.

HST 449/549 History of Russia/Eastern Europe (3)
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, Stalinism, 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.

HST 450 Modern France: The Nineteenth Century (3)
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)
France in two world wars with an interwar depression and the rise of Nazi Germany; her developments and readjustments since 1945.

HST 452/552 History of Spain (3)
Starting with a description of Islamic civilization in medieval Iberia, this course will trace the evolution of the multicultural and multinational state we now call Spain up to the year 1812. The gradual reconquest of Arab Spain by Christian armies, the emergence of a global empire, the cultural achievements of early modern Spain, and the impact of Enlightenment ideology will be some of the crucial issues structuring this course.

HST 453/553 History of Spain (3)
Starting with the French occupation of Spain (1808-1813), this course will first analyze the turbulent interrelationship between liberalism and conservatism characterize much of the 19th century in Spain. The loss of most imperial possessions also cast its shadow over 19th century Spain and will be fully addressed. The development of nationalism, socialism and anarchism, the origin and nature of the Spanish Civil War, the Franco dictatorship, and the surprisingly smooth transition to democracy in the 1970s will be some of the issues addressed in later stages of this course.

HST 457 The Jacksonian Era (3)
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)
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)
An examination of urban-industrial development in the years following Reconstruction to the turn of the century. The course will also deal with intellectual, social and cultural change as well as American foreign policy.

HST 463 Canada to Confederation - 1867 (3)
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 Canada Since Confederation (3)
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 470 Environmental History (3)
Examines the history of ecological transformations associated with historical patterns of community organization, population movements, agricultural production, scientific inquiry, industrial development, urban growth, and systems of trade and commerce from ancient times to the present with particular attention to North America and global trends of the 19th and 20th centuries.

HST 476/576 History of the West to 1900 (3)
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 resource identification and allocation in relation to nationalist expansion and cultural conflict.

HST 477/577 History of the Twentieth Century West (3)
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)
A regional history course that explores how various events in the past shaped emerging traditions of community and government in the Pacific Northwest. Surveys some pre-contact communities and then traces evolving relations between local communities and various incarnations of imperial power, immigration, and industry through the late 20th century. It introduces students to historical methods, primary sources, and professional resources suitable for teaching, community service, or graduate work.

HST 479 Urban American History (3)
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)
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)
The New Deal and its attempt to redirect politics and economics during the depression decade. World War II and the postwar adjustments. Emergence of the U.S. as an international power.

HST 482 The United States in the 20th Century (3)
From the election of Kennedy to the present. Reform and reaction. The "American Decade" and the signs of retreat.

HST 483 Colonial America (3)
Colonial background of North 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)
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 485 British Constitutional History (3)
This course focuses on the historical roots of the concept of constitutional law and its application and evolution from the Magna Carta through the Glorious Revolution. Its further stage was reached in the 19th century through parliament reforms and the theoretical contributions of Walter Bagehot and Jeremy Bentham. The course explores comparative aspects of British constitutional theory in relation to the center of the empire (Great Britain) and in British colonies.

HST 486 North American Constitutional History (3)
A comparative study of constitutional history in Canada and the United States, with attention to colonial North America and emerging nationalist movements in the United States and Canada. The course will explore the evolving concepts of constitutional law and constitutional theory at the state, provincial, and national levels, with an emphasis on regional perceptions of legitimate authority. This course is the second quarter of a three-quarter sequence that includes HST 485, HST 486 & HST 487/PS 479.

HST 487 American Constitutional Law (3)
An introduction to the study of American constitutional law that involves a detailed case-study approach in which the students prepare briefs on case law. Focuses on the application of the concepts of federalism and separation of powers; the evolving relationship between the states and the national government; between the three institutions of the Presidency, Congress, and the Courts; and between government and the individual.

HST 490/590 20th-Century Latin America (3)

HST 491/591 History of Inter-American Relations (3)
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)
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)
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)
Terms and hours to be arranged.

HST 503M Thesis (1-6)
Terms and hours to be arranged.

HST 505M Reading and Conference (1-6)
Terms and hours to be arranged.

HST 507M Seminar (3)

HST 508M Workshop (1-6)
Terms and hours to be arranged.

HST 509M Practicum (1-9)
Terms and hours to be arranged.

HST 521M United States Before 1865: Topic (3)
Reading, discussion and research of the historical literature relevant to the United States prior to 1865.

HST 522M United States After 1865: Topic (3)
Reading, discussion and research of the historical literature relevant to the United States since 1865.

HST 523M Latin America: Topic (3)
Reading, discussion and research of the historical literature relevant to Latin America.

HST 524M Europe: Topic (3)
Reading, discussion and research of the historical literature relevant to Europe.

HST 525M Asia: Topic (3)
Reading, discussion and research of the historical literature relevant to Asia.

HST 526M Africa: Topic (3)
Reading, discussion and research of the historical literature relevant to Africa.

Honors

H 101 Freshman Honors (1)
Supplementary enriching work related to a regular course taken simultaneously is guided by an instructor during weekly meetings. Students and work are subject to approval by the Honors Committee.

H 201 Sophomore Honors (1)
Supplementary enriching work related to a regular course taken simultaneously is guided by an instructor during weekly meetings. Students and work are subject to approval by the Honors Committee.

H 303 Thesis Development Seminar (1)
Development of proposal for Senior Honors Thesis, including annotated bibliography, and preparation and submission of Junior Honors Writing Portfolio. Enrollment limited to students in Honors or Honors Associate programs.

H 401 Senior Honors (2-3)
Individual research or original writing with scheduled seminars in approved areas of work. Enrollment is limited to selected students of superior academic achievement. Limit of six credit hours. Enrollment limited to students in Honors or Honors Associate programs.

H 403 Senior Honors Thesis (3)
Individual research or original writing with scheduled seminars in approved areas of work. Enrollment limited to students in Honors or Honors Associate programs.

H 407 Honors Seminar (3)

Humanities

HUM 199 Special Studies (1-15)
Terms and hours to be arranged.

HUM 306 Special Studies in Humanities (3)
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 325 German Literature in Translation (3)
A study of a period, literary movement or theme in German literature. Specific focus will be identified in schedule of classes. May be taken twice if content is not repeated.

HUM 340 Mexican Culture and Civilization (3)
A cultural survey of Mexico from the pre-Hispanic times to the present, including history, anthropology, literature, art, geography, politics, economics, and religion. Conducted in English.

HUM 399 Special Studies (3)

HUM 406 Special Individual Studies (1-6)
Terms and hours to be arranged.

HUM 407 Special Individual Studies (1-6)
Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest, under the guidance of a designated faculty member.
HUM 407 Seminar (1-15)
Terms and hours to be arranged.

HUM 408 Workshop (2-3)

HUM 409/509 Internship (1-12)
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 agency, as a master of ceremonies for a club's program).

HUM 503M Thesis (3-9)

HUM 506M Special Individual Studies (1-6)
Terms and hours to be arranged.
Designed for individual or special studies in a limited area of interest, under the guidance of a designated faculty member.

HUM 507M Seminar (1-15)
Terms and hours to be arranged.

HUM 508M Workshop (2-3)

HUM 533M Philosophy in the Classroom (1-6)
Theory and pedagogy of developing reasoning skills and rational dispositions in the school classroom through guided philosophical discussions. Participants are involved in apprenticeship-type experiences in the conduct of such discussions. Content of course will vary, depending on chosen focus as to grade level(s) and subject area(s) of the curriculum. Course may be repeated up to a maximum of 8 hours if content is not repeated.

HUM 534M Project in Philosophy in the Classroom (1-3)
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

Interpreting

INT 253 Comparative Linguistics: ASL/English (3)
Designed to compare the grammatical structures of American Sign Language and English. Students will use a comparative/contrastive approach to the study of ASL and English and will focus on grammatically-acceptable ASL productions. Students are introduced to the linguistic and culturally-based communication issues that impact the interpreting process.

INT 254 Introduction to the Profession of Interpreting (3)
An introductory overview to the profession of interpreting. Course content includes the history of interpreting, terminology, the responsibilities, skills, aptitudes of interpreters, the process of becoming an interpreter, employment environment and options, and current issues.

INT 330 Theory and Process of Interpreting (3)
Introduces the sociolinguistic factors that influence communication, strategies for analyzing discourse, and the theory and process of bilingual/bicultural interpreting. Course content includes the ways in which speakers construct messages, current theories in the process of interpreting, language acquisition/language learning 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.

INT 340 Ethics and Decision Making for Interpreters (3)
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.

INT 341 Interpreting I (3)
Introduces students to the analysis and production aspects of ASL-to-English and English-to-ASL interpretation. Students analyze texts using a Goal-to-Detail information management system and practice a variety of visualization techniques. Students participate in group translations of ASL and English texts, and consecutively interpret analyzed monologues and dialogues.

INT 341L 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.

INT 342 Interpreting II (3)
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.

INT 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.

INT 365 Interpreting in Community Settings (3)
Introduces students to a variety of settings in which interpreters work and the vocabulary and discourse patterns used by consumers in these settings. Through contact with interpreters and consumers, students become familiar with the specific vocabulary, professional issues, ethical considerations, knowledge bases and skills related to each community setting. Students will be introduced to several interpreting settings, including social service, government, legal, medical, mental health, business, religious, performing arts, and sports activities.

INT 410 Internship (3-12)
Offers students the opportunity to work with a professional interpreter who serves as a mentor. Students observe professional interpreters, provide interpreting services while under supervision, and perform independent interpreting assignments. Students apply the theory, knowledge and skills obtained in the classroom to the delivery of interpreting services, acquire new professional knowledge and skills, and develop effective professional work habits and positive working relationships with co-workers and consumers.

INT 420/520 Deaf History: Social and Cultural Issues (3)
Introduces students to a history of the social, cultural, political, educational and social service aspects of the Deaf Community. Students examine the norms and values of Deaf Culture, the linguistic, educational, social and professional influences on the Deaf Community, and the ways in which deaf and hearing people interact in American society.

INT 441 Interpreting III (3)
Concentrates on the production aspects of spontaneous ASL-to-English and English-to-ASL interpreting. Students incorporate linguistic and functional text analyses into their consecutive interpreting performances. Students work on 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.
**Interpreting—Journalism**

**INT 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 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.

**INT 442 Interpreting IV (3)**
This course concentrates on the successful interpretation of texts within a simultaneous interpreting framework. Students incorporate linguistic and functional text analyses into simultaneous interpretations, work with both recorded material and guest 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.

**INT 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 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.

**INT 465 Current Issues for Interpreters (3)**
Investigates current issues facing the professional interpreter. For example, students discuss issues of bilingualism/hiculturalism, legal statutes and liability, certification and quality assurance, confidentiality, accountability, minority status of American Sign Language and Deaf culture, oppression and empowerment of the Deaf community, the interpreter as a cross-cultural mediator, and other contemporary issues.

**INT 467 Interpreting in Educational Settings (3)**
Designed to apply advanced interpreting, transliterating, and classroom support skills to educational settings. The course includes strategies for interpreting frozen texts, negotiating situational-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 deaf and hard of hearing students. Students practice tutoring, notetaking, and in-service techniques, and discuss the ways that interpreters collaborate with other professionals to work with deaf and hard of hearing students.

**INT 468 Specialized Interpreting Techniques (1)**
Students introduced to specialized communication and interpreting techniques that are used with a variety of consumers and in specific situations. Students are introduced to oral, deaf-blind, and manually-coded English interpreting techniques. This course includes work with television/videotape cameras, telephones, microphones, and assistive listening devices.

**Japanese**

**JPN 101, 102, 103 First Year Japanese (4 each)**
Open to any student who wishes to learn the study of Japanese. The course provides basic skills and knowledge in Japanese language and culture, including various class activities and private assistance. Emphasis on the elementary level of communicative competence.

**JPN 199 Special Studies (1-15)**
Terms and hours to be arranged.

**JPN 201, 202, 203 Second Year Japanese (4 each)**
Open to all students who wish to improve their language and cultural competence. The emphasis is to expand conversational skills and develop reading and writing by using various materials: newspapers, magazines, TV programs and e-mail. PREREQ: JPN 103 or equivalent.

**JPN 314, 315, 316 Third Year Japanese (3 each)**
The course provides advanced skills and knowledge in Japanese language and culture. Various activities (speech, discussion, oral and written report, composition) are incorporated in order to develop cultural communication competence.

**JPN 340 Japanese Culture and Civilization I (3)**
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)**
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**

**J 211 Introduction to Mass Communication (3)**
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 Journalism: Writing and Editing (3)**
This course is designed to develop basic skills in journalistic writing and editing for publication (both print and electronic). The emphasis will be on identifying, researching and writing in basic forms and feature formats, and understanding the functions of people who work in the media, the laws and ethical standards that govern media, and the importance of completeness, accuracy and fairness in journalistic writing.

**J 213 Publication Design and Production (3)**
Instruction and practice in publication design including typography, color, format, logos, charts, infographics, and other graphic elements; study of reader patterns, impact of graphics, and laws and ethical standards governing use of graphics; understanding of production including design software and reproduction techniques.

**J 215 Journalism Projects (1-3)**
Maximum of 6 hours
Application of journalistic techniques and principles through work on student publications.

**J 311 Journalism II: Writing and Editing (3)**
Designed to develop advanced skills in journalistic writing and copy preparation for publication (both print and electronic media). Students will do research and write in various formats including news, feature, investigative and analytical, criticism and commentary. They will learn how to prepare copy for publication by editing for space and time, accuracy, tone, completeness, clarity, conciseness, law and ethics, news values and by studying the advantages and limitation of various media forms.

**J 312 Public Relations Communication (3)**
Instruction and practice in the role of communication in American institutions and writing and editing internal and external communications such as news releases, broadcast actualities, electronic communication, brochures, newsletters, annual reports, and speeches. Discussion of the relationship between public relations, advertising, and marketing and the role of law and ethics in public relations communications.
Library Science

LIB 406 Special Individual Studies (1-9)
Terms and hours to be arranged.

LIB 407 Seminar (1-6), variable
Terms and hours to be arranged.

LIB 409 Practicum (3-9)
Terms and hours to be arranged.

LIB 410/510 Library Management (3)
Analysis of library systems such as acquisitions, technical processes, cataloging and classification, and circulation. An exploration of record keeping, planning and forecasting techniques applied to library management needs.

LIB 420/520 Organization of Library Collections (3)
Analysis of the organization and management of library collections and operations to accomplish their various functions effectively. A study of the concepts of multiple access, descriptive cataloging, L.C. Dewey and other classification systems and L.C. Sears and other subject heading lists. Survey of commercial vendors cataloging services and on-line cataloging systems.

LIB 430/530 Literature for Children and Young Adults (3)
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.

LIB 436/536 Information Design and Production (3)
Librarians, media specialists, classroom teachers, and trainers can create instructional graphic materials to meet specific local needs. 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 presentation 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. PREREQ: ED 433/535 or consent of instructor.

LIB 440/540 Information Service and Sources (3)
Examination of the fundamental concepts of reference service in the school media center and of the use and evaluation of appropriate basic reference materials for school media center users.

LIB 450/550 Collection Development (3)
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)
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)
Terms and hours to be arranged.

LIB 507M Seminar (1-6), variable
Terms and hours to be arranged.

LIB 508M Workshop (1-9)
Terms and hours to be arranged.

LIB 509M Practicum (3-9)
Terms and hours to be arranged.

LIB 526M Computer in Library Management (3)
Performance of needs analysis of library management tasks. Practical experience with spreadsheet, graphing, and database programs provided.

LIB 546M Information Transfer (3)
A survey of theories of sociology of knowledge and creation, diffusion and utilization of information in society, application of these theories to the creation and use of information services and sources, and the role of libraries in this process. PREREQ: LIB 540 or consent of instructor.

LIB 560M Library Automation (3)
An examination of planning, forecasting, and record keeping techniques leading to a task analysis applied to the management needs of a library. A study of the preparation of a library for large scale automation; vendor selection process; and an overview of major products in automated acquisitions, catalog, and circulation systems.

LIB 580M Communication Theory (3)
Examination of theoretical models of communication and their application to various technologies of communication (e.g., print, video, motion picture film, etc.) to enhance training and instruction.

LIB 584M Organizational Theory (3)
The study of organizational theory and management principles as applied to library and instructional settings, with emphasis on the impact of instructional technology on organizational environments and the development of leadership skills.

LIB 586M Emerging Information Technology (3)
A study of current and emerging information systems from a philosophical and practical perspective. The origins, storage, transmission and retrieval of information will be explored, as well as the technologies which assist these activities.

Mathematics

The department offers two calculus sequences to meet students' needs. MTH 251, 252 is the standard sequence recommended to most students in the physical sciences and mathematics. MTH 241,242 is designed to serve the mathematical needs of students in the business, managerial, and social sciences. The choice between these two sequences is an important one; the choice of MTH 241,242 effectively closes the door to most advanced mathematics courses.

MTH 105 Introduction to Contemporary Mathematics (4)
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. PREREQ: CS 101, 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 111 College Algebra (4)
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. PREREQ: MTH 095 with a grade of C or better, or satisfactory score on Western Oregon University math placement test. Does not apply toward a math major.

MTH 112 Elementary Functions (4)
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. PREREQ: MTH 111 with a grade of C or better or consent of instructor. This course does not apply to a math major.
MTH 199 Special Studies: Mathematics (1-6)

MTH 211, 212, 213 Foundations of Elementary Mathematics (3 each)
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 assumes the skills from two years of high school algebra and one year of geometry. PREREQ: MTH 211: Satisfactory score on math placement test taken at Western Oregon University or MTH 109 with a grade of C or better. PREREQ: MTH 212; MTH 211 with a grade of C or better. PREREQ: 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)
Includes sets, set operations, scientific notation, number bases, elementary symbolic logic, induction, recurrence relations, functions, algorithms, graph theory, applications. PREREQ: MTH 111 with grade of C or better, or consent of instructor. Does not apply toward a math major.

MTH 241, 242 Calculus for Management and Social Sciences (4 each)
Designed to acquaint students in the natural, social and management disciplines. Topics include exponential and logarithmic functions. Elementary properties of derivatives and integrals, application to marginal analysis, related rates, optimization problems. Sequences, geometric series, linear programming, functions of several variables, partial derivatives and optimization. A knowledge of trigonometry is not presumed. Students may not receive credit for both MTH 241 and 251, or MTH 242 and MTH 252. PREREQ: 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. These courses do not apply to a mathematics major.

MTH 243 Introduction to Probability and Statistics (4)
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. PREREQ: MTH 111 with grade of C or better. Does not apply toward a math major.

MTH 251 Calculus I (5)
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. PREREQ: MTH 112 with grade of C or better or consent of instructor.

MTH 252 Calculus II (5)
Integral calculus of functions of a single variable. The Fundamental Theorem of Calculus, the logarithmic and exponential functions, techniques of integration, polar coordinates, applications. PREREQ: MTH 251 with grade of C or better.

MTH 253 Calculus III: Sequences and Series (5)
Convergence and divergence of sequences, L'Hopital's Rule, improper integrals and series, convergence tests, Taylor's Theorem with remainder, power series. Functions of several variables, partial derivatives, double and triple integrals, iterated integrals, coordinate systems, and applications. Vectors, inner product, cross product, lines and planes in space. PREREQ: MTH 252 with grade of C or better.

MTH 254 Vector Calculus (4)
Curves in space, arc length, velocity, acceleration, curvature. Introduction to functions of several variables; limits, continuity, differentiability, the gradient. Differential and integral calculus of functions of several variables. Differentialiability, the gradient, directional derivatives, the chain rules. Optimization problems and the second derivative test. Double and triple integrals, iterated integrals, coordinate systems, and applications. PREREQ: MTH 252 with grade of C or better.

MTH 292 College Algebra For Elementary Teachers (3)
Algebraic skills; solving linear and quadratic equations; inequalities; functions; graphs; systems of linear equations. PREREQ: MTH 213 with grade of C or better, or consent of instructor. Does not apply toward a math major.

MTH 307 Seminar in Mathematics (1)
Participation in weekly departmental seminars devoted to the exploration of topics in mathematics and the presentation of senior projects. Enrollment in two terms is required for the degree in mathematics. Normally this requirement is to be met by the end of the sophomore year. Transfer students are to meet this requirement at the earliest possible date. (Exceptions require departmental permission.)

MTH 311 Advanced Calculus I (4)

MTH 312 Advanced Calculus II (4)

MTH 313 Advanced Calculus III (4)
A rigorous treatment of the differential and integral calculus of functions of several variables. The Inverse Function Theorem, the Implicit Function Theorem, Lagrange's method of constrained optimization. Representation of functions by series and integrals. Additional topics if time permits: Fourier series, integral transforms. PREREQ: MTH 312 with a grade of C or better.

MTH 314 Differential Equations (4)
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. PREREQ: MTH 253, 257, 341.

MTH 337, 338 Geometry (5 each)
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. PREREQ: MTH 253 with a C or better or consent of instructor.

MTH 341 Linear Algebra I (4)
Vector algebra and geometry of 3-space; systems of linear equations; Gaussian elimination; real vector spaces; determinants, linear transformations, introduction to eigenvalue problems. PREREQ: MTH 254, concurrent enrollment in MTH 254, or consent of instructor.

MTH 344 Group Theory (3)
An introduction to the theory of groups. Lagrange's Theorem, normal subgroups, homomorphisms, the Isomorphism Theorems; examples from geometry, linear algebra and the physical science applications. PREREQ: MTH 341.

MTH 345 Ring Theory (3)
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. PREREQ: MTH 344.

MTH 346 Number Theory (3)
MTH 354 Discrete Structures I (3)
Sets, relations, partitions, functions, mathematical induction, recursion. PREREQ: MTH 231 or 252.

MTH 355 Discrete Structures II (3)
Enumeration, complexity of algorithms, graph theory, trees, and network models. PREREQ: MTH 353.

MTH 363 Linear Programming and Games (3)
Optimization of functions with linear constraints, convex sets, the simplex method and applications, duality; two person matrix games. PREREQ: MTH 341.

MTH 365 Mathematical Probability (3)
Probability theory developed through moment generating functions. Random variables, probability distributions, density functions. PREREQ: MTH 253 with a C or better.

MTH 366 Mathematical Statistics (3)
Correlation and Covariance, theory of point and interval estimation, hypothesis and significance testing for large and small samples. PREREQ: MTH 365.

MTH 391 Math Models (3)
Using concrete models to teach mathematics. Learning theory from concrete to abstract. Models include Cuisenaire rods, bean sticks, 2 cm. cubes, geoboards, and multi-base blocks. Three lectures, one laboratory. PREREQ: MTH 213 or consent of instructor. Does not apply toward math major.

MTH 392 Introduction to Abstract Algebra (3)
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. PREREQ: MTH 213 or consent of instructor. Does not apply toward math major.

MTH 395 Probability and Statistics for Elementary Teachers (3)
Using basic elements of probability and statistics to solve problems involving the organization, description and interpretation of data. Concrete application will be explored. PREREQ: MTH 212 or consent of instructor. Does not apply toward math major.

MTH 394 Introduction to Geometry (3)
A brief examination of intuitive geometry including construction, basic Euclidean geometry, proof, and measure. PREREQ: MTH 213 or consent of instructor. Does not apply toward math major.

MTH 396 Elementary Problem Solving (3)
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. PREREQ: MTH 213 or consent of instructor. Does not apply toward math major.

MTH 395, 398 Elementary Integrated Mathematics I and II (3)
The study of computational skills, geometry, probability and statistics, data collection and number theory in applied problem solving. Extensive use of group activities technology, and real-world applications will be used to gain an understanding of the underlying mathematics and an appreciation of the utility and value of mathematics. The goals of the classes are for students to achieve: learning to value mathematics, becoming confident in one's own ability, becoming a mathematical problem solver, learning to communicate mathematically, and learning to reason mathematically. PREREQ: MTH 396 or consent of instructor. Does not apply toward a mathematics major.

MTH 397 Secondary Problem Solving (3)

MTH 401 Research (1-9)
Terms and hours to be arranged.

MTH 402 Independent Study (1-3)
Terms and hours to be arranged.

MTH 403 Thesis (3-6)
Terms and hours to be arranged.

MTH 404 Work Experience; Internship (1-9)
Terms and hours to be arranged.

MTH 405 Reading and Conference (1-6)
Terms and hours to be arranged.

MTH 406 Special Problems/Projects (1-3)
Terms and hours to be arranged.

MTH 407/507 Seminar (1-3)
Terms and hours to be arranged.

MTH 408 Workshop (1-9)
Terms and hours to be arranged.

MTH 409 Practicum (1-4)
Terms and hours to be arranged.

MTH 410/510 Advanced Topics: Analysis (3)
Students enrolled in MTH 510 will be expected to complete a graduate project. PREREQ: completion of at least nine hours in this area of concentration and consent of instructor.

MTH 416 Complex Analysis (3)
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. PREREQ: MTH 311.

MTH 420/520 Advanced Topics: Applied Mathematics (3)
Students enrolled in MTH 520 will be expected to complete a graduate project. PREREQ: completion of at least nine hours in this area of concentration and consent of instructor.

MTH 430/530 Advanced Topics: Geometry (3)
Students enrolled in MTH 530 will be expected to complete a graduate project. PREREQ: completion of at least nine hours in this area of concentration and consent of instructor.

MTH 437/537 Set Theory and Topology (3)
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. PREREQ: MTH 311.

MTH 439 Transformational Geometry (3)
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. PREREQ: MTH 341, 338.

MTH 440 Advanced Topics: Algebra (3)
Topics in modern algebra for advanced undergraduate students. PREREQ: MTH 341, 344, 345 or consent of instructor.

MTH 441/541 Linear Algebra II (3)
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. PREREQ: MTH 345.
MTH 446 Abstract Algebra (3)
A rigorous treatment of group theory. Examples from many branches of mathematics. Normal subgroups, quotient groups, the homomorphism and isomorphism theorems. PREREQ: MTH 345 or consent of instructor.

MTH 451 Numerical Analysis (3)
Approximation of functions, interpolation, curve fitting, numerical integration, orthogonal systems and the representation of functions, numerical solutions of systems of linear equations, conditioning. PREREQ: MTH 253, 257, 341. (Recommended: Any of MTH 311, 314, 363, 441)

MTH 460 Advanced Topics: Probability and Statistics (3)
Topics in probability and statistics for advanced undergraduate students. PREREQ: MTH 365, 366 or consent of instructor.

MTH 472 History of Mathematics (3)
The history of mathematics from ancient to modern times: The effect of mathematics on the development of science. The interaction of mathematics with other fields of human endeavor such as philosophy, arts and social values. PREREQ: MTH 253 or 254.

MTH 482 Logic and the Foundations of Mathematics (3)
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. PREREQ: MTH 311, 344.

MTH 498/598 Computer Applications in Math (3)
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. PREREQ: CS 211, MTH 252, or consent of instructor.

MTH 501M Research (1-9)
Terms and hours to be arranged.

MTH 502M Independent Study (1-3)
Terms and hours to be arranged.

MTH 503M Thesis (1-9)
Terms and hours to be arranged.

MTH 504M Work Experience; Internship (1-9)
Terms and hours to be arranged.

MTH 505M Reading and Conference (1-6)
Terms and hours to be arranged.

MTH 506M Special Problems/Projects (1-3)
Terms and hours to be arranged.

MTH 508M Workshop (1-9)
Terms and hours to be arranged.

MTH 509M Practicum (1-4)
Terms and hours to be arranged.

MTH 517M Complex Analysis I (3)
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. PREREQ: Consent of instructor.

MTH 538M Transformational Geometry I (3)
A study of the geometric transformations of the plane and their group structure. The first part of the 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. PREREQ: Consent of the instructor.

MTH 547M Abstract Algebra I (3)
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. PREREQ: Consent of the instructor.

MTH 548M Abstract Algebra II (3)
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. PREREQ: Consent of instructor.

MTH 552M Numerical Analysis I (3)
Approximation of functions, interpolation, curve fitting, numerical integration, orthogonal systems and the representation of functions, numerical solutions of systems of linear equations, conditioning. PREREQ: Consent of the instructor. (Recommended: Any of the following: MTH 311, 314, 365, or 441)

MTH 573M History of Mathematics I (3)
The history of mathematics from ancient to modern times: the effect of mathematics on the development of science. The interaction of mathematics with other fields of human endeavor such as philosophy, arts and social values. 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. PREREQ: Consent of the instructor.

MTH 581M Logic and the Foundations of Mathematics I (3)
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. PREREQ: Consent of the instructor.

MTH 590M Advanced Topics: Mathematics Education (3)
A study of selected topics in the teaching of mathematics. PREREQ: completion of at least nine hours in this area of concentration and consent of instructor.

Military Science (ROTC)

MS 111 Military Science I: Leadership Development (1)
Introduction to ROTC, its relationship to the U.S. Army, Role of the Army officer, including leadership and management fundamentals. Types of jobs available to Army officers.

MS 112 Military Science I: Military Skills (1)
Basic rifle marksmanship; military first aid; customs and traditions of the U.S. Army; unit organization and missions.

MS 115 Military Science I: Land Navigation (1)
How to read a topographic map and use a magnetic compass; includes practical exercises.

MS 211 Military Science II: Effective Team Building (2)
An examination of effective leadership. Military Leadership: styles, methods and techniques. Development of interpersonal skills using practical exercises and case studies.

MS 212 Military Science II: Fundamentals of Military Operations I (2)
Introduction to battle drills, battle focus and situational training exercises. Basic U.S. Army tactics at the individual, team and squad levels. Integration of military skills in offensive and defensive operations.
Music

A maximum of 12 hours of music ensemble may be counted toward graduation. Courses include MUS 193, 197, 395, and 397.

MUS 111 Beginning Musicianship (3)
Introduction to the elements of musical composition, including chords, scales, rhythm, and notation. No previous musical experience required. Recommended for students who wish to take MUS 371 or MUS 207. Satisfies LACC.

MUS 125 Basic Music (3)
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 education majors with limited music reading/keyboard skills. 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 and with same instructor.

MUS 178, 179, 180 Voice Proficiency Class (2 each)
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 (2 each)
The essentials of singing, including tone production, diction, style and interpretation.

MUS 189, 190, 191 Piano Proficiency (2 each)
Elementary piano course including rhythm, notation, transposition, harmonization, performance of easy repertoire and sight reading. First three terms of a six-term sequence specially designed for the music major who is preparing for the piano proficiency examination.

MUS 192, 193, 194 Piano Class (1 each)
Elementary piano course including rhythm, notation, keyboard and transposition.

MUS 195 Band (1)
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)
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)
Terms and hours to be arranged.

MUS 201 Introduction to Music and Its Literature (3)
An introduction to music literature through the study of elements and organizing principles as they relate to music of all periods. Stress is placed on listening to music that is popular in the concert hall.

MUS 202 Music of Broadway (3)
An introduction to the elements and organizing principles of music as they relate to the music of Broadway. Stress is placed on developing fundamental listening skills with this music. An historical overview of Broadway music is included.

MUS 203 Jazz History (3)
An historical and analytical view of America's first indigenous musical art form. Focus on major figures and stylistic periods from dixieland to post-fusion.

Modern Languages

ML 199 First Year Foreign Language: Topic (4-12)
Offers students studying foreign languages which are not currently offered at the university the opportunity to earn credit for their efforts.

ML 299 Second Year Foreign Language: Topic (4-12)
Offers students studying foreign languages which are not currently offered at the university the opportunity to earn credit for their efforts.
MUS 204 Music of the World (3)
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)
Survey of roots, influences and development of the music of Black composers and performers in America from pre-Civil War to the present.

MUS 206 Introduction to Music and MIDI (3)
A historical survey of electroacoustic music and the evolution of music technology, including an introduction to MIDI-based instruments, computer-music application, sound design, and basic electroacoustic composition techniques.

MUS 207 Song Writing (3)
Students will study examples of successful popular songs and fundamentals of music theory and notation. Using music writing and playback software, students will compose and record original songs. No prerequisite, satisfies LACC requirement in music.

MUS 208 Popular Music in America (3)
Survey of popular music in America from 1840 to the present. Satisfies LACC in music.

MUS 211, 212, 213 Musicianship I (3 each)
The study of music through performance, listening, analysis and composing. Ear training and keyboard work included. Meter, rhythm, scale materials, melody, counterpoint (two and three voice texture) and formal aspects are studied.

MUS 211L, 212L, 213L Lab: Musicianship I (1 each)
Study of sight singing, ear training and temporal acuity products. Taken concurrently with MUS 211, 212, 213.

MUS 234 Guitar Class (1)
Introduction to guitar playing with emphasis on chording, strumming, and finger-picking techniques and note reading.

MUS 240 Improvisation I (2)
The study of major and minor keys and chord-scale relationships, and analysis and performance of jazz standards with a strong tonal center. Emphasis on melodic fluency. PREREQ: MUS 211.

MUS 289, 290, 291 Piano Proficiency (2 each)
The study of solo repertoire and technical studies. Second three terms of a six-term sequence specially designed for the music major who is preparing for the piano proficiency examination. PREREQ: MUS 191 or consent of instructor.

MUS 292, 293, 294 Intermediate Piano Class (1 each)
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.

MUS 310 Women in Dance and Music: 1800-Present (3)
Women's contributions to music and dance from 1800 to the present will be presented within historical and sociological contexts.

MUS 311, 312, 313 Musicianship II (4 each)
The study of music through performance, listening, analysis and composing. Ear training and keyboard work included. Topical emphases: counterpoint, harmony, arranging and form. PREREQ: MUS 213.

MUS 311L, 312L, 313L Musicianship II Lab (1 each)
Development of ear training, singing and keyboard skills relating to musicianship studies. Taken concurrently with MUS 311,312,313.

MUS 314 Harmonic and Structural Analysis (3)
Thorough study of formal analysis, including the phrase unit, period, two and three-part song forms, developed ternary forms, sonata, symphony, concerto, etc. PREREQ: MUS 313.

MUS 320 Conducting I (3)
Techniques of conducting, vocal and instrumental, including analysis of composition conducted. The class serves as a laboratory for conducting and playing compositions conducted. PREREQ: MUS 213, or consent of instructor.

MUS 321 Conducting II (3)
Continued study of techniques in conducting vocal and instrumental music including analysis of compositions conducted, work with transpositions and full scores. Opportunity to conduct instrumental and choral ensembles. PREREQ: MUS 320.

MUS 332 String Class (1)
Preparatory training in the basic techniques of violin and viola playing. Consent of instructor.

MUS 333 String Class (1)
Preparatory training in the basic techniques of cello and bass playing. Consent of instructor.

MUS 340 Improvisation II (2)
The advanced study of functional tonality from a jazz perspective, including tonal gravity, secondary dominants, substitute chords and scales, multi-level analysis, and performance of jazz standards with multiple tonal centers. Emphasis on repertoire from Tin Pan Alley and the Bebop era. PREREQ: MUS 240.

MUS 341 Pedagogy Studies—Piano (2)
Study and evaluation of various methods of piano pedagogy for beginners through advanced students. Practical application of the methods is required.

MUS 342 Vocal Pedagogy (3)
Introduction of methods and materials for teaching singing in a studio or small class. Attention is given to all elements of vocal production: respiration, phonation, resonance and articulation. Practical application of the methods is required. PREREQ: 3 terms of voice.

MUS 345 The Business of Music (3)
Topics concerning the legal aspects of professional musicians in the marketplace, including performance rights, copyright laws, royalties, contracts, and affiliations with publishers, agents, and arts organizations.

MUS 351 Accompanying (2)
Study of the skills required for successful accompanying of instrumentalists and vocalists. Practical application of the techniques required.

MUS 360 Renaissance and Early Baroque Music (3)
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. PREREQ: MUS 213 or consent of instructor.

MUS 361 18th and 19th Century Music (3)
This course begins with the music of the late Baroque (Handel, J.S. Bach, and Vivaldi) and continues through the Romantic Era. PREREQ: MUS 360 or consent of instructor.

MUS 362 20th Century Music (3)
This course begins with Impressionism (Debussy) and continues through Post World War II Music to the present time. PREREQ: MUS 361 or consent of instructor.

MUS 363 Ethnic and World Music (3)
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. PREREQ: MUS 213 or consent of instructor.

MUS 364 Advanced Ethnomusicology (3)
Investigation of the discipline of ethnomusicology, including focused study of one to three non-Western musical cultures. Readings drawn from books in the discipline, professional journals, and music periodicals. PREREQ: MUS 363.

MUS 365 Jazz Styles and Analysis (3)
An historical, analytical, and theoretical view of America's first indigenous musical art form, with a focus on major jazz figures and stylistic periods from Dixieland to post-fusion. This course is designed for music majors. PREREQ: MUS 213 or consent of instructor.

MUS 366 Music Since 1950 (3)
An historical investigation of the major compositional styles developed by late 20th century composers, as well as a consideration of cross influences among classical, popular, and folk genres worldwide. PREREQ: MUS 362, 364, and 365.

MUS 371 Music Fundamentals and Activities for the Classroom Teacher (3)
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 a classroom. PREREQ: MUS 111, MUS 125, MUS 211 or consent of instructor.

MUS 395 Band (1)
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)
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 Opera Workshop (2)
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. PREREQ: consent of instructor.

MUS 399 Special Studies (1-3)

MUS 405 Senior Seminar and Project (1)
Overview of contemporary music worldwide and selected topics for focused study. Selection, development, and presentation of a Senior Project. PREREQ: Senior standing in music. May be repeated for credit.

MUS 406 Special Individual Studies (1-15)
Terms and hours to be arranged.

MUS 407 Seminar (1-15)
Terms and hours to be arranged.

MUS 408 Workshops (1-15)
Terms and hours to be arranged.

MUS 409 Practicum (1-12)
Terms and hours to be arranged.

MUS 414 Jazz Theory (2)
An introduction to the fundamentals of jazz theory and jazz composition, including harmony, scales, modes, rhythms, instrumentation, orchestration, nomenclature, and manuscript. Compositions for jazz combo will be performed and critiqued. PREREQ: MUS 213 or consent of instructor.

MUS 415 Jazz Arranging I (2)
Arranging for jazz combo and large ensemble: Harmonizing melodic lines, writing for rhythm section, developing original ideas. Students will produce and perform arrangements for their music. PREREQ: MUS 414 or consent of instructor.

MUS 416 Jazz Arranging II (2)
Advanced arranging and composition techniques for the jazz orchestra with emphasis on counterpoint, 5-part voicing, extended forms, and advanced orchestration and instrumentation techniques. Compositions and arrangements will be performed and critiqued. PREREQ: MUS 415.

MUS 417 Counterpoint (3)
Study of and experience in writing in various imitative and non-imitative contrapuntal styles, with emphasis on 16th century counterpoint. PREREQ: MUS 313.

MUS 418 Contemporary Composition Techniques (3)
Twentieth-century strategies, systems, methods, and techniques of composing music for various genre and media. Compositions will be performed and critiqued. PREREQ: MUS 313, MUS 362 or consent of instructor.

MUS 419 Music and Technology (4)
An introduction to computers and music technology, emphasizing algorithmic programming, sequencing, digital sound design, and multimedia authoring tools. Includes weekly studio times. PREREQ: MTH 111, CS 161, and MUS 215.

MUS 421 Electronic Music I (3)
A composition-based course in basic digital music production techniques with emphasis on MIDI sequencing and notation. Includes weekly studio times in the MIDI Lab. PREREQ: MUS 206.

MUS 422 Electronic Music II (3)
A composition-based course in digital music production techniques with emphasis on hard disk recording, digital audio recording, studio recording techniques, and CD mastering. Includes weekly studio times in the Digital Music Production Studio. PREREQ: MUS 421.

MUS 423 Scoring For Film and Television (3)
Composing music for film and television with emphasis on the industry, synchronization and timings, spotting, dramatic conceptualization, orchestration, recording techniques, styles, and genres. Under scoring projects will be performed, recorded, and critiqued. Includes weekly studio times in the Digital Music Production Studio. PREREQ: MUS 422.

MUS 424 Vocal Literature (3)
Study of classical vocal solo literature from Renaissance lute songs through the twentieth century. Activities include listening, performing, analysis of styles and performance practices.
MUS 425 Keyboard Literature (2)
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 439 Scoring for Voices and Instruments (2)
Techniques of arranging and scoring for various types of choral and instrumental groups. PREREQ: MUS 213 or consent of instructor.

MUS 440 Improvisation III (2)
The study and practice of varied improvisatory idioms and materials, including free and structured improvisation and nonfunctional tonality. Emphasis on performance of original compositions in a small-group setting. PREREQ: MUS 340.

MUS 455 Lyric Diction (3)
Essentials of diction for singers in English, Italian, German and French using L.P.A. symbols.

MUS 506M Special Individual Studies (1-3)
This course is designed for graduate advanced individual study under the guidance of a designated faculty member.

MUS 507M Seminar (1-15)
Terms and hours to be arranged.

MUS 508M Workshop (1-15)
Terms and hours to be arranged.

MUS 515M Arranging (2)
Independent study of texts on choral arranging, with analysis of vocal and instrumental scores. Students will make sample arrangements for the various media studied. Insofar as possible, arrangements will be performed and criticized on the basis of their practicability and accuracy.

MUS 520M Arranging and Compositional Studies (3)
Students will develop skills in arranging and composing music. Compositions and arrangements will be analyzed. Students 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 writing techniques of traditional, 20th-century and avant garde are encouraged. All compositions and arrangements will be performed and critiqued based on their performance ability, musicality and accuracy of notation.

MUS 521M Analytical and Compositional Studies (2)
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 are included.

MUS 527M Computer Applications in Music (3)
Exploration and use of the microcomputer for C.A.I. and management in music, word processing, database, spreadsheets, MIDI and music software, including music sequencing on a digital keyboard computer.

MUS 552M Advanced Instrumental Literature (2)

MUS 554M Advanced Choral Literature (2)
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)
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)
Individual projects in Music History/Musicology. PREREQ: MUS 550 or consent of instructor.

MUS 570M Advanced Conducting and Literature (3)

MUS 571M Conducting (2)
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)
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)
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

Music Education

MUE 301 Brass Pedagogy (2)
Applied technique on trombone and valve instruments. Pedagogy for beginning and developing students on all brass instruments.

MUE 302 Percussion Pedagogy (2)
Applied technique on all common orchestral percussion instruments and drum set. Pedagogy for beginning and developing students on percussion.

MUE 303 Woodwind Pedagogy (2)
Applied technique on flute and a reed instruments. Pedagogy for beginning and developing students on woodwinds.

MUE 301L, 302L, 303L Instrumental Field Experience (1 each)
Application of pedagogy in a public school setting. To be taken concurrently with Instrumental Pedagogy classes.

MUE 320 Classroom Music Curriculum (3)
Curriculum theory and strategies for music in classroom settings, including early childhood, elementary, and middle-school "general music." Emphasis on Orff and Kodaly approaches. PREREQ: MUS 211.

MUE 320L Classroom Field Experience (1)
Observation and assistance in a public elementary/middle school setting. Taken concurrently with Music Class Curriculum. PREREQ: MUS 211.

MUE 330 Technology in Music Education (2)
MIDI as a tool for delivering music instruction. Includes software analysis and curriculum development. PREREQ: MUS 211.

MUE 386/387/388 Music Teaching Lab (1 each)
Students will be given various mini- and micro-teaching opportunities to teach each other a variety of teaching skills that the public
school music educator must have. This will be a practical course, with high level of student creativity as one of its main features.

MUE 440 Ensemble Curriculum and Rehearsal (3)
Curriculum theory, rehearsal strategies, and repertoire analysis for school-based choral and instrumental ensembles. PREREQ: The following courses with a grade of C or better: Conducting II; Woodwind, Brass, Percussion, and Vocal Pedagogy; 3 terms each in a Concert Choir, Symphonic Band, and a jazz ensemble.

MUE 440L Ensemble Field Experience (1)
Observation and assistance in a public school setting. Taken concurrently with Ensemble Curriculum and Rehearsal.

Music Performance

Students who register for private lessons will be required to attend a 50 minute seminar every other Tuesday at 11:00 a.m. in addition to their regular lesson time. See instructor for further details.

MUP 171-192 Performance Studies (2-4 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 271-292 Performance Studies (2-4 each term)
Second level of lower-division study. For details see MUP 171-192. Consent of instructor required. PREREQ: Three terms of MUP 171-192 and successful audition. Consent of instructor required.

MUP 341-362 Performance Studies (2-4 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 each)
First level of upper-division study for qualified students. For details, see MUP 171-192. Consent of instructor and jury audition required.

MUP 471-492 Performance Studies (2-4 each)
Advanced level of upper-division study for qualified students. For details, see MUP 171-192. Consent of instructor and jury audition required.

MUP 541M-562M Performance Studies (1-2 each)
Individual instruction at the graduate level. Consent of instructor required. For details, see MUP 341-362.

Philosophy

PHL 199 Special Studies (1-15)
Terms and hours to be arranged.

PHL 201 Introduction to Philosophy: Being and Knowing (3)
An introduction to philosophical reflection on the fundamental nature of reality, on our knowledge of it, and on the justification of that knowledge.

PHL 202 Introduction to Philosophy: Personal Morality and Social Justice (3)
An introduction to philosophical reflection on the nature of morality and justice and to basic principles of practical moral reasoning in private and public life, business, medicine, etc.

PHL 207H, 208H, 209H Philosophy in the Western World (3 each)
A chronological survey of major philosophers, ideas, and world views in the Western world. PHL 207H: Ancient to Medieval. PHL 208H: Medieval to Enlightenment. PHL 209H: Enlightenment to present. PREREQ: Participation in Western’s Honor’s Program.

PHL 231 Introduction to Formal Reasoning (3)
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)
Introduction to analysis and evaluation of techniques of reasoning used in every day problem solving, judgment and decision-making.

PHL 281 Ethics (3)
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)
Introduction to theories of beauty and art and interpretations of the meaning and value of aesthetic experience.

PHL 283 Philosophy of Religion (3)
Introduction to theories of religion and basic philosophical issues relating to religion, such as the nature and existence of an ultimate reality, the problem of evil, the interpretation of religious language and symbols, and the nature of mystical experience.

PHL 284 Theory of Knowledge (3)
Survey of representative issues and theories in the philosophical study of human knowledge and its foundations.

PHL 285 Theory of Being (3)
Survey of representative issues and theories regarding the fundamental principles and structure of reality, including such topics as mind-
body relation, mind-brain relation, nature of life, nature of matter, reality as a whole, etc.

PHL 286 Philosophy of Education (3)
A philosophical exploration of the educational process, both in general and in relation to its contemporary institutional setting, drawing upon a variety of philosophical perspectives both ancient and modern. Three hours of introductory philosophy recommended, but not required as prerequisite.

NOTE: Three to six hours of lower division philosophy recommended as background for upper division courses.

PHL 311 Ancient Philosophy (3)
History of philosophical thought of the ancient Greek and Roman periods. May be taken twice for credit if content is not repeated.

PHL 313 Medieval and Renaissance Philosophy (3)
History of European philosophy of the Medieval and Renaissance periods.

PHL 314 Modern European Philosophy (3)
History of European philosophy from the dawn of modern science through the 19th century. Emphasis given to different philosophers on alternate years offered. May be taken twice for credit if content is not repeated.

PHL 316 Contemporary Philosophy (3)
Principal philosophical figures and movements of 20th century philosophy in America and Europe. May include pragmatism, analytic philosophy, existentialism, phenomenology, structuralism, Marxism. May be taken twice for credit if content is not repeated.

PHL 335 Social and Political Philosophy (3)
Philosophical exploration of basic topics and problems of social, political, and economic life, together with theories that indicate how these topics and problems should be understood and handled. Special attention given to principles involved in criticism and justification of institutionalized distributions of power and resources.

PHL 340 Issues in Applied Ethics (3)
In depth study of selected issues in applied ethics. Possible issues may include biomedical ethics, business ethics, ethics in the helping professions, sexual ethics. May be taken twice for credit if content is not repeated.

PHL 345 Ethical Theory (3)
This course will cover major classical and contemporary theories in normative ethics. It will include a careful study of virtue ethics, natural law, utilitarianism and deontology. It will also compare the justification of moral judgements with that of scientific judgements.

PHL 353 Philosophy of Psychology (3)
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 399 Special Studies (1-15)
Terms and hours to be arranged.

PHL 405 Senior Tutorial in Philosophy (3)
Capstone of undergraduate coursework in philosophy: research, senior essay, presentation, critique, and response to critique. For seniors with either a minor in philosophy or a major in humanities with a concentration in philosophy.

PHL 406 Special Individual Studies (1-15)
Terms and hours to be arranged. Individual or special studies in a specific area of interest, under the guidance of a designated faculty member.

PHL 407 Seminar (1-15)
Terms and hours to be arranged.

PHL 411 Philosophy and Literature (3)
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 Philosophy for Children (3)
Introduction to the teaching of higher level thinking and reasoning skills at elementary, intermediate, and secondary levels, making use of curricula such as those developed by the Institute for the Advancement of Philosophy for Children. PREREQ: Consent of instructor. Course may be retaken up to a maximum of 9 hours if content is not repeated. Limit of 20 students.

PHL 507M Seminar (3)
One of a variety of topics in philosophy as announced in the schedule of classes.

Physical Education

PE 100-119 Conditioning Activities (1)
Sports (baseball, basketball, etc.), weight training and conditioning, jogging and aerobic dance.

PE 120-129 Rhythms and Dance (1)
Folk and square dance, social dance, and basic rhythms.

PE 131 Individual Health and Fitness (2)
Health values of physical fitness, components and measurements of physical fitness, conditioning programs, designing an individual fitness program, weight control and exercise, nutrition and exercise, disease and exercise, adapted fitness activities, community resources. Lab activities will include an exposure to various conditioning programs and completion of an individualized fitness program. Students will be able to assess their own fitness levels and design an appropriate individualized program. One hour of lecture and two hours of lab per week.

PE 130-149 Individual Sports (1)
Badminton, tennis, archery, handball, racquetball, self-defense, wrestling, backpacking, bowling, golf, gymnastics, fishing.

PE 150-159 Team Sports (1)
Basketball, field sports, field hockey, recreational games, soccer, softball, volleyball.

PE 160-169 Aquatics (1)

PE 170-179 Elementary PE Activities (1)
(These courses are designed especially for the elementary education major.)

PE 200-229 Professional Activities (1)
(For PE Majors and Specialists.)

PE 230 Introduction to Physical Education and Health (2)
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)
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)

PE 291 Life Guard Training (2)

PE 292 Water Safety Instructor (2)

NOTE: Admission to some upper division classes may be limited to students who have been formally admitted to the Division. Admission to the Division is determined by a formal process and is selective.

PE 301 Basic Exercise Sciences (3)
Designed to provide basic exercise information in the areas of kinesiology and physiology of exercise. No scientific background is prerequisite.

PE 310 Motor Learning (3)
An examination of the processes underlying skilled human performance, how skilled performance is learned, and how to apply the principles governing motor performance and learning in teaching, coaching, and rehabilitation settings.

PE 320 Fitness and Recreation Programs for the General Population (3)
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 each)
Rules, techniques, and game practice in men’s and women’s sports.

PE 343 Organization and Administration of Physical Education (3)
Policies and procedures, facilities, staff, budget, scheduling, equipment.

PE 359 Care and Prevention of Athletic Injuries (3)
Examination in the techniques used in the prevention of athletic injuries, along with how to recognize and evaluate basic signs and symptoms associated with common injuries. Establishing a plan of care which includes rehabilitative exercise will also be studied.

PE 359L Care and Prevention of Athletic Injuries Lab (0 hours)
A laboratory experience for students enrolled in PE 359. Prevention techniques of taping, bandaging and strapping will be studied and then practiced by the students.

PE 361 Coaching Youth Sports (2)
Examination of the practices and philosophies involved in coaching and administering youth sports with emphasis on developing practical materials and philosophical goals and strategies.

PE 365 Football Coaching (2)
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching and management of games.

PE 366 Basketball Coaching (2)
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching and management of games. PREREQ: activity course in basketball.

PE 367 Baseball Coaching (2)
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching and management of games.

PE 368 Track and Field Coaching (2)
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of meets. PREREQ: activity course in track and field.

PE 369 Wrestling Coaching (2)
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of meets. PREREQ: activity course in wrestling.

PE 370 Volleyball Coaching (2)
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching and management of contests and tournaments. PREREQ: activity course in volleyball.

PE 371 Kinesiology (3)
Kinesiology is the study of human movement from the perspectives of musculoskeletal anatomy and biomechanics. Anatomical kinesiology addresses the interactions among joint structure and muscle function. Biomechanical concepts to be addressed include vector representation of muscle force, Newton’s Laws, and calculations of work, power and energy in the context of human movement. PREREQ: BI 334.

PE 375 Athletics: Coaching and Administration (3)
An examination of the dynamics of personal interaction in athletics: guidance in practice and game organization and conduct; and knowledge of the scope and function of athletic governing bodies as well as current trends and problems in athletics.

PE 406 Special Individual Studies (1-4)
Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

PE 407 Seminar (1-4)
Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

PE 408 Workshop (1-4)
Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

PE 409 Practicum (1-12)
Terms and hours to be arranged.

PE 433 Physical Education in the Elementary School (3)
Theory and practice in rhythm; group and folk dancing; sports, games, self-testing activities, tumbling; materials; planning and evaluation programs with reference to basic principles of physical education for elementary teachers. PREREQ: Junior or senior standing.

PE 440 Legal Issues in PE and Sport (3)
This course will familiarize the students with legal aspects relating to Physical Education and Sport. A significant portion of the class will be devoted to discussions of negligence and tort liability. Included will be discussions regarding ways to provide a safe environment for students/individuals by providing proper instruction, using proper methodology, and insuring proper and adequate supervision. Student’s constitutional rights in the public school setting will be covered as they relate to physical education and sport, with specific attention given to the First, Fourth and Fourteenth Amendments. Federal and state legislation relating to Health, Physical Education, Interscholastic and Intercollegiate Athletics and school activity programs will be reviewed. Title IX, Gender Equity and the Americans with Disabilities Act will be discussed with respect to the intent, spirit, letter and impact of each.

PE 444 Adaptive and Corrective Applications in Physical Education (3)
Programs, methods and facilities necessary for the physical education of those students who, because of disability, need remedial instruction.

PE 445/545 Physical Education Curriculum (3)
Construction of physical education curricula on the basis of accepted principles, criteria, functions and evaluations; emphasis on integration with the total school program. PREREQ: Senior, Post-Baccalaureate, or Graduate standing.
PE 446 Tests and Measurements in Physical Education (3)
The use of tests and measurements in physical education; evaluation of objectives, programs and student achievement through measurement techniques. PREREQ: Junior or Senior standing.

PE 447/547 Principles of Physical Education (3)
History, philosophy and trends; scientific bases; place of physical education in the general education program; practical problems. PREREQ: senior standing or consent of instructor.

PE 459 Recognition and Evaluation of Athletic Injuries (2)
Study in the basic principles involved with the prevention, recognition, evaluation, treatment, and rehabilitation of athletic injuries. PREREQ: PE 359.

PE 460 Therapeutic Exercise: Foundations and Techniques (2)
Advanced study in the development and application of appropriate exercise principles and techniques used in the care and treatment of muscular skeletal injuries. PREREQ: PE 359.

PE 463 Computer Applications in PE and Health (3)
Current software applications in physical education and health. Students will select programs relative to their interest areas to investigate and evaluate. Hardware modifications and the use of interactive devices will be demonstrated. PREREQ: Senior standing.

PE 473 Physiology of Exercise (3)
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 Biomechanical Analysis (3)
The application of principles from Motor Learning and Kinesiology to the analysis of complex human movement. In the context of a major term project, students will apply conceptual and technological analysis tools in evaluating human movement, addressing various aspects of performance enhancement and injury risk assessment. Prerequisites: PE 310 and 371.

PE 496 Physical Education Methods and Materials (K-12) (3)
Development of teaching strategies in physical education activities, grades K-12. (For PE majors and specialists.) PREREQ: Junior Senior standing.

PE 506M Special Individual Studies (1-9)
Terms and hours to be arranged

PE 507M Seminar (1-9)
Terms and hours to be arranged

PE 508M Workshop (1-9)
Terms and hours to be arranged

PE 509M Practicum (1-9)
Terms and hours to be arranged

PE 700 (p) In-Service Education

Physics

PH 201, 202, 203 General Physics (4 each)
The study of mechanics, heat, sound, optics, electricity, magnetism and topics in modern physics. Three lectures and one three-hour laboratory period. PREREQ: MTH 112 or above; a grade of 'C' or better in PH 201 for admittance into PH 202; a grade of 'C' or better in PH 202 for admittance into PH 203.

PH 211, 212, 213 General Physics with Calculus (4)
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. PREREQ: Math 251 (can be taken concurrently).

PH 311, 312 Introduction to Modern Physics (4 each)
Physical theories and research of the 20th century, including theories of relativity and quantum wave mechanics, electrons and X rays, atomic spectra and structure, solid-state physics, low temperature physics, nuclear physics, and fundamental particle physics. Three lectures and one three-hour laboratory period. PREREQ: PH 203 or 213.

PH 470 Selected Topics in Physics (1-3)
Topics of special interest such as cosmology, relativity, medical and radiation physics, and biophysics.

PH 581M, 582M Modern Physics (3 each)
A survey of the developments in physics since 1895. Topics include relativity and quantum mechanics, solid-state and low temperature physics, cosmic rays, and fundamental particles and forces. Three lectures. PREREQ: One year each of college mathematics and physics. Offered during summer session.

Political Science

PS 199 Special Studies (1-6)
Terms and hours to be arranged.
Special studies designed to develop research, writing, career-related or participatory skills at a basic level in a variety of Political Science/ Public Policy and Administration areas, such as Model United Nations, Great Decisions in U.S. Foreign Policy, government or campaign experiences.

PS 201 American National Government (3)
An introduction to the study of political institutions, public policy and public opinion in the United States.

PS 202 State and Local Government (3)
A survey of government operations, political processes, contemporary issues, problems and recent reforms relating to the state and local levels, with emphasis on Oregon.

PS 203 International Relations (3)
An introduction to the analysis of relations among nations, international organizations, global problems and possibilities.

PS 303 Politics and Governments of Europe (3)
A comparative study of political cultures, ideologies, governments and contemporary issues in selected European nations. A consideration of the problems and possibilities of regional integration.

PS 325 Democracy: Theory and Practice (3)
This course integrates political philosophy and modern social science research to examine the nature and relationship between democratic ideals and practices.

PS 350 Introduction to Public Policy (3)
An investigation of the political processes and substantive content of American public policy, patterns of problem identification, policy creation, approval, implementation and evaluation. Consideration of selected contemporary national, state and local policies.

PS 351 Introduction to Public Administration (3)
An investigation of the role of public administration in the political process; administrative organization; basic problems of management personnel and financial administration. An analysis of the continuing role of bureaucracy in the solution of public problems.
PS 399 Special Studies (1-3)
Special studies designed to develop research, writing, career-related or participatory skills at an advanced level in a variety of Political Science/Public Policy and Administration areas. PREREQ: PS 199 or consent of instructor.

PS 406 Special Individual Studies (1-6)
Terms and hours to be arranged.
A specialized or individualized course of study within Political Science/Public Policy and Administration developed in consultation with the instructor. PREREQ: consent of instructor.

PS 407 Seminar (1-3)
Terms and hours to be arranged.
Special seminar topic offerings in the Political Science/Public Policy and Administration discipline.

PS 409 Practicum: Administrative Internship (3-12)
Terms and hours to be arranged.
This course provides opportunities for practical experience in the administrative processes of federal, state and local government agencies and public or nonprofit organizations. PREREQ: Consent of instructor, and at least a 3.0 GPA.

PS 410 Political Science Internship (3-12)
This course provides opportunities for practical experience with the Oregon State Legislature, city councils, legal offices, political campaign or interest group activities. PREREQ: Consent of the instructor, and at least a 3.0 GPA.

PS 414 Political Parties, Pressure Groups and Elections (3)
An analysis of the nature, organization and operation of political parties, pressure groups and elections with special attention to their functions in the American political process. A consideration of current problems and reforms in the area. PREREQ: PS 201 or consent of instructor.

PS 415 Politics and Psychology (3)
An analysis of the motivations for various forms of political behavior (apathy, voting, revolution) and the creation of political belief systems with emphasis on psychological theories and the socialization process. Consideration of the impact of various beliefs and behaviors on political systems. PREREQ: PS 201 or consent of instructor.

PS 416 Politics and Communication (3)
An examination of the relationship between politics and communication and how it affects American society. Emphasis is on the politics of communication, the ways in which institutions of mass media, particularly television, help create, advance and reinforce public opinion and political agendas. PREREQ: PS 201 or consent of instructor.

PS 419 American Presidential Elections (3)
Examination of the processes and outcomes of American presidential elections with emphasis on the period from 1952 to the present. Considers impact of political parties, groups, issues, candidates, and process. PREREQ: PS 201 or consent of instructor.

PS 423 Issues in National Policy (3)
A detailed analysis of the functions and policies of American national government with emphasis on selected contemporary problems and issues. PREREQ: PS 201 or consent of instructor.

PS 424 Policy-making in the States (3)
An examination and analysis of selected key issues and characteristics of contemporary state government. PREREQ: PS 202 or consent of instructor.

PS 426 Federalism and Intergovernmental Relations (3)
An investigation of the constitutional, political, financial and administrative relationships among national, state and local governments within the American Federal system. PREREQ: PS 201, PS 202 or consent of instructor.

PS 430 The Aging Society: Policy Dimensions (3)
Analyzes the demographic, economic, social and political dimensions of our aging population. The unique nature, needs, and policy implications of the growing elderly population receive particular attention.

PS 435 Women and Politics (3)
A survey and analysis of the socioeconomic and political status of women, the structures and concerns of the feminist movement, public policy issues relevant to the status of women and role women play in the political arena. PREREQ: PS 201, PS 202, or consent of instructor.

PS 445 Introduction to Policy Analysis (3)
A study of the process and problem of policy analysis with a focus on the limitations and proper use of analytical techniques. PREREQ: PS 201, or consent of instructor.

PS 446 Land Resource Politics and Policy (3)
A broad examination of the development and present nature of land use policies, particularly the management of national lands. PREREQ: PS 201, or consent of instructor.

PS 447 Environmental Politics and Policy (3)
An analysis of the history, politics and implementation of national environmental policy and the most important environmental laws and organizations. PREREQ: PS 201, or consent of instructor.

PS 449 Environmental Values and Political Action (3)
This course surveys the values and philosophies which influence the level and nature of political activism in environmental and natural resource issues. Analysis focuses on "classic" and contemporary writings ranging from ecocentrism to the wise use and market-oriented perspectives and their practical influence.

PS 454 Public Personnel Administration (3)
A study of governmental personnel systems. Topics include the underlying values of public personnel administration, classification, pay and benefits, evaluation, recruitment, training, affirmative action, and collective bargaining. PREREQ: PS 350, PS 351 or consent of instructor.

PS 460 Governments and Politics of Asia (3)
A comparative study of political cultures, ideologies, governments and contemporary issues in selected Asian nations. PREREQ: PS 203, PS 303 or consent of instructor.

PS 461 Politics and Governments of Communist Nations (3)
A comparative study of political cultures, ideologies, governments and contemporary issues in selected communist nations. PREREQ: PS 203, PS 303 or consent of instructor.

PS 463 Governments and Politics of Developing Nations (3)
A comparative study of political cultures, ideologies, governments and contemporary issues in selected developing nations. PREREQ: PS 203, or consent of instructor.

PS 466 Governmental Budgeting (3)
A study of the political, fiscal, policy and management aspects of budget formation and implementation in American state and national governments. PREREQ: PS 350, PS 351 or consent of instructor.

PS 469 Congress and the Presidency (3)
An investigation of the structures, powers, operations, politics and problems of the American Congress and the Presidency with emphasis on the functioning of Separation of Powers. PREREQ: PS 201 or consent of instructor.

PS 478 Political Fiction (3)
A study of political belief systems, behaviors, relationships and concepts (justice, moral choice, liberty) in various cultures and time periods through the medium of the political novel.
PS 479 American Constitutional Law (3)
An introduction to the study of American constitutional law that involves a detailed case-study approach in which the students prepare briefs on case law. Focuses on the application of the concepts of federalism and separation of powers; the evolving relationship between the states and the national government; between the three institutions of the Presidency, Congress, and the Courts; and between government and the individual.
PREREQ: PS 350, PS 351 or consent of instructor.

PS 480 Administrative Law (3)
An advanced review of the legal context of public administration. The legal process within the bureaucracy and the duties and responsibilities of the individual administrator receive particular attention. PREREQ: PS 350 or consent of instructor.

PS 484 American Jurisprudence (3)
This course is intended to improve understanding of how the law works and of legal reasoning through reading and discussion of cases and essays. It covers both concrete legal principles and more abstract reflection on the sources and functions of the law. PREREQ: PS 201 or consent of instructor and at least junior standing.

PS 485 Legal Research and Writing (3)
This course is designed for those considering a career in the law. It consists of training in the use of legal research sources, briefing cases, writing legal briefs and arguing cases in topical areas in both civil and criminal law. PREREQ: PS 201 or consent of instructor and at least junior standing.

PS 490 Community Politics (3)
An analysis of political processes, institutions, problems and issues at the local level with emphasis on metropolitan areas, city management and federal/state/urban relations. PREREQ: PS 202 or consent of instructor.

PS 492 Ideologies of the Twentieth Century (3)
Capitalism, liberalism, conservatism, communism, socialism and fascism considered as world views and politico-economic systems in various cultures, with emphasis on comparative values and methods. PREREQ: PS 203 or consent of instructor.

PS 493 International Organizations (3)
An advanced study of global problems (war, human rights, economic development) and organizations designed to alleviate them. Consideration and assessment of various cultural views of such problems and of the successes/failures of the United Nations, European Union and collective security arrangements. PREREQ: PS 203 or consent of instructor.

PS 497 American Foreign Relations (3)
A consideration of the origin, character and consequences of American foreign policy with an emphasis on policy-making and issues since 1945. PREREQ: PS 201, PS 203 or consent of instructor.

PS 501M Research (1-6)
Terms and hours to be arranged.

PS 503M Thesis or Field Study (1-6)
Terms and hours to be arranged.

PS 505M Reading and Conference (1-6)
Terms and hours to be arranged.

PS 507M Seminar (3)

PS 508M Workshop (1-6)

PS 509M Practicum: Internship (1-9)

Psychology

PSY 199 Special Studies (1-3)
Terms and hours to be arranged.

PSY 201, 202 General Psychology (3 each)
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)
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. PREREQ: PSY 201, 202 or equivalent.

PSY 218 Psychological Foundations of Education (3)
A survey of psychological topics relevant to educational settings. These topics may include child and adolescent development, learning, memory, cognitive processes, motivation, assessment and behavioral management.

PSY 311 Developmental Psychology (3)
The psychological study of human development from conception to death. Stages and issues of development throughout the life-span are identified and examined. Developmental theories, research and methods are studied and applied to the various stages and issues. PREREQ: PSY 201, 202 or equivalent.

PSY 328 Mental Health (3)
A survey of theories of adequate and optimal psychological functioning. A study of processes which may lead to the development of adaptive functioning and its maintenance and how these processes may be brought into play in the individual's environment or community. PREREQ: PSY 201, 202 or equivalent.

PSY 334 Social Psychology (3)
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 applications to social issues and every day events. PREREQ: PSY 201, 202 or equivalent.

PSY 349 Introduction to Behavior Modification (3)
A survey of behavior modification topics including principles of learning and relevant methodology. An exploration of practical applications. PREREQ: PSY 201, 202 or equivalent.

PSY 360 Cognitive Psychology (3)
This class provides an overview of basic topics in cognitive psychology including learning, memory, attention, sensation, perception, language/phonology and problem solving. PREREQ: PSY 201, 202 or equivalent.

PSY 373 Sensation and Perception (3)
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. PREREQ: PSY 201, 202 or equivalent.

PSY 390 Learning and Memory (3)
Survey of fundamental concepts of conditioning, rate learning, discrimination, problem solving, memory and motor skill. Major theories of learning, memory and related experimental literature. PREREQ: PSY 201, 202 or equivalent.

PSY 398 Professional Issues in Psychology (3)
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. PREREQ: PSY 201, 202 or equivalent.
PSY 406 Special Individual Studies (1-6)  
Designed for individual or special studies in a defined area of interest under the guidance of a designated faculty member.

PSY 407 Seminar (1-15)  
Terms and hours to be arranged.

PSY 408 Workshop (1-15)  
Terms and hours to be arranged.

PSY 409 Practicum (1-9)  
Field experience in applied psychology. PREREQ: Consent of instructor.

PSY 415/515 Psychology of Sports (3)  
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. PREREQ: PSY 201, 202 or equivalent.

PSY 425 Interviewing and Appraisal (3)  
Exploration of the interview as a method of information gathering and social influence. Topics include the uses of interviews, the strengths and weaknesses 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. PREREQ: PSY 201, 202 or equivalent.

PSY 426 History of Psychology (3)  
Historical study of psychologists, basic psychological concepts and theories. PREREQ: minimum of 15 hours of upper-division psychology courses.

PSY 435/535 Theories of Personality (3)  
Major historical and contemporary theories of personality development and function and their relation to current issues in psychology. PREREQ: a 300-level course in psychology.

PSY 437/537 Advanced Social Psychology (3)  
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. PREREQ: PSY 217, PSY 334 or equivalent.

PSY 440/540 Small Group Theory (3)  
Survey of major social-psychological theories and research related to small groups; application of theory to research and development, organization and functioning of small groups. PREREQ: six or more hours of upper-division psychology courses.

PSY 443/543 Group Processes (3)  
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. PREREQ: PSY 201, 202 or equivalent.

PSY 445/545 Organizational Psychology (3)  
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. PREREQ: PSY 201, 202 and PSY 334.

PSY 446/546 Strategic Human Resource Planning (3)  
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. PREREQ: PSY 445/545.

PSY 447/547 Organizational Structure and Functions (3)  
An advanced course in organizational psychology integrating processes and principles in organizational settings. PREREQ: PSY 445/545, 446/546, plus six additional hours selected from the following: PSY 423, 443/543, 448/548, 467, 468 or 496/596.

PSY 448/548 Topics in Organizational Psychology (3)  
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. PREREQ: PSY 448/548.

PSY 450/550 Abnormal Psychology (3)  
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. PREREQ: a 300-level course in psychology.

PSY 451/551 Biopsychology (3)  
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. PREREQ: PSY 201, 202 or equivalent.

PSY 460 Cognitive Neuroscience (3)  
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. PREREQ: PSY 360 or PSY 451.

PSY 463/565 The Maladapted Child (5)  
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 environment will be examined as well as possible genetic and biological determinations of the mental health of children and youth. PREREQ: a 300-level psychology course.

PSY 465/565 Motivation (3)  
Deals primarily with human motivation. Topics such as stress, conflict, learned motives, arousal and unconscious determinants will be considered. PREREQ: 3 or more hours of 300-level psychology.

PSY 467 Quantitative Methods (3)  
Methods which psychologists use to describe, summarize and make inferences about measurements made on people, things or events. PREREQ: PSY 201, 202, 217 or equivalent.

PSY 468 Research Methods in Psychology (3)  
An introduction to the experimental, correlational and survey methods employed in psychological research. PREREQ: PSY 467.

PSY 471/571 Computers in Psychology (3)  
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. PREREQ: PSY 210, 202 and CS 101 or equivalent.

PSY 472/572 Psychological Assessment (3)  
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. PREREQ: a 300-level psychology course.
PSY 480/580 Infancy and Early Childhood (3)
Theory and research related to prenatal, infancy, and early childhood phases. Includes study of the motor, emotional, cognitive, social and linguistic domains with emphasis on applications for professionals offering services to young children and their families. PREREQ: PSY 201, 202, 311 or equivalent.

PSY 481/581 Middle and Late Childhood (3)
Theory and research related to children who are between school age and adolescence. Emphasis on socialization, cognitive development, and deviations from typical development. PREREQ: PSY 201, 202, 311 or equivalent.

PSY 482/582 The Psychology of Adolescence (3)
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. PREREQ: PSY 201, 202, 311 or equivalent.

PSY 483/583 Adulthood and Aging (3)
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. PREREQ: PSY 201, 202, 311 or equivalent.

PSY 484/584 Death, Dying and Grief (3)
Focuses on numerous topics related to the developmental processes of death, dying and grief throughout the lifespan.

PSY 487/587 Cross-Cultural Development (3)
Study of the relationship between culture and psychological functioning with an emphasis on developmental processes. PREREQ: PSY 201, 202, 311 or equivalent.

PSY 488/588 Theories of Development (3)
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. PREREQ: PSY 201, 202, 311 or equivalent.

PSY 489/589 Special Topics in Developmental Psychology (3)
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. PREREQ: PSY 201, 202, 311 or equivalent.

PSY 492/592 Psychology of Women (3)
Application of psychological methods to the study of women’s roles and behavior. Sub-topics may include development, sexuality, achievement, aptitudes and work. PREREQ: PSY 201, 202 or equivalent.

PSY 496/596 Program Evaluation (3)
An introduction to the purposes, models, and methods of quantitative and qualitative evaluation of programs in agencies, schools, businesses, and organizations. PREREQ: PSY 217 or equivalent.

PSY 498/598 Advanced General Psychology (3)
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. PREREQ: minimum of 15 hours of upper division Psychology courses.

PSY 505M Special Individual Studies (1-6)
Terms and hours to be arranged.

PSY 507M Seminar (1-15)
Terms and hours to be arranged.

PSY 508M Workshop (1-15)
Terms and hours to be arranged.

PSY 509M Practicum (1-15)
Terms and hours to be arranged.

PSY 519M Research Methods in Human Development (3)
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)
A survey of the historical and contemporary theories of learning emphasizing the research associated with each theory and its application to and influence on educational practices.

PSY 523M Intelligence Testing and Reporting (3)
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 socioeconomic factors that affect test results will also be discussed.

PSY 524M Individual Intelligence Testing (3)
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. PREREQ: PSY 523.

PSY 527M Identification and Assessment of the Talented and Gifted (3)
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)
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. PREREQ: 12-15 hours of psychology, including learning or behavior modification.

Rehabilitation Counseling

RC 440/540 Medical Aspects of Disability in Rehabilitation (3)
An examination of common disabilities and implications for their management in rehabilitation-related settings. It includes an overview of environmental and attitudinal barriers with various disabling conditions, focusing on the young adult up through the older adult populations. Provides knowledge of medical terminology, physical and psychological characteristics of disabilities, and medical information needed to facilitate service delivery for people with disabilities.

RC 461/561 Disability and Its Effect on Individual Behavior (3)
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 506M Special Projects (1-9)
Terms and hours to be arranged.

RC 507M Seminar (1-9)
Terms and hours to be arranged.

RC 508M Workshop (1-6)
Terms and hours to be arranged.
RC 509M Practicum in Rehabilitation Counseling (3-9)
Field experience in which the student is supervised by an experienced counselor in the practical application of counseling skills. Practicum are designed to help the student develop basic counseling competencies. Self, peer, and supervisor critique are stressed. PREREQ: consent of program coordinator.

RC 510M Rehabilitation Counseling Internship (3-18)
A full-term, on-site placement with a public or private social service agency charged with meeting specific rehabilitation needs of persons with disabilities and/or who are deaf. 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 of 120 clock hours of experience required for each 3 credits.

RC 551M Theories and Techniques of Rehabilitation Counseling I (5)
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)
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)
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 562M Measurement and Assessment Procedures in Deafness and in Rehabilitation (3)
Selection, administration and interpretation of various psychological, achievement and interest instruments used with persons who are 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)
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)
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)
Strategies for providing rehabilitation services to special populations; issues concerning case management within the vocational rehabilitation system are analyzed.

RC 571M Group Procedures (3)
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. PREREQ: admission to the program.

RC 590M Professional Issues: Rehabilitation Counseling with Deaf Clients (3)
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)
Investigations into issues facing the professional rehabilitation counselor, e.g., licensure, confidentiality, legality, accountability, ADA, and managed care.

Religion

R 201 Introduction to the World's Religions: Eastern (3)
An introduction to the major religions of the Far East: Confucianism, Taoism, Hinduism and the Buddhism of India, Tibet and Japan (Zen).

R 204 Introduction to the World's Religions: Western (3)
An introduction to the major religions of the West: Judaism, Christianity, and Islam.

R 215 Interpreting Religious Phenomena (3)
Approaches to interpretation of the meaning of diverse religious phenomena, both theoretical and practical. Of use to persons who seek to handle religion in the public classroom as well as those who wish to understand religion for its own sake. PREREQ: R 201, R 204 or equivalent, required as background.

R 399 Special Studies (1-15)
Terms and hours to be arranged.

R 460/560 Comparative Religion (3)
A study and comparison of the great religions of the world. R 201 and R 204, or equivalent recommended as background, preferably both.

Social Science

SSC 199 Special Studies (1-15)
Terms and hours to be arranged.

SSC 201 Introduction to Gender Studies (3)
A survey and critical analysis of the essential issues of feminism. Historical and contemporary texts form the basis for discussion of topics affecting men's and women's lives. Clarification of key concepts such as gender as a social construct, patriarchy, and the interaction of race, class and gender.

SSC 401 Research (3-6) 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 405 Special Individual Studies (1-15) hours
Terms and hours to be arranged.
SOC 407/507 Seminar (1-3)
Terms and hours to be arranged.

SOC 408 Workshop (1-15)
Terms and hours to be arranged.

SOC 409 Practicum (3-12)
Terms and hours to be arranged.

SOC 490, 491 Senior Social Science Seminar (3 each)
A senior interdisciplinary culminating course designed to help students to integrate social science around such contemporary concerns as urban studies, minority group studies, environmental studies, and the like.

SOC 501M Research (3-9)
Terms and hours to be arranged.

SOC 503M Thesis or Field Study (3-9)
Terms and hours to be arranged.

SOC 505M Special Individual Studies (1-15)
Terms and hours to be arranged.

SOC 507M Seminar (1-15)
Terms and hours to be arranged.

SOC 511M Contemporary Developments in the Social Sciences (3)
A study of contemporary literature in the various social science areas for elementary teachers.

SOC 512M Contemporary Developments in the Social Sciences (3)
A study of contemporary literature in the various social science areas for junior and senior high school teachers. (Acceptable for secondary certification.)

SOC 513M Social Problems in American Democracy (3)
A selected list of problems in the United States such as conservation, health, crime, etc. Designed to give factual and interpretative background for secondary teachers.

SOC 515M Political Problems in American Democracy (3)
A study of current domestic political problems.

SOC 700 (p) In-Service Education

SOC 300 Proseminar (3)
This course is an advanced (required for majors) introduction to sociology as an academic and professional pursuit. Includes preparation for senior thesis. PREREQ: sociology major, junior standing.

SOC 309 American Society (3)
A critical overview of the development of U.S. society. Major changes in American society and selected contemporary problems examined in their relation to major institutions. PREREQ: SOC 223 or consent of instructor.

SOC 310 Service Learning and Community Praxis (3)
This course will develop and examine the role of student volunteer projects in community service activities. It will include class discussions of various concepts of service learning and coordination of a student volunteer project. PREREQ: SOC 223, 224 and 225 or 9 hours sociology credit.

SOC 315 Social Stratification and Inequality (3)
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)
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)
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)
The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative studies from the standpoint of methodology; the utilization of basic skills.

SOC 328 Introduction to Social Data Analysis (3)
Introduction to quantitative statistical analysis techniques employed in the social sciences; emphasis on probability theory and the general linear model. PREREQ: SOC 327 or equivalent.

SOC 330 Urban Sociology (3)
An introduction to urban development. Includes a historical and contemporary analysis of the rise of towns and cities. 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)
A distinctly sociological approach to the analysis of the individual in the context of larger social structures.

SOC 338 Sociology of the Family (3)
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)
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)
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 590 Sociology of Education (3)**
Sociological analysis and critique of education in the United States. Special attention given to consideration of education as part of a larger, capitalist society. Critical pedagogy and counter-hegemony are key concepts.

**SOC 400 International Development (3)**
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)**

**SOC 407 Seminar: Special Topics in Sociology (3)**

**SOC 410 Historical Sociology: Origins of Capitalism (3)**
Historical and theoretical analysis of the emergence of capitalism in the West. Consideration of the transition from feudalism to capitalism is included. The social structures of feudalism, mercantilism, and industrial capitalism are presented. Historical analysis of the Industrial Revolution is a key part of the course.

**SOC 415 Community Organizing (3)**
A review and analysis of the history and practice of grassroots community organizing, especially labor unions, tenant groups and neighborhood associations. Particular attention is given to community organizations working toward social change. Tactics and strategies of mobilization, confrontation and resistance are discussed within a practical, contemporary context.

**SOC 416 Community Action (3)**
Practical application of community organizing strategies and skills. Requires extensive time outside of classroom working on community project organized for positive social change.

**SOC 420 Political Sociology: Theories of the State (3)**
Critical introduction to theories of power and the state. Historical dimensions of the state 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)**
Description and analysis of revolutionary movements around the world. Special attention given to the French, Russian, and Chinese Revolutions. Forms, causes, and consequences of revolutions are considered as part of an effort to develop a theory of revolution. Course includes the development and critical examination of the concepts of class and class struggle.

**SOC 430 Political-Economy as Social Theory (3)**
Survey of classical political-economy as a form of social (sociological) theory. Writings of Marx, Adam Smith, Ricardo, Weber, and others are introduced and critically evaluated. The relationships between the social structures of the economy and the polity are analyzed.

**SOC 437 Sociology of Race/Ethnic Relations (3)**
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 is given special attention.

**SOC 440 Women and Development (3)**
Historical and contemporary analysis of women in the development and underdevelopment of the world political economy. Topics include a consideration of women's household labor and wage labor. The impact of militarization and violence against women will also be addressed.

**SOC 450 Latin American Society (3)**
This course includes an analysis of current social issues in Latin America. Topics include economic restructuring, state transformation, gender and family relations.

**SOC 454 Sociology of Deviant Behavior (3)**
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. PREREQ: SOC 225 or consent of instructor.

**SOC 460 Feminist Theory (3)**
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 471 Classical Sociological Thought (3)**
An examination of the theories and concepts of some of the most renowned social thinkers of the 19th and early 20th centuries. The focus is on the work of Karl Marx, Max Weber and Emile Durkheim. PREREQ: SOC 223 and 224.

**SOC 472 Contemporary Sociological Theory (3)**
Study of significant sociological theories and concepts from the early 20th century to the present. PREREQ: SOC 223, 224 and 471.

**SOC 492 Senior Seminar I (3)**
A research-oriented seminar.

**SOC 493 Senior Seminar II (3)**
A research-oriented seminar.

**SOC 494 Senior Seminar III (3)**
A research-oriented seminar. Terms and hours to be arranged.
Spanish

SPAN 101, 102, 103 First Year Spanish (4 each)
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)
Terms and hours to be arranged.

SPAN 201, 202, 203 Second Year Spanish (4 each)
For students who wish to improve their ability to speak, read, understand, and write Spanish. Emphasis is on mastering the skills and grammar introduced in first year, increasing vocabulary, and acquiring fluency through practice. PREREQ: SPAN 103 or two years of high school Spanish.

SPAN 217, 218, 219 Spanish for Native Speakers (4 each)
For speakers of Spanish as a first language who can read and write. Improve native speakers' Spanish skills in spelling, grammar, reading, composition, translation, and knowledge of the Hispanic world.

SPAN 299 Special Studies in Language (1-15)
Terms and hours to be arranged.

SPAN 301, 302, 303 Intermediate Spanish Composition and Conversation (4 each)
Intensive practice in speaking and writing the language. Oral reports and writing of original compositions. Reading includes selections of newspaper articles, short stories, and the like. Conducted in Spanish. PREREQ: SPAN 203, or equivalent.

SPAN 338 Hispanic Culture and Civilization: Spain (3)
A cultural survey of Spain, including geography, history, politics, economics, religion and contemporary civilization. Conducted in Spanish. PREREQ: two years of college Spanish or equivalent. Recommended: SPAN 301, 302, 303.

SPAN 339 Hispanic Culture and Civilization: Latin America (3)
A cultural survey of Latin America, including geography, history, politics, economics, religion and contemporary civilization. Conducted in Spanish. PREREQ: two years of college Spanish or equivalent. Recommended: SPAN 301, 302, 303.

SPAN 340 Hispanic Culture and Civilization: Mexico (3)
A cultural survey of Mexico from the pre-Hispanic times to present; including literature, geography, history, politics, economics, sociolinguistics, and religion. Conducted in Spanish. PREREQ: two years of college Spanish or equivalent. Recommended: SPAN 301, 302, 303.

SPAN 350 Spanish Pronunciation and Phonetics (3)
A thorough study of the sound system of Spanish, with individual attention to each student's difficulties. PREREQ: two years of college Spanish or equivalent.

SPAN 361 Hispanic Poetry (3)
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. PREREQ: SPAN 203 or equivalent. Highly recommended: SPAN 301, 302, 303 and ENG 315.

SPAN 362 Hispanic Drama (3)
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. PREREQ: SPAN 203 or equivalent. Highly recommended: SPAN 301, 302, 303 and ENG 315.

SPAN 363 Hispanic Novel (3)
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. PREREQ: SPAN 203 or equivalent. Highly recommended: SPAN 301, 302, 303 and ENG 315.

SPAN 370, 371 Introduction to Latin American Literature (3 each)
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. PREREQ: SPAN 203 or equivalent. Highly recommended: SPAN 301, 302, 303 and ENG 315.

SPAN 380 Applied Linguistics: Spanish (3)
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)

SPAN 401, 402, 403 Advanced Spanish Composition and Conversation (3 each)

SPAN 405 Reading and Conference (1-6)
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)
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)
An in-depth study of major works of the Spanish Middle Ages within the historical and cultural context. Conducted in Spanish. PREREQ: SPAN 303. Highly recommended: SPAN 361, 362, and 363.

SPAN 412 Spanish Literature II: Golden Age (3)

SPAN 413 Spanish Literature III: 18th and 19th Century (3)

SPAN 414 Spanish Literature IV: Generation of 1898 (3)
An in-depth study of major literary works of the authors of the Generation of '98, focusing on how these authors responded to the philosophcal, political and social climate of 1898. Conducted in Spanish. PREREQ: SPAN 303. Highly recommended: SPAN 361, 362, and 363.

SPAN 415 Spanish Literature V: 20th Century (3)

SPAN 416 Language Teaching Practicum (2 each term) Maximum of 6 hours
This course will provide students with a supervised classroom experience, either as assistants in a language classroom on campus or in an educational setting in the community. Students will read journal articles and discuss pedagogy regularly with the instructor and other practicum students. PREREQ: consent of instructor.
SPAN 441, 442, 443 Twentieth Century Latin American Literature (3 each)

SPAN 445 Hispanic Women Writers (3)
An in-depth study of literary works of various genres written by Spanish and Latin American women. Specific focus on the artistic response of each writer toward cultural and social challenges facing Hispanic women. Course may be taken twice if subject content is not repeated.

SPAN 480 History of the Spanish Language (3)
A survey of the linguistic development of the Spanish language from Latin to Old Spanish to Modern Spanish. Conducted in Spanish. PREREQ: SPAN 303 and 350.

SPAN 490 Studies in Spanish Literature (3)
An in-depth study of a significant Spanish literary figure or topic, as identified in each year's class schedule. Students may repeat the course and accumulate a maximum of 6 credit hours if the subject content is not repeated. Conducted in Spanish. PREREQ: SPAN 303. Highly recommended: SPAN 361, 362, and 363.

SPAN 491 Studies in Latin American Literature (3)
An in-depth study of a significant Latin American literary figure or topic, as identified in each year's class schedule. Students may repeat the course and accumulate a maximum of 6 credit hours if the subject content is not repeated. Conducted in Spanish. PREREQ: SPAN 303. Highly recommended: SPAN 361, 362, and 363.

SPAN 499 Special Studies in Language, Culture and Literature (1-15)
Terms and hours to be arranged.

Special Education

SPED 101 American Sign Language I (3)
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)
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 III (3)
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.

SPED 104 ASL Enhancement for Experienced Signers (3)
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. PREREQ: By application only.

SPED 105 ASL Enhancement for Fluent Signers (3)
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. PREREQ: By application only.

SPED 200 Introduction to Careers in Special Education and Rehabilitation (3)
Survey of career opportunities in special education and rehabilitation. Content will include examination of educational programs and rehabilitation services which support individuals having disabilities. A special focus will be the various roles of persons employed in special education and rehabilitation.

SPED 201 American Sign Language IV (3)
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)
Provides opportunities to expand expressive and receptive use of the language at an advanced level. Special focus will be placed on increasing sign clarity, fluency and nonmanual behavior. Deaf Culture will be included in class discussions.

SPED 203 American Sign Language VI (3)
This is the sixth in a related series of courses that focus on the use and study of American Sign Language (ASL). 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 206 Introduction to the Process of Interpreting (3)
Introduces students to the profession and process of interpreting. Includes historical and contemporary perspectives of interpreting and bilingual/bicultural interpreting and strategies to accurately receive, analyze, understand, compose and produce interpreted messages. PREREQ: By application only.

SPED 207 Introduction to the Professional Aspects of Interpreting (3)
Introduces students to ethics and professional practices of interpreting, group theory, legal aspects, problem solving, conflict resolution, and educational theory, child placement procedure, and a collaborative approach to service delivery in educational settings. PREREQ: By application only.

SPED 221 Interpreting Practice I (3)
Introduces students to the production aspects of interpretation. Students analyze texts linguistically and functionally, focusing on register, style, affect and meaning. Introduces pre-interpreting exercises, group translations of ASL and English texts and consecutively-interpreted dialogues and monologues. Students are introduced to team interpreting. PREREQ: By application only.

SPED 222 Interpreting Practice II (3)
Concentrates on production aspects of spontaneous interpreting/ trans literating. 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. PREREQ: By application only.

SPED 250 Introduction to Comparative Linguistics (3)
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.
PREREQ: By application only.

**SPED 257 Introduction to Discourse Analysis (3)**
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. PREREQ: By application only.

**SPED 261 Preparation for Mentorship (2)**
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. PREREQ: By application only.

**SPED 262 Preparation for Mentorship II (2)**
This course, the second in a series of three, prepares experienced interpreters with skills and knowledge to become mentors and resources for less experienced or entry-level interpreters. This course focuses on the philosophy and methodology of various assessment and evaluation strategies that can be applied to interpretation. Mentors will examine strategies that encourage independent interpreters to participate in on-going process assessment and monitor their own interpreting process and product on a daily basis. Students will examine the purpose and value of interpretation assessment, evaluate sample assessment tools, and develop diagnostic instruments that can be used with working interpreters and interpreting students. PREREQ: By application only.

**SPED 263 Preparation for Mentorship III (2)**
Prepares experienced interpreters with skills and knowledge to become mentors and resources for less experienced or entry-level interpreters. This course, the third in a series of three, traces the history of ASL and English use in educational settings. Students will investigate the design and implementation of Signed English systems, their theoretical and philosophical roots, their use with deaf children, and materials for skill upgrading. Current research used to develop theoretically-based decision-making strategies for the use of ASL and Signed English with deaf consumers in educational settings. PREREQ: By application only.

**SPED 270 Educational Interpreting: Classroom Theory and Techniques I (3)**
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. PREREQ: admission to Educational Interpreting program or consent of instructor.

**SPED 271 Educational Interpreting Skills I (3)**
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. PREREQ: admission to Educational Interpreting program or consent of instructor.

**SPED 275 Educational Interpreting: Classroom Theory and Techniques II (3)**
Presents information to prepare instructional aides to serve hearing impaired students in both mainstreamed and residential settings. It is the second of a two-term sequence covering adaptation of content-related classroom activities and materials and basic tutoring and classroom management techniques. PREREQ: SPED 270.

**SPED 281 Teaching American Sign Language (2)**
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. PREREQ: By application only.

**SPED 282 Teaching American Sign Language II (2)**
This course, the second in a series of three, focuses on theories of second language acquisition, the relationship of language to culture, strategies for second language instruction, and current approaches to American Sign Language (ASL) teaching. Students will analyze current curriculum and develop teaching strategies based upon a study of second and foreign language teaching methodologies. PREREQ: By application only.

**SPED 283 Teaching American Sign Language III (2)**
This course, the third in a series of three, focuses on the functions of assessment and evaluation principles in language learning. Students will investigate the use and factors involved in designing assessment instruments, current approaches to language assessment, available instruments for the assessment of American Sign Language (ASL) skills, and diagnostic strategies to guide students toward more effective language learning. Prerequisites: By application only.

**SPED 406 Special Individual Studies (1-15)**
Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest under the guidance of a designated faculty member. PREREQ: consent of instructor.

**SPED 407/507 Seminar: Special Education (1-3)**
Terms and hours to be arranged.

**SPED 408 Workshop (1-15)**
Terms and hours to be arranged.

**SPED 409/509 Practicum: General Education (1-12)**
Interpreter Training
PREREQ: Consent of instructor.

**SPED 412 Laboratory Experience (1-6)**
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 415 Student Teaching Severely Handicapped (6-12)**
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. PREREQ: Admission to a special education endorsement program and completion of all prerequisite course work. Consult special education program advisor for details.

**SPED 423/523 Program Management and Behavior Strategies (3)**
Examines the school wide systems of support and effective strategies for use with students (K-12) with emotional/behavioral disorders.

**SPED 426/526 Curriculum and Structure of General Education (3)**
This course is a prerequisite for students who are not eligible to hold or do not hold a teaching license, and who plan to enter a Special Education program at the graduate level. It covers school organization; roles and responsibilities of personnel; 21st Century Schools including Common Curriculum Goals, Standards, and Benchmarks; professional organizations and agencies; and instructional models to serve students from diverse backgrounds. PREREQ: Admission into the Special Educator program or permission of instructor.
SPED 451/551 Collaborative Consultation and Team Building (3)
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)
An examination of the medical aspects of major disabilities and implications for management in the special education/rehabilitation setting.

SPED 447/547 Family/Services Partnership (3)
Examines family systems and the unique challenges and concerns faced by parents of children having disabilities. Family rights and effective advocacy are explored along with strategies for communicating and collaborating with parents and family members.

SPED 449/549 Functional Curriculum, Assessment, and Instructional Design I (3)
An examination of the design and implementation of individualized functional curricula for students having severe disabilities using the IEP process. Includes environmental assessment for the identification of functional instructional objectives, identification of instructional priorities, task analysis procedures, instructional strategies, and data systems. This is the first course of a two-course sequence.

SPED 450/550 Managing Communication Systems for Students Having Severe Handicaps (3)
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. Prerequisites: SPED 449/549 or permission of instructor.

SPED 451/551 Curriculum, Assessment and Instructional Design II for Students Having Severe Disabilities (3)
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 educational programs. Prerequisites: SPED 449/549 or permission of instructor.

SPED 456/556 First and Second Language Acquisition: Deaf and Hard of Hearing (3)
Students will be taught the differences in first and second language acquisition of the Deaf or Hard of Hearing student and the relationship to learning in the first language while the second language is acquired. Theory and research will be studied and application to the bilingual classroom setting will be emphasized.

SPED 458/558 Introduction to Curriculum and Instructional Planning (3)
Intended for students who are preparing to teach pupils with learning problems in the basic skill areas of reading, written expression, and mathematics. Content will include an introduction to strategies and practices for effective instruction in these basic skill areas. Relevant assessment principles and the relationship of assessment to instruction will also be examined.

SPED 470/570 Survey of Special Education (3)
Provides a survey of models, theories and philosophies that form the basis for special education practice. An overview is given of the aspects of disabilities including legal, social and educational issues in the provision of education and related services from early intervention through transition to adulthood.

SPED 484/584 Introduction to Deaf and Hard-of-Hearing Studies (3)
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)
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)
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)
Teaches 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 492/592 Language and Communication Systems: Deaf and Hard of Hearing (3)
Provides knowledge about entry signing in the various signed systems for the classroom with emphasis on developing the ability to move along the sign language continuum and understand the "total communication" philosophy for educational purposes.

SPED 496/596 Development of Language and Communication (3)
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)
A review of etiological factors and symptoms of language disorders, linguistic-cognitive language assessment, and intervention strategies.

SPED 503M Thesis or Field Study (3-9)
Prerequisite: consent of instructor.

SPED 506M Special Individual Studies (1-15)
Terms and hours to be arranged.
Prerequisite: consent of instructor.

SPED 507M Seminar (1-3)

SPED 508M Workshop (1-15)
Terms and hours to be arranged.

SPED 509M Practicum: Field Experience (1-15)
Prerequisite: Admission to special education endorsement program, master's degree program, or consent of department chair. Note pre-requisites by program.

SPED 510M Internship (3-12)
Supervised work experience with professional level responsibilities in public school, community college, or higher education. On-site supervision by appropriately trained and certified professionals. Supplementary conferences, reading and reports. Prerequisite: consent of instructor.

SPED 515M Transition Planning and Programming (3)
Focus on the transition of youth with disabilities from the secondary school environment to post school activities. Course content will address the critical components of transition planning including but not limited to career development and employment, functional/vocational assessment, postsecondary education, and adult living. The course stresses best practices related to transition planning and self-determination. Prerequisites: SPED 470/570 or RC 565M.
SPED 516M Instructional Decision Making and Report Writing (3)
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. PREREQ: SPED 421, 422 and EDPSY 523.

SPED 517M Implementation of Collaborative Strategies (3)
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. PREREQ: SPED 431/531 and, SPED 572M or SPED 451/551.

SPED 521M Academic Curriculum, Assessment and Instructional Design I (3)
This is the first course in a two-term sequence and provides instruction in the selection, administration, and scoring of appropriate assessment tools for individuals with learning problems in the academic areas of reading, written expression and mathematics. Principles of formal and informal assessment will be presented with an emphasis on using assessment data for eligibility decisions, individual education program (IEP) development, curriculum selection and instructional design and decision-making. PREREQ: SPED 470/570, SPED 458/558.

SPED 522M Academic Curriculum, Assessment and Instructional Design II (2)
The second course in a two-term sequence. Focuses on monitoring student progress and making decisions about instruction and curriculum for students with learning problems. Additional informal and formal assessment procedures will be presented. Knowledge and skills in the areas of selecting, adapting and sequencing instructional materials in the academic areas of reading, written expression, and mathematics will be emphasized. To be taken concurrently with SPED 507M and SPED 509M. PREREQ: Admissions to Specialist Endorsement program, SPED 521M.

SPED 524M Legal Aspects of Special Education (3)
Focuses on laws that apply to special education which will include an examination of the principles of IDEA (Individuals with Disabilities Education Act), Section 504 of the Rehabilitation Act, ADA, and relevant state rules and regulations. Implications of these laws for educational programs and services for individuals with disabilities is also a critical component of this course. PREREQ: SPED 470/570.

SPED 525M Special Topics in Special Education (1-3)
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 539M Final Supervised Field Experience (3-15)
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 university supervisor in conjunction with the cooperating teacher and/or clinician. PREREQ according to the major area of study. Consult major area adviser for details.

SPED 540M Specialized Supports for Individuals with Physical and Medical Issues (3)
An examination of the physical and medical aspects of major disabilities and implications for management in educational settings. PREREQ: SPED 470/570 or permission of instructor.

SPED 541M Diagnostic and Prescriptive Teaching for Deaf and Hard of Hearing Students (3)
Language, reading and vocational assessment, instructional techniques and materials in basic skills in a classroom setting of the Deaf and Hard of Hearing will be addressed. Emphasis will be placed on individualized instruction and monitoring procedures to determine student progress, and on interdependence of first and second language.

SPED 542M Curriculum Development and Instructional Methods for Deaf and Hard of Hearing Students (3)
Overview of assessment, programming, curriculum and materials for use with students who are 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 Emotional Disturbance (3)
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. PREREQ: SPED 523M or SPED 451/551.

SPED 557M American Sign Language and English Teaching Methods: Deaf and Hard of Hearing (3)
Focuses on teaching of content area in dual language mode. Instructional language grouping and dual language content activities will be presented. Students will develop lesson plans, and adapt and implement the teaching methodologies and materials used in ASL/English learning to the needs of the individual Deaf/Hard of Hearing (HH) child. Students will develop a knowledge of various theoretical models of writing, handwriting, signing, spelling, and finger spelling development and instruction.

SPED 566M Strategies for Teaching Students with Autism (3)
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 communicative techniques will be reviewed. Social integration and parent involvement will be addressed.

SPED 567M Strategies for Teaching Students with Deaf-Blindness (3)
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, communicative techniques and current issues will be examined.

SPED 568M Strategies for Teaching Students with Motor Impairments (3)
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)
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)
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 interdisciplinary service delivery models.

SPED 573M Contemporary Issues: Special Education (3)
Explore, analyze and synthesize the best available knowledge and research on issues in educating students having disabilities. PREREQ: 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)
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 individual and group plans for TAG.

SPED 575M Resource Development and Administrative Approaches for Talented and Gifted Programs (3)
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 Past and Present Issues in Deaf Education (3)
In-depth examination of current issues surrounding education of Deaf and Hard of Hearing students. Course content will vary providing an opportunity to give extended attention to topics which are otherwise covered briefly in course content.

SPED 577M Assessment, Curriculum and Intervention Strategies in Early Intervention/Early Childhood Special Education (3)
The course will focus on strategies for infant and child assessment to determine eligibility for early intervention and early childhood special education. The development of Individual Family Service Plans, Individual Education Plans and Transition plans will be discussed and practiced. Strategies for designing individual programs for each student will be discussed and practiced. Successful transition to public school will be discussed along with methods for program evaluation. PREREQ: SPED 571M or permission of instructor.

SPED 578M Speech Development in Deaf and Hard of Hearing Students (3)
Specialized systems and differentiating characteristics of vowel and consonant sounds; techniques for developing these sounds goals and materials for speech development and speech correction for use with students who are hearing impaired. Each hearing impaired program student will tutor two or more hearing impaired students in speech (one of whom will be Multi-handicapped). Each hearing impaired student is to receive an hour of therapy per week on the segments and suprasegmentals of English speech.

SPED 583M Infant and Preschool Programs: Deafness (3)
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 maturity of very young deaf children. Laboratory experiences with deaf children.

SPED 585M Administration, Supervision and Program Evaluation in Special Education (3)
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 compliance with federal and state laws pertaining to the education of students with handicapping conditions will be examined. PREREQ: SPED 424/524.

SPED 593M Introduction to Audiology (3)
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. PREREQ: Consent of instructor.

SPED 594M Aural Rehabilitation (3)
Principles and methods of teaching speech reading, techniques and principles of auditory training; design and use of hearing aids and amplification systems. PREREQ: SPED 593M or consent of instructor.

Speech Communication

SP 111 Fundamentals of Speech (3)
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)
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.

SP 120 Communicative Voice and Articulation (3)
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)
Terms and hours to be arranged.

SP 211 Introduction to Mass Communication (3)
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 with Mass Communication 211.

SP 236 Contemporary Issues in American Broadcasting (3)
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)
Emphasis is placed on the practical values and application of oral reading through the interpretation of prose, poetry and dramatic literature.

SP 250 Effective Listening (3)
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 270 Principles of Forensics (1-6)
Training and participation in debate, oratory and extemporaneous speaking. Limit of 1 hour credit per term, except with consent of instructor. PREREQ: SP 111 or consent of instructor.

SP 271 Speech Communication Projects (1-3)
Training and participation in speech communication activities in the public setting. Terms and hours arranged with consent of instructor.

SP 312 Public Relations Communication (3)
Instruction and practice in the role of communications in American institutions and writing and editing internal and external communications such as news releases, broadcast actualities, electronic communication, brochures, newsletters, annual reports, and speeches. Discussion of the relationship between public relations, advertising, and marketing and the role of law and ethics in public relations communications.

SP 320 Communication in Organizations (3)
The study of communication processes that occur within the context of organizational life. Traditional and contemporary theories of organization are presented and analyzed from a communication perspective. Practical, real life examples of daily organizational life are considered.
SP 321 Influencing Through Argument (3)
Concepts and processes of argumentation, cogency in oral communication, systems of logic, critical analysis of contemporary efforts to convince, construction and presentation of cases. PREREQ: SP 111.

SP 322 Persuasion (3)
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)
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)
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)
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)
The study and critical assessment of major First Amendment issues and cases.

SP 327 Communication in the Legal Field (3)
This course examines communication principles in the Legal setting. These include cross-exam techniques, strategies in open and closing arguments, interpersonal factors effecting trial participant credibility, and persuasive factors in judicial opinions.

SP 330 Advanced Forensics (1-3)
Intensive training in competitive speaking. Limit of 1 hour credit per term, except with consent of instructor. PREREQ: SP 270 and/or consent of instructor.

SP 342 TV and the Viewer (3)
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)
A study of the economic and social consequences of the "information age" including analyses of modern communications systems.

SP 399 Special Studies (3)

SP 406 Special Individual Studies (1-3)
Terms and hours to be arranged.

SP 407 Seminar (1-6)
Terms and hours to be arranged.
Six hours maximum apply to degree.

SP 408 Workshop (1-3)

SP 411 Speech Communication in the Secondary School (3)
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)
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)
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)
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)
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)
A historical survey of major theories of rhetoric from Aristotle to the present.

SP 435 The Rhetoric of the Women's Movement (3)
Examination of the works of the major speakers of the women's movement from the 18th century to the present.

SP 439 Contemporary American Public Address Communication (3)
The criticism and evaluation of the rhetoric of 20th century American speakers and their relation to political, social and religious movements of their times.

Theater Arts

TA 110 Introduction to the Theater Arts (3)
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)
Experience in stage dictation. Concentrated study of speaking skills for use on the stage.

TA 240 Creative Drama for Teachers (3)
Creative dramatics leadership principles that apply to the classroom. Techniques of employing the child's native aptitude.

TA 244 Technical Theater: Scenecraft (3)
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)
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)
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)
Basic movement and voice training for the actor. Theory and practical application through body and vocal exercise.
TA 251 Elements of Acting (3)
Concentration in the process of creating stage character. This course will deal with theory as well as practical performance exercises. PREREQ: TA 250 or consent of instructor.

TA 252 Technical Theater: Makeup (3)
Basic principles and processes of theatrical makeup, including demonstrations and daily practice in application.

TA 253 Production Workshop (1-3)
6 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.

TA 301, 302, 303 History of the Theater (3 each)
A study of dramatic literature, performance and criticism in the historical perspective. 301: beginnings to 1650; 302: 1650-1850; 303: 1850 to present.

TA 308 History of Fashion (3)
A course in the development of fashion in the clothing of men and women from earliest times to the present with an emphasis on the clothing of the western world and its relationship to the social environment of each era.

TA 330 Script Writing (3)
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)
Basic principles of theatre graphics and beginning scene design. PREREQ: TA 244 or consent of instructor.

TA 350 Advanced Creative Dramatics: Puppetry (3)
A study of special dramatic techniques and literature for a practical approach to producing puppet plays with children in grades 3-8.

TA 353 Advanced Production Workshop (1-3)
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)
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. PREREQ: TA 250 and 251 or consent of instructor.

TA 364 Play Direction (3)
Introduction to dramatic theories and techniques and their application to play direction. Sources of dramatic materials, choice of plays, casting and rehearsal. PREREQ: TA 251 and consent of instructor.

TA 375 Asian Theatre (3)
A survey of the history and literature of Asiatic Theatre with particular attention to India, Southeast Asia, China, Korea, and Japan.

TA 390 Performance Studies in Acting (3)
Individual study of a character in the context of performing a character in a play before an audience. PREREQ: TA 250, TA 251, TA 356.

TA 399 Special Studies (1-3)
Terms and hours to be arranged.

TA 406 Special Individual Studies (1-15)
Terms and hours to be arranged.

TA 407 Seminar (1-15)
Terms and hours to be arranged.

TA 408 Workshop (1-15)
Terms and hours to be arranged.

TA 409 Practicum (1-15)
Terms and hours to be arranged.

TA 414 Children's Theater (3)
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)
A historical study of the major developments in the American theater from the Revolutionary War to the present.

TA 427 Contemporary Theater (3)
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 each)
Advanced work in the area of scene and lighting design (434/534). PREREQ: TA 244, 245, 347 or consent of instructor. Advanced work in the area of costume (436/536): TA 246 or consent of instructor.

TA 440 Theater Management (3)
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)
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)
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. PREREQ: At least one course in acting and directing or consent of instructor.

TA 506M Special Individual Studies (1-3)
Designed for graduate advanced individual study in some aspects of the theater arts. PREREQ: consent of instructor.

TA 507M Seminar (1-15)
Terms and hours to be arranged.

TA 508M Workshop (1-3)
Terms and hours to be arranged.

TA 509M Practicum (1-15)
Terms and hours to be arranged.
Writing

WR 115 Introduction to College Writing (3)
An introductory course using personal experience as a gateway to college level writing. Does not satisfy LACC requirements.

WR 135 English Composition (3)
A basic course in expository prose emphasizing argumentative and analytical writing.

WR 224 Writing About Literature (3)
A course focusing on critical essays about literature, basic research techniques, and proper use and documentation of sources. Must be taken concurrently with ENG 223 Approaches to Literature, preferably before upper-division course work in literature. PREREQ: WR 135.

WR 241 Introduction to Writing Fiction (3)
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)
An introductory course in the technique of writing poetry, with attention to the development of critical appreciation of the art of writing.

NOTE: Students must complete WR 135 (or its transfer equivalent) before enrolling in upper-division writing-intensive courses.

WR 321 Business and Technical Communications (3)
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. PREREQ: WR 135.

WR 325 Intermediate Exposition (3)
A course in intermediate expository writing. PREREQ: WR 135.

WR 341 Creative Writing (3)
Study and writing of ONE of the following: poetry, nonfiction prose, fiction or drama. The focus of each section will be listed in the yearly schedule of classes.

WR 399 Special Studies (3)

WR 409 Practicum (1-3)
Terms and hours to be arranged. The theory and practice of critical analysis of student writing.

WR 414 Advanced Composition (3)
Advanced instruction and practice in the principles of writing; required of all students who plan to teach English. PREREQ: WR 135.

WR 430/530 History of Composition and Rhetoric (3)
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)
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)
Advanced study and writing of ONE of the following: poetry, nonfiction prose, fiction or drama. The focus of each section will be listed in the yearly schedule of classes.

WR 450 Writing for Publication (3)
A survey of methods of publication and of markets for various kinds of writing. Theory and practice in manuscript preparation, manuscript form, proofreading and copyright application. Submission of actual manuscript for publication.

WR 506M Special Individual Studies (1-6)
Individual or special writing instruction in a specific form of writing under the guidance of a designated faculty member.

WR 510M Forms of Expository Prose (3)
Intensive study and practice in analyzing and writing expository prose. Recommended for secondary teachers.
WESTERN FACULTY & STAFF

WESTERN OREGON UNIVERSITY
GERALD BRAZA (1995), Associate Professor of Health & Physical Education. B.A. 1967, University of Wisconsin LaCrosse; M.A. 1969, The Ohio State University; Ph.D. 1974, University of Utah.

ROBERT R. BROEG (1996), Assistant Professor of Computer Science. B.A. 1973, Dominican College; M.S. 1975, Marquette University; M.T.S. 1979, The Franciscan School of Theology; M.S. 1989, California State University; Ph.D. 1995, Oregon State University.


PETER L. CALLERO (1985), Professor of Sociology. B.A. 1977, Seattle University; M.A. 1979, Western Washington University; Ph.D. 1983, University of Wisconsin.


JON R. CAREY (1976), Associate Professor of Health and Physical Education; Athletic Director. B.S. 1973, Portland State University; Ed.M. 1979, Oregon State University.


AUDREY CLARKE (1998), Assistant Professor of Geography. B.A.A. 1983, Ryerson Polytechnic University; M.A. 1988, Ph.D. 1992, Kent State University.

ERIC J. COOLEY (1976), Professor of Psychology. B.A. 1972, Claremont Men's College; Ph.D. 1976, University of Texas.

PEGGY S. COOPER-COLINS (1990), 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.

ARLENE R. COURTNLEY (1988), Professor of Chemistry; Chair, Natural Sciences and Mathematics. B.S. 1975, Grove City College; Ph.D. 1980, Texas A&M University.


SUSAN C. DAUER (1990), Associate Professor of Elementary Education. B.Ed. 1965, University of Toledo; M.Ed. 1986, Ph.D. 1990, University of Nebraska-Lincoln.


BRYAN DUTTON (1998), Assistant Professor of Biology. B.S. 1982, Oregon College of Education; M.S. 1985, Northeast Louisiana University; Ph.D. 1995, University of Maryland.

DENNIS W. EDDINGS (1968), Professor of English, Chair, Humanities Division. B.A. 1966, M.A. 1968, University of Washington; Ph.D. 1973, University of Oregon.


ANNE FOX (1996), Assistant Professor; Public Services Librarian. B.S. 1962, University of Oregon; B.S. 1988, Oregon State University; M.S. 1973, San Jose State University; M.S. 1995, Oregon State University.


JOHN FREEBURG (1973), Associate Professor of Special Education, Director, Regional Resource Center on Deafness. B.A. 1972, M.S. 1973, St. Cloud State College.

LAURENCE GALLIMORE (1995), Assistant Professor of Special Education (RCCD). B.S. 1986, University of Nebraska; M.Ed. (1987) Western Maryland College.

IRJA GALVAN (1998), Assistant Professor of Biology. B.A. 1965, University of California, Berkeley; M.A. 1971, California State University; San Jose; Ph.D. 1994, Oregon State University.


SANDRA L. GISH (1990), Associate Professor of Special Education. B.S. 1972, University of Illinois; M.S. 1991, Western Maryland College.


SCOTT GRIM (1998), Assistant Professor of Theatre. B.S. 1988, Western Oregon State College; M.F.A. 1990, University of Georgia.

LAURA E. GROVES (1988), Associate Professor; Technical Services Librarian. 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), Professor of Biology. B.A. 1979, University of California; M.S. 1983, San Diego State University; Ph.D. 1987, University of California.

KAREN HABERMAN (1998), Assistant Professor of Biology. M.S. 1983, Stanford University; Ph.D. 1998, University of California, Santa Barbara.


MARK HENKELS (1988), Associate Professor of Public 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.


GUDRUN HOOPBLER (1994), Associate Professor of German. B.A. 1967, University of California; M.A. 1971, University of Oregon, Ph.D. 1995 University of Oregon.


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.


M. RAHIM KAZEROUNI (1986), Associate Professor of Chemistry. B.S. 1972, Pahlavi University, Iran; M.S. 1979, Eastern Michigan University; Ph.D. 1987, Oregon State University.

LINDA KELLER (1998), Assistant Professor of Special Education/Program Coordinator of Rehabilitation Counselor Education. B.A. 1977, M.A. 1981, Michigan State University; Ph.D. 1996, Oregon State University.


THOMAS S. KELLY (1989), Assistant Professor of Health and Physical Education; Men's Basketball Coach. B.A. 1981, University of Utah; M.A. 1989, Brigham Young University.

KURTIS C. KIDD (1988), Certified Athletic Trainer; Assistant Professor of Health and Physical Education. B.S. 1982, M.A. 1984, Brigham Young University.

JOHN W. KNIGHT (1989), Assistant Professor of Health and Physical Education; Track & Cross Country Coach. B.A. 1962, Valparaiso University; M.Ed. 1969, Linfield College.


SUELLEN LARKIN (1998), Assistant Professor of Art. B.F.A. 1979, Pacific NW College of Art; M.F.A. 1985, Washington University, St. Louis.


JOHN C. LEADLEY (1991), Associate Professor of Business and Economics. B.S. 1978, Carleton College; M.S. 1981, Ph.D. 1985, University of Wisconsin.


JUDY M. LOVRE (1987), Assistant Professor of Health and Physical Education. B.S. 1975, M.Ed. 1979, Oregon State University.

JOHN C. W. MARSAGLIA (1988), Professor of Computer Science; Chair, Computer Science Division. B.S. 1979, M.S. 1980, Ph.D. 1988, Washington State University.


DENIS M. MORAN (1968), Professor of Geography. B.A. 1966, Immaculate Heart College; M.A. 1967, Ohio State University; Ph.D. 1976, University of Oregon.

GREGORY MORRISON (1997), Assistant Professor of Criminal Justice. B.S. 1978, East Tennessee State University; M.S. 1986, Arizona State University; Ph.D. 1995, University of California, Irvine.

FRANK D. NEVIUS (1990), Associate Professor of Speech Communication. B.S. 1979, Bowling Green State University; M.S. 1984, University of Oregon; Ph.D. 1990, Ohio State University.

SHARON S. OBERST (1987), Professor of Dance. B.S. 1984, Lamar University; M.S. 1987, University of Oregon.


E. MICHELLE PARDEW (1991), Associate Professor of Special Education. B.A. 1969, Elmira College; M.A. 1982, University of North Dakota; Ph.D. 1996, Oregon State University.


DONNA PERRY (1998), Assistant Professor of Anthropology. B.A. 1987, Drew University; Ph.D. 1998, Yale University.

DEBORAH J. PETERSON (1996), Assistant Professor of Dance. B.A. 1975, University of California, Berkeley; M.F.A. 1986, Mills College.

PETE E. POSTON (1990), Associate Professor of Chemistry. B.S. 1984, Fort Lewis College; Ph.D. 1989, University of Utah.


GWENDA H. RICE (1990), 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.

LAURA RIOLLI-SALZMAN (1998), Assistant Professor of Management. B.S. 1988, University of Tirana, Albania; M.A. 1994, Ph.D. 1998, University of Nebraska.


ANGEL-MARTÍN RODRÍGUEZ-PÉREZ (1994), Assistant Professor of Spanish. B.S. 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; Women's Basketball Coach. B.S. 1979, Dyke College; M.Ed. 1989 Cleveland State University.


WILMA L. RUCKER (1990), Assistant Professor of Physical Education; Women's Softball Coach. B.S. 1980, Texas Women's University; M.Ed. 1983, Trenton State College.


MARTHA S. SARGENT (1986), Associate Professor of Accounting. B.S. 1976, California Polytechnic State University; M.B.A. 1984, Oregon State University.

VICTOR E. SAVICKI (1971), Professor of Psychology. B.A. 1967, Carroll College; M.S. 1968, Ph.D. 1971, University of Massachusetts.


JOSEPH W. SENDELBAUGH (1985), Professor of Special Education; Chair, Special Education Division. B.S. 1968, M.S. 1971, Illinois State University; Ed.D. 1977, Northern Illinois University.

ROSHANI SHAY (1979), Professor of Political Science; Chair, Social Science Division. B.A. 1968, M.A. 1971, Ph.D. 1974, University of Oregon.


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

LOWELL W. SPRING (1968), Professor of Biology. B.A. 1960, University of Northern Iowa; M.S. 1963, Ph.D. 1968, University of Washington.

CARL W. STEVENSON (1986), Associate 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), Associate Professor of Health and Physical Education; Chair, Health and Physical Education Division. B.S. 1978, Indiana State University; M.A. 1984, University of Iowa; Ph.D. 1990, Purdue University.

CHERYL M. STRAND (1989), Professor of Spanish. B.S. 1966, South Dakota State University; M.A. 1969, Fresno State University; C.Phil. 1972, Ph.D. 1989, University of California, Los Angeles.

CHEHALIS STRAPP (1998), Assistant Professor of Psychology. B.S. 1989, Virginia Polytechnic Institute & State University; M.A. 1993, Ph.D. 1996, University of Nevada, Reno.

DIANE TARTER (1993), Associate Professor of Graphic Design. Bachelor of Theatre 1976, Willamette University; M.F.A. 1992, University of Oregon.

JEFFREY TEMPLETON (1998), Assistant Professor of Geology. B.S. 1989, The Ohio State University, Columbus, Ohio; M.S. 1991, Texas Christian University; Ph.D. 1998, Oregon State University.


TAMINA TORAY (1992), Associate Professor of Philosophy. B.S. 1980, Colorado State University; M.A. 1982, Northeast Missouri State University; Ph.D. 1992, Oregon State University.


ROBERT TURNER (1986), Associate Professor of Biology. B.S. 1964, Seattle University; Ph.D. 1971, University of Oregon.

RANDALL (DANA) ULVELAND (1998), Assistant Professor of Technology. B.A. 1983, University of Alberta; M.S. 1991, University of Oregon; Ph.D. 1996, Simon Fraser University.


MICHAEL B. WARD (1997), Associate Professor of Mathematics. B.S. 1974, Utah State University; Ph.D. 1979, University of Utah.


DENNIS D. WILLIAMS (1967), Assistant Professor of Mathematics. B.A. 1964, M.A. 1965, University of Montana.


HELEN E. WOODS (1985), Professor of Secondary Education; Chair, Elementary/Secondary Education Division. B.S. 1976, 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.


PRESIDENT'S STAFF


JOHN P. MINAHAN (1986), Provost and Vice President for Academic Affairs; Professor. B.A. 1965, Canisius College; Ph.D. 1969, Georgetown University.


GEORGE A. KOZITZA (1994), Vice President for Administration, Finance and Human Resources; Professor. B.A. 1962, M.A. 1963, California State University, Los Angeles; Ed.D. 1969, University of Southern California.


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.

ADMINISTRATIVE DIRECTORS


JAMES P. ADAMS (1996), Director, Public Relations and Communications. B.S. 1995, Western Baptist College.

JAMES BIRKEN (1990), Director, Fiscal Management and Planned Giving. B.A. California State University; M.P.A., University of Southern California.


R. JOHN BRINEGAR (1969), Registrar; Associate Professor. B.A. 1964, University of Oregon; M.S. 1976, Oregon College of Education.


DENISE GALEY (1989), Director, Werner University Center; Student Leadership and Activities. Instructor. B.A. 1980, California State University, Fullerton; Ed.M. 1986, Oregon State University.


TEACHING RESEARCH FACULTY

ROBERT AYRES (1995), Associate Research Professor, Ph.D. 1986, University of Oregon.


FRANKIE BLASCH (1975), Instructor.


CORT BROWNELL (1998), Research Assistant.

ANGELA BROWN (1997), Research Assistant.

KELI BUCKLIN-LARSON (1998), Research Assistant.


CAROL BUNSE (1974), Assistant Research Professor, B.A. 1975, Oregon College of Education.


BRUCE DALKE (1990), Associate Research Professor, M.S. 1970, Oregon College of Education.


CHERYL DAVIS (1989), Assistant Research Professor, Ph.D. 1992, University of Oregon.

ELKE DAY (1998), Research Assistant.


MARLENE DEROVITSCH (1994), Instructor, M.S. 1978, Oregon College of Education.


SHAUN GATHERUM (1998), Research Assistant.


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.

SUE GOODMAN (1998), Instructor.

CAROL GREER (1997), Assistant Research Professor, M.S. 1972, Washington University.


BRIAN JOHNSON (1987), Associate Research Professor, M.S. 1974, Pacific University.

OREGON UNIVERSITY SYSTEM

Western Oregon University is a member of the Oregon University System, which was organized in 1932 to provide educational opportunities to the citizens of Oregon.

STATE BOARD MEMBERS

The Oregon University System is governed by the State Board of Higher Education whose members are appointed by the governor with confirmation of the state Senate. Board terms are four years for regular members and two years for student members. Their terms expire on June 30 of the year shown:

TOM IMESON, Portland 1999
   President
DIANE CHRISTOPHER, Medford 1999
   Vice President
HERBERT ASCHKENASY, Albany 2001
DAVID KOCH, Portland 2000
JIM LUSSIER, Bend 2001
GAIL MCALLISTER, Burns 1999
ESTHER Puentes, Beaverton 2000
KATIE VAN PATTERN, Eugene 1999
JIM WILLIS, Salem 2001
PHYLISS WUSTENBERG, Bay City 2000

ADMINISTRATIVE STAFF

The Oregon University System offices are centralized in Eugene. The administrative staff of the State System includes:

JOSEPH W. COX
   Chancellor
SHIRLEY M. CLARK
   Vice Chancellor for Academic Affairs
BILL ANSLOW
   Vice Chancellor for Finance and Administration
JOHN OWEN
   Vice Chancellor for OCATE

VIRGINIA THOMPSON
   Board Secretary
MEMBER INSTITUTIONS
Eastern Oregon University, La Grande
Oregon Institute of Technology, Klamath Falls
Oregon State University, Corvallis
Portland State University, Portland
Southern Oregon University, Ashland
University of Oregon, Eugene
Western Oregon University, Monmouth

INSTITUTIONAL PRESIDENTS
DANIEL O. BERNSTINE, Ph.D.
Portland State University

MARTHA ANNE DOW, Ph.D.
Oregon Institute of Technology

DAVE FROHMAYER, J.D.
University of Oregon

PHILLIP D. CREIGHTON, Ph.D.
Eastern Oregon University

STEPHEN J. RENO, Ph.D.
Southern Oregon University

PAUL G. RISSER, Ph.D.
Oregon State University

BETTY J. YOUNGBLOOD, Ph.D.
Western Oregon University

EMERITUS FACULTY AND ADMINISTRATORS
HELEN BLODGETT ADDISON, (1958), Assistant Professor Emeritus, Education.
FRANCES MATTINGLY ARMOUR, B.A. (1953-75), Assistant Professor Emeritus, Library.
ROBERT SAMUEL BAKER, M.A. (1957-64, 1966-89), Associate Professor Emeritus, Humanities.
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.
RAY BRODERSEN, Ph.D. (1962-1997), Professor Emeritus, Geology.
WILLIAM EDWARD BURKE, Ph.D. (1968-78), Professor Emeritus, Physical Education.
JOSEPH RONALD CALIGURE, M.S. (1966-92), Assistant Professor Emeritus, Health and Physical Education.
DANIEL G. CANNON, Ph.D. (1967-94), Professor Emeritus, Art.
JOHN JOSEPH CASEY, M.F.A. (1965-87), Associate Professor Emeritus, Art.
GORDON WILDON CLARKE, Ph.D. (1968-78), Professor Emeritus, Humanities.
DOROTHY LOUISE COREY, M.A. (1967-82), Assistant Professor Emeritus, Biology.
BILL COWART, Ph.D. (1984-95), Professor Emeritus, President.
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.
ETTA MAE WELLS DETERING, B.S. (1963-75), Assistant Professor Emeritus, Health Service.
JAMES BRADFORD ELLINGSON, (1971), Professor Emeritus, Education.
JAY EVETT, Ph.D. (1968-96), Professor Emeritus, Physics.
RICHARD FORCIER, Ph.D. (1972-1996), Professor Emeritus, Secondary Education
BEVERLY J. FREER, Ph.D. (1970-93), Professor Emeritus, Humanities.
JESSE HOWARD GARRISON, Ed.D. (1959-82), Professor Emeritus, Education.
GERALD R. GIROD, Ed.D. (1969-95), Professor Emeritus, Dean of Education.
CLARENCE CLIFFORD GORCHELS, D.L.S. (1966-87), Professor Emeritus, Director of Library.
LLOYD THEODORE HANSON, M.A. (1960-63, 1965-88), Associate Professor Emeritus, English.

MARGARET LOUISE HIATT, Ed.D. (1949-83), Professor Emeritus, Education.

VERN DONALD HIEBERT, M.S. (1959-64, 1965-88), Associate Professor, Mathematics.

BETTY PHILLOP HOLDT, Ed.D. (1963-95), Professor Emeritus, Special Education.

ELIZABETH EMILY HOYSER, Ph.D. (1965-68, 1970-88), Professor Emeritus, Education.


MAJUDDIN MOHAMMED JAFFER, M.S.Ch.E. (1958-89), Associate Professor Emeritus, Chemistry.


JAMES KEESEY, (1970), Associate Professor Emeritus, Psychology.

BERT YABROUGH KERSH, Ph.D. (1960-85), Professor Emeritus, Psychology.

LEO JAMES KIRK, M.A. (1963-87), Professor Emeritus, Art.


NORMAN KOCH, Ed.D. (1968-96), Professor Emeritus, Education.


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

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