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 (NWASC), 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, and Oregon State Teacher Standards and Practices Commission (TSPC). Students may review accreditation documents in the Office of the Provost or the Library.
### ACADEMIC CALENDAR

Any changes in the Academic Calendar will be announced in the Schedule of Classes.

#### FALL TERM 2001

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<th>MONTH</th>
<th>DATE</th>
<th>EVENT</th>
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<tbody>
<tr>
<td>SEPTEMBER</td>
<td>16-22 Sun-Sat</td>
<td>New Student Week</td>
</tr>
<tr>
<td></td>
<td>24 Mon........</td>
<td>Classes Begin</td>
</tr>
<tr>
<td></td>
<td>24 Mon........</td>
<td>Fee Payment &amp; Add/Drop Begin</td>
</tr>
<tr>
<td></td>
<td>28 Fri........</td>
<td>Last day to pay fees without penalty</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>5 Fri........</td>
<td>Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees</td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>2 Fri........</td>
<td>Last day to drop courses</td>
</tr>
<tr>
<td></td>
<td>12 Mon........</td>
<td>Veterans’ Day Holiday</td>
</tr>
<tr>
<td></td>
<td>13-16 Mon.-Fri.</td>
<td>Registration for Winter Term</td>
</tr>
<tr>
<td></td>
<td>22-25 Thurs.-Sun.</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>DECEMBER</td>
<td>3-7 Mon.-Fri.</td>
<td>Final Exams</td>
</tr>
<tr>
<td></td>
<td>7 Fri........</td>
<td>Fall Term ends</td>
</tr>
<tr>
<td></td>
<td>Dec. 8 Sat. to Jan. 6 Sun</td>
<td>Winter Break</td>
</tr>
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<th>DATE</th>
<th>EVENT</th>
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<td>JANUARY</td>
<td>7 Mon........</td>
<td>Classes Begin</td>
</tr>
<tr>
<td></td>
<td>7 Mon........</td>
<td>Fee Payment &amp; Add/Drop begin</td>
</tr>
<tr>
<td></td>
<td>11 Fri........</td>
<td>Last day to pay fees without penalty</td>
</tr>
<tr>
<td></td>
<td>14 Mon........</td>
<td>Martin Luther King Holiday</td>
</tr>
<tr>
<td></td>
<td>18 Fri........</td>
<td>Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees</td>
</tr>
<tr>
<td>FEBRUARY</td>
<td>15 Fri........</td>
<td>Last day to drop courses</td>
</tr>
<tr>
<td>MARCH</td>
<td>Feb. 25 Mon. to Mar. 1 Fri</td>
<td>Registration for Spring Term</td>
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<td></td>
<td>18-22 Mon.-Fri.</td>
<td>Final Exams</td>
</tr>
<tr>
<td></td>
<td>22 Fri........</td>
<td>Winter Term ends</td>
</tr>
<tr>
<td></td>
<td>23-31 Sat.-Sun.</td>
<td>Spring Break</td>
</tr>
</tbody>
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#### SPRING TERM 2002

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<tr>
<th>MONTH</th>
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<th>EVENT</th>
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<tbody>
<tr>
<td>APRIL</td>
<td>1 Mon........</td>
<td>Classes Begin</td>
</tr>
<tr>
<td></td>
<td>1 Mon........</td>
<td>Fee Payment &amp; Add/Drop Begin</td>
</tr>
<tr>
<td></td>
<td>5 Fri........</td>
<td>Last day to pay fees without penalty</td>
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<tr>
<td></td>
<td>12 Fri........</td>
<td>Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees</td>
</tr>
<tr>
<td>MAY</td>
<td>10 Fri........</td>
<td>Last day to drop courses</td>
</tr>
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<td></td>
<td>27 Mon........</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td></td>
<td>20-24 Mon.-Fri.</td>
<td>Registration for Fall Term</td>
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<td>JUNE</td>
<td>10-14 Mon.-Fri.</td>
<td>Final Exams</td>
</tr>
<tr>
<td></td>
<td>14 Fri........</td>
<td>Spring Term ends</td>
</tr>
<tr>
<td></td>
<td>15 Sat........</td>
<td>Commencement</td>
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#### SUMMER TERM 2002

(Six-Week Session)

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<tr>
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<tr>
<td>JUNE</td>
<td>24 Mon........</td>
<td>On-campus registration &amp; fee payment</td>
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<td></td>
<td>25 Tue........</td>
<td>Classes Begin unless otherwise stated in the summer bulletin.</td>
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<td>JULY</td>
<td>1 Mon........</td>
<td>Last day to register, add or drop classes, and pay fees without penalty</td>
</tr>
<tr>
<td></td>
<td>2 Tue........</td>
<td>Late registration fee and change of program fee effective</td>
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<td></td>
<td>4 Thurs.....</td>
<td>Independence Day Holiday</td>
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<td></td>
<td>10 Wed........</td>
<td>Last day to drop courses</td>
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<tr>
<td>AUGUST</td>
<td>2 Fri........</td>
<td>Six week session ends</td>
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Any changes in the summer calendar will be announced in the Summer Bulletin.

Notes: A one week pre-session and a two week post-session are also offered.
Students may begin registration for summer when the schedule becomes available in March.
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## General Information

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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, WOU has offered quality educational programs within a caring and supportive educational environment.

Students find a distinctive and rewarding educational experience at WOU from the day they enroll until the day they graduate. We regard your success as our mission and offer students of all ages a variety of academic, cultural, social, and economic services and programs.

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 student organizations and activities;
• the only NCAA Division II intercollegiate athletics program in Oregon; and
• a student enrollment that is primarily Oregonian, but is growing in diversity.

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,

[Signature]

Betty J. Youngblood
President
PREAMBLE

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

MISSION STATEMENT

Western Oregon University provides a comprehensive higher education experience, including teaching, learning, and research activities, cultural opportunities, and public service. Campus and distance education programs prepare students to contribute to the economy, culture, and society of Oregon, the nation, and the world.

- WOU offers exemplary undergraduate programs in the creative arts, natural sciences, mathematics, humanities, social sciences, teacher education, criminal justice, business administration, computer science, and fire services administration, and graduate programs in criminal justice, teacher education, and other areas.

- WOU’s curriculum fosters the knowledge, skills, and attitudes that characterize a liberally educated person and provide a foundation for a lifetime of learning.

- WOU’s academic programs offer close student, faculty, and staff interaction; interdisciplinary teaching, research opportunities, and internships with public and private sectors.

- WOU promotes diversity and respect for individuals in all endeavors.

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

- WOU fosters partnerships with state and local governments, exemplified by the campus-based Oregon Military Academy and Oregon Public Safety Academy.

- WOU enriches the lives of Oregonians through cultural offerings; educational resources; lifelong learning opportunities; and NCAA, Division II intercollegiate athletic competition.
WELCOME TO WOU

Western Oregon University provides over 4,000 students with all the benefits of a small to mid-size liberal arts university. WOU offers almost 40 undergraduate and three graduate degree programs through its two Colleges—the College of Education and the College 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.

WOU 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.

WOU’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

WOU offers a wide range of undergraduate degrees in teacher 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 College 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, Teacher Education, with teaching fields available in the traditional liberal arts and sciences. Among the teaching faculty are nationally recognized instructors. The program has been ranked among the best in the United States, and has won national awards for "innovative, new strategies."

The College of Liberal Arts and Sciences offers well-established B.A./B.S. 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 College also offers a Master’s degree in correctional administration.

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

The Division of Teaching Research at WOU is organized to conduct research, development, dissemination and evaluation activities related to the teaching-learning process. The Division provides WOU 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.

WOU 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, hardy pioneers crossed the Oregon Trail to found a church and school in the Willamette Valley. In 1856, Monmouth University opened with a handful of students. This was the beginning of what is now Western Oregon University, which has grown from a private institution through an era as a prominent teacher preparation school to today's diverse liberal arts university.

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

In 1882, the Oregon Legislature approved the college's bid to become a state supported teacher training (or "normal") school. Oregon State Normal School 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, WOU will continue to meet the challenges and opportunities of public higher education in Oregon. New programs will be added as new needs are identified.

CAMPUS

WOU is located in Monmouth, a community of 7,000, which is 20 minutes from the state capital, Salem.

The campus of 157 acres and 34 buildings combines the charm of historic 19th century structures with modern facilities for information technology, performing arts and athletics. The entire campus is accented by award-winning landscaping that captures the beauty of the green Willamette Valley. Numerous varieties of native Oregon trees and plants cover the spacious lawns. A Giant Sequoia, planted in 1887, stands in front of Campbell Hall and is transformed each December into one of the nation’s tallest, living holiday trees.

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

Modern buildings surround the central core and expand the campus boundaries. The performing arts center, Leonard W. Rice Auditorium, seats 619. Edgar H. Smith Recital Hall is nearby. Heritage Hall is a 400-bed, four-story residence hall which opened fall, 1989, and is evidence of the expanding student body. The newest building on campus, completed September of 2000, is the Wayne and Lynn Hamersly Library.

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

An Instructional Technology Center, featuring state-of-the-art audio/visual and computerized resources, provides the campus with comprehensive facilities for telecommunications, hands-on computer and classroom teaching laboratories and a television production center.

FUTURE OF THE UNIVERSITY

WOU 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.

WOU 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

Meredith M. Brodsky  
Dean, College of Education

James G. Chadney  
Dean, College of Liberal Arts and Sciences

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

Peter C. Courtney  
Assistant to the President

Leta N. Edwards  
Vice President for University Advancement

Darin E. Silbernagel  
Vice President for Business and Finance
GENERAL INFORMATION

WESTERN OREGON UNIVERSITY
ADMISSIONS

Rob Kvist, Director
E-mail: wolfgangram@wou.edu
Phone: (503) 838-8211 (TTY)
Tollfree: 877-877-1593 Ext 1

To attend classes at WOU, 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 WOU. 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:

A. must have graduated from a standard or accredited high school
B. 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
C. must submit SAT I or ACT scores
D. 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:
   1. 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
   2. make up school course deficiencies by taking college course(s) 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.
   3. 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 WOU. 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 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 foreign language requirement, but will need to have two units of college preparatory electives.

Graduates of Unaccredited High Schools or Homeschooled Students

Students graduating from an unaccredited high school or homeschooled must fulfill each of the following requirements:

A. receive either a score of 1000 on the SAT I or a score of 21 on the ACT
B. 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
C. meet the Foreign Language Requirement (see Foreign Language Requirement section)

General Education Development (GED)

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

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

All students from the Federated States of Micronesia, the Republic of the Marshall Islands and the Republic of Palau, must submit a minimum TOEFL score of 500 (computer score of 213). WOU will also accept Michigan Test scores. A minimum score of 75 is required for undergraduate admission and 80 for graduate admissions.

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, or apply on-line; accessible through WOU’s homepage at www.wou.edu. 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 and standardized test results are on file with the Admissions Office.
Application Procedures for Incoming Freshmen

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:

A. Complete and return an application form and the required $50 nonrefundable fee. These must be submitted together.
B. Have an official high school transcript sent to the Admissions Office showing all course work completed to date.
C. 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.
D. WOU 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.
E. 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 Special Admissions Committee. To be considered by the committee, you must submit the following:

A. 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 WOU.
B. 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

Students who receive high scores in College Entrance Examination Board Advanced Placement exams may, upon admission to WOU, be granted credit and/or advanced placement in courses counting toward a bachelor's degree. The amount of credit allowed will be determined by the program entered and the score received in the exam. WOU’s participation is supervised by the Registrar's Office.

Examinations are arranged through high school counseling offices. Students should ask that a copy of the scores be sent to the Office of the Registrar at WOU. Upon WOU’s receipt of the scores and enrollment of the student, the acceptable units will be credited toward the total hours required for graduation.

Advanced placement credit will be withdrawn if work later is duplicated in a college-level course. No letter grades (A, B, C, D) will be assigned to advanced placement scores.

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

The following outlines WOU’s advanced placement practice:

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

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

**Chemistry.** Twelve hours of credit for CH 104, 105, 106 with a score of 3, 4 or 5, or eight hours of credit for CH 221, 222 with a score of 3, 4, or 5.

**English.** Twelve hours credit for ENG 104, 105, 106 and WR 135 with a score of 5. Nine hours credit for ENG 104, 105, 106 with a score of 4. Three hours credit for ENG 104 with a 3. No credit for a 2.

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

**Govt. & Pol. US.** Three hours of credit for PS 201 with a score of 3.

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

**TRANSFER ADMISSION REQUIREMENTS**

A. 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.

B. 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.

C. **Foreign Language Requirement**

All transfer students who graduated 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

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

B. 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.

C. WOU has a rolling admissions process with no application deadline. However, students are encouraged to apply at least one term prior to planned enrollment to receive full advantage of registration opportunities.

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 WOU. The amount of credit granted depends on the nature and quality of the applicant’s previous work. A student’s grade point average will be computed on the transfer credits attempted and will be used as the basis for admission. WOU does not recognize other institutions’ academic forgiveness policies.

Credit from Unaccredited Institutions

No advanced standing is granted at entrance for work at unaccredited institutions. After completing a successful year at WOU, work earned at unaccredited institutions may be reviewed to determine what work, if any, will be allowed for credit. 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.

Credit from Two-Year Institutions

WOU 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 WOU 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 WOU’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 only, 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:

A. Members of the WOU staff;

B. High school students approved by the Registrar to take college-level courses;

C. Students enrolled in courses through the Division of Extended Programs;

D. 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

INTERNATIONAL EDUCATION & SERVICES (503) 838-8425

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 WOU.

A. Return completed application form along with the non-refundable application fee of U.S. $50. The application is available online at http://www.wou.edu/internationalapp/. You may submit this electronic application and then mail original and supporting documents to the International Education and Services office to complete your application file.

For an application packet, please contact us at:

International Education & Services
Western Oregon University
345 N Monmouth Avenue
Monmouth, OR 97361
USA
Telephone: (503) 838-8425
Fax: (503) 838-8435
E-mail: global@wou.edu

B. Submit official transcripts of previous school work including secondary schools (for freshman students only), other colleges and universities and professional schools (transfer students). 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. Certified copies of exact English translations of these records are required.

C. Provide proof of proficiency in the English language. Prospective students must submit a minimum TOEFL score of 190 (paper-based score of 520) for undergraduate admission. WOU will also accept Michigan Test scores of 75 or higher for undergraduate admission. Graduate admission requires a TOEFL score of 213 (paper-based score of 550).

D. Provide proof of adequate financial resources by submitting a completed Financial Certificate and Visa Information Form. (available online) and all required supporting documents showing proof of funds. This is usually a bank statement showing an adequate available balance to support studies in the United States AND a letter of support from the bank account holder stating that the funds in the account may be used for the student’s education.

E. CONDITIONAL ADMISSION FOR INTERNATIONAL STUDENTS

Students with TOEFL scores between 150-189 (paper-based scores of 470-519) who are otherwise admissible to WOU...
are eligible for the Conditional Admission Program. Students must successfully complete the ESL Bridge Conditional Admission Program in their first quarter at WOU. Students register for 7-10 ESL credits and one regular course. The attainment of a 3.0 GPA (on a scale of 4.0) in all Bridge Courses or a TOEFL score of 190 (paper-based score of 520) will lift the conditional status. Students who cannot obtain a TOEFL or Michigan score in their country may apply for the TOEFL waiver/conditional co-admit program administered through the Internexus Oregon Center and Western Oregon University.

HEALTH REQUIREMENTS FOR INTERNATIONAL STUDENTS

International students are required to submit the WOU Health History form during their first term. Students must go to 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.

INSTITUTIONAL TESTING

The Division of Extended Programs 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 Programs at (503) 838-8483.

WESTERN UNDERGRADUATE EXCHANGE SCHOLARSHIP PROGRAM

The Western Undergraduate Exchange (WUE) Scholarship Program 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, Washington and Wyoming are eligible to apply for the discounted tuition.

The following academic programs at WOU are available under the WUE Scholarship Program:

BA/BS Degrees
- Anthropology
- Art
- Business
- Chemistry
- Dance
- Earth Science
- Economics
- English
- Fire Services Administration
- Geography
- History
- Humanities (Interdisciplinary)

International Studies (BA only)
- Mathematics
- Music
- Philosophy
- Political Science
- Social Science (Interdisciplinary)
- Sociology
- Theatre Arts

If you are a resident of one of the participating WUE states and would like to apply for the WUE Scholarship Program, you must complete the following requirements:

A. Submit an application for admission and be admitted to the university under standard admission procedures. Students admitted under the Special Admission category are not eligible to receive the WUE Scholarship.

B. Submit a WUE Scholarship application by March 1, 2002 to the Office of the Vice President for Student Affairs and Enrollment Management. WUE Scholarship applications can be obtained by contacting the Office of Admissions toll free at 1-877-877-1593 or directly at 503-838-8211.

C. Pursue a degree in one of the selected WUE majors listed in the WOU catalog or on the WUE Scholarship application.

D. Meet specific academic requirements for the WUE Scholarship Program:

1. A minimum 3.00 cumulative GPA for high school students.
2. A minimum 2.50 cumulative GPA for transfer students.

The WUE Scholarship is renewable up to twelve (12) terms for high school student recipients, and up to six (6) terms for transfer student recipients. All students must maintain good academic standing.

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

STUDENT EXPENSES

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 estimated tuition and fees for the 2001-2002 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>1,220</td>
<td>$3,660</td>
</tr>
<tr>
<td>Nonresident undergraduate</td>
<td>3,826</td>
<td>11,478</td>
</tr>
<tr>
<td>Resident graduate</td>
<td>2,078</td>
<td>6,234</td>
</tr>
<tr>
<td>Nonresident graduate</td>
<td>3,630</td>
<td>10,890</td>
</tr>
<tr>
<td>WUE</td>
<td>1,657</td>
<td>4,971</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 2001-2002 academic year follow:

- Room and board: 5,169 *
- Books and supplies: 900
- Personal/Miscellaneous: 2,100
- Total: 8,169

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

REFUNDS

Students who withdraw from the university and have complied with the regulations governing withdrawals are entitled to certain refunds, or reduction in fees, depending on the date of withdrawal. The refund schedule has been established by the Oregon University System and the Federal Department of Education and is on file in the Business Office. All refunds are subject to the following regulations:

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

FINANCIAL AID

Sandra D. Mountain, Director
E-mail: finaid@wou.edu
Phone: (503) 838-8475 or toll free 877-877-1593

As a state-supported institution, WOU 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, WOU provides a strong financial aid program that annually administers more than $25 million to eligible students.

Financial Aid is based on the philosophy that the responsibility for financing a student's education rests primarily with the student and student's family. Students and families unable to pay the full cost of attending WOU may apply for grants, loans, and/or part-time employment to supplement their resources.

APPLYING FOR AID

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

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

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

WHO IS ELIGIBLE TO RECEIVE FEDERAL FINANCIAL AID

To qualify for federal financial aid a student must:

A. Be an U.S. citizen or an eligible non-citizen.
B. Have a valid Social Security Number.
C. Have a high school diploma, an approved Associate of Arts degree, or a General Education Development (GED) Certificate, or a passing score on the ACT, or provide a written statement that the student completed high school as a home schooled student. GED tests are available at local community colleges.
D. Be registered with the Selective Service, if required.
E. Be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program, or be taking required preparatory coursework for admittance into a graduate or certificate program.
F. Not have drug conviction ineligibility for federal aid.
G. Be making satisfactory academic progress.
H. Not be in default on a federal student loan or owe a refund on a federal student grant.
I. Demonstrate financial need (except for Federal Direct Unsubsidized Stafford Loans and Federal Direct PLUS Loans).
J. Have a valid, federally calculated expected family contribution (EFC) on file with WOU's Financial Aid Office. The EFC is determined by a formula established by the U.S. Congress.
K. Submit all required paperwork (signed award letter, etc.) before the end of the enrollment period.
DETERMINING "NEED OR ELIGIBILITY" FOR FINANCIAL AID

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

Cost of Attendance
Expected Family Contribution
Student's Financial Need or Eligibility

A. Cost of Attendance
First, the cost of attendance (or budget) at WOU is established. Budgets are based on tuition and fees, expenses for meals and housing, books and supplies, and miscellaneous personal expenses. Additional costs can be considered by petition only. These additional costs could consist of commuting expenses, child care, computer costs, extra costs related to a student's disability or study abroad costs for WOU approved study abroad programs.

B. Expected Family Contribution (EFC)
Congress developed an Expected Family Contribution (EFC) formula to determine the financial strength of a student's family and the student's need for federal aid. The EFC is based on the prior year's income and assets as listed on the FAFSA. The EFC is reported on the Student Aid Report (SAR) which is a summary of the FAFSA information and is sent to the student. Schools receive an electronic version of the same information. Changes in the family's financial circumstances can be reported to the Financial Aid Office.

C. Packaging
It is the policy of the Financial Aid Office to provide students with a financial aid package to meet the calculated need or eligibility whenever possible. Providing students with financial aid to the full extent of the eligibility is contingent upon federal, state, and institutional funding and individual aid program limits.

Before the financial aid eligibility is determined, the student's file must be complete. If selected for verification, copies of signed federal tax forms, W-2's, and a verification worksheet will be required. Other documentation may be requested upon review of the file.

Priority for campus-based aid is given to students whose FAFSAs are received by the federal processor by March 1, whose files are complete, and who have applied for admission to WOU and who demonstrate a high need based on the EFC. The amount of needed aid the student is eligible to receive is determined by packaging policies developed by the Director of Financial Aid.

FINANCIAL AID PROGRAMS

The Title IV programs were authorized by the Higher Education Act of 1965 as amended. These programs include the following:

A. Grants (funds that do not require repayment) are available to eligible undergraduates who have financial need.

1. Federal Pell Grant: Grants range from $400 to $3750 per year, are based on EFC and college costs, and are limited to eligible undergraduates.

2. Oregon Opportunity Grant (not a Title IV fund): This grant is available to Oregon, undergraduate, resident students attending Oregon colleges full-time. Awards are for $1254 for the 2001-02 academic year and are renewable for up to 12 terms contingent upon continued eligibility.

3. Federal Supplemental Educational Opportunity Grant (FSEOG): Funds are awarded to undergraduate students with the greatest financial need and who meet WOU's priority deadline. Students must be Pell eligible to qualify for this grant. At WOU grants are packaged from $200 to $700 per year based on EFC and academic year in school.

4. WOU Supplemental Tuition Fee Remission (not a Title IV fund): A limited number of these tuition fee remissions are available for Oregon residents demonstrating the greatest financial need. Students whose entire tuition is paid by other tuition fee remission programs are not eligible to receive this fee remission. This award at WOU ranges from $500 to $1100 per year for freshman and sophomore students.

B. Federal Work-Study (FWS) Program: FWS is available to eligible undergraduate and graduate students. The FWS Program provides funds for employing students who qualify for part-time jobs either on-campus or off-campus in community service positions. At WOU the initial award ranges from $750 to $1200. The amount that can be earned is limited to the amount that appears on the award letter. An hourly wage is based on the type of work that is done and the student's skills and experience. A maximum of 20 hours per week can be worked except during vacation periods when up to 40 hours per week is allowed. Students will be paid monthly based on the number of hours worked in the pay period. It is the student's responsibility to locate a job. Students are not guaranteed jobs or that the total work-study amount listed on the award letter will be earned. The Student Employment Office (Administration Building, Room 310) posts available work-study jobs and can provide further information.

Community Service Work-Study Positions: Federal Work-Study can be used in such community service areas as health care, child care, literacy training, education, welfare, public safety, crime prevention and control, rural development, and community improvement. If the student knows of a community or social agency in which the student wishes to participate in the off-campus Federal Work-Study Program, contact the Student Employment Office at 503-838-8397.

C. Loans are available to undergraduates and graduates.

1. Federal Perkins Loan:

The Federal Perkins Loan provides long-term federal loans for eligible students. At WOU the initial loan amount ranges from $750 to $1100. Repayment of a Perkins loan begins 9 months after the student is no longer enrolled at least half time at an eligible institution. The monthly minimum payment is $40. The maximum
repayment period is ten years, but the actual amount of the payments and the length of the repayment period depends upon the size of the debt. No interest is charged until the repayment period begins. The interest rate is 5% per year on the unpaid balance. Repayment of a Federal Perkins Loan that is not delinquent or in default can be deferred if the student is enrolled at least half time in an eligible institution. Other Federal Perkins Loan deferment provisions are listed in the 2001-2002 Student Guide, available at the Financial Aid Office. Repayment of a Federal Perkins Loan may be canceled if a student has a permanent and total disability or dies. Certain circumstances such as full-time employment in specific fields designated as teacher shortage areas, full time teaching in a designated school serving students from low-income families or service as a full-time law enforcement or corrections officer may qualify for the cancellation of a Federal Perkins Loan. Additional information about cancellation provisions for the Federal Perkins Loan is available from WOU’s Business Office. Students awarded a Federal Perkins Loan on their financial aid award letter will be required to sign a promissory note prior to receiving their loan.

2. Federal Direct Loan Program
To be eligible for a Direct Loan a student must attend at least half time. The proceeds for this program come directly from the federal government as opposed to an outside lender. Students awarded a Direct Loan are required to sign and return at least one master promissory note to the WOU Financial Aid Office. Direct Loans are repaid to the U.S. Department of Education. The interest rate on the Federal Direct Subsidized and Unsubsidized Loans is a variable rate that is reset annually and capped at 8.25%. A 3% origination fee will be assessed on each disbursement. The origination fee is deducted from the loan proceeds but will not reduce the principal amount that is required to be repaid. A 1.5% rebate of the origination fee will be given to the student at disbursement and the student can keep the rebate if the student makes the first year payments on time. The amount that students may borrow is dependent upon the student’s class standing. The federal maximum loan for dependent students (including subsidized and unsubsidized Stafford Loans) per academic year are:

- $2,625 for freshman/students working on required prerequisites
- $3,500 for sophomores
- $5,500 for juniors, seniors and 5th year undergraduate certification/post-baccalaureate students
- $8,500 graduate students enrolled in Master’s degree programs

Payments are deferred until 6 months after students cease to be enrolled at least half time. The total Federal Direct Loan debt for a dependent undergraduate is $23,000. The total loan debt for an independent undergraduate is $46,000. The total for graduate study including undergraduate debt is $65,500.

a. Federal Direct Subsidized Stafford Loan
Interest is not charged on subsidized loans while the student is in school at least half time, during the grace period and during deferments (postponements of repayment). A student must have “need” to qualify for the subsidized loan.

b. Federal Direct Stafford Unsubsidized Stafford Loan
These loans are available to students who do not qualify for “need” based Federal Direct Subsidized Loans or who are not eligible for the full Federal Direct Subsidized Loan amount. The amount of the loan cannot be more than the difference between the cost of attendance and any financial assistance received from the school and any outside source (including the subsidized Federal Direct Stafford Loan). Interest accrues on the Federal Direct Unsubsidized Loan while the student is in school and during the six-month grace period before repayment begins.

c. Additional Federal Direct Unsubsidized Stafford Loan
Additional Direct Unsubsidized Loans may be available for independent students, and for dependent students whose parents are unable to borrow under the Federal Direct Parent Loan for Undergraduate Students (Federal PLUS). The federal maximums for additional unsubsidized Stafford Loans per academic year are:

- $4,000 for freshman/sophomores/students working on required prerequisites
- $5,000 for juniors/seniors/5th year undergraduate/certification/post-baccalaureate students
- $10,000 graduate students enrolled in Master’s programs

Not all applicants qualify for the maximums. The total Federal Direct Loan (subsidized, unsubsidized and additional unsubsidized) plus other financial assistance cannot exceed the cost of attendance.

d. Federal Direct Parent Loan for Undergraduate Students (PLUS)
This loan is available to parents of dependent undergraduate students. Parents must pass a credit check. The interest rate is variable and will not exceed 9%. Repayment begins within 60 days after the final disbursement of that loan’s academic period. The borrower is charged a 4 percent origination fee. The loan maximum cannot exceed the total cost of attendance (budget) minus any other financial aid received (including any subsidized, unsubsidized and additional unsubsidized Federal Direct Loans the student is receiving). It is recommended that the student and the student’s parent(s) complete the FAFSA so that the student will be considered for other financial aid in addition to the PLUS loan. PLUS loans will be included in the financial aid award for eligible dependent students.

Master Promissory Note (MPN)
Students must sign a MPN prior to receiving their first direct student loan.

The MPN may be signed electronically on the WEB or on a paper copy.

Loan Counseling—Remember, loans must be repaid!
Loan counseling sessions are required by WOU’s Financial Aid Office. Students receiving the Federal Direct Stafford Loan for the first time at WOU must attend an entrance loan counseling session available through the Financial Aid Office during New Student Week or by appointment, or over the web.
at http://ho-online.ed.gov/entrance_counseling. Students must submit a paper copy of the loan counseling test results if loan counseling is completed using the web. Refer to the 2001-2002 Student Guide for all deferment and/or cancellation options available. This U.S. Department of Education publication is available at the Financial Aid Office. When a student leaves WOU or drops below half time, a student must attend an exit loan counseling session. Loan counseling exit sessions are provided at the end of each term or by appointment.

D. Other aid available by separate application

1. WOU Scholarships: WOU offers many institutional scholarships to qualified applicants. Students must complete a separate WOU General Scholarship Application available from the Financial Aid Office. Most scholarships are awarded for one year; some scholarships are renewable. The scholarship priority deadline is March 1 for new and transfer students. The deadline for continuing students will be May 1. It is the student’s responsibility to know the deadlines, apply annually and make sure that the scholarship application is complete.

2. Diversity Achievement Scholarships: This scholarship application is available from the Multicultural Student Services and Programs Office and is due March 1.

3. Departmental Scholarships: These scholarships have varying deadlines and requirements. Contact the individual department.

4. The Oregon Student Assistance Commission (OSAC): This scholarship application is available from the WOU Financial Aid Office or on the OSAC Internet home page (www.osac.state.or.us). The deadline for this application is March 1.

5. The Community Service Fee Remission Scholarship Program: This program provides a partial tuition voucher for qualified and selected students who complete a 200 hour, graded, academic internship for a government or nonprofit agency. Contact WOU’s Career Services for information and applications.

6. Western Undergraduate Exchange Program (WUE): This scholarship offers reduced tuition to non-resident students from designated states in designated majors. The priority deadline is March 1. Contact the Vice President for Student Affairs and Enrollment Management.

STUDENT EMPLOYMENT

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

AWARD NOTIFICATION-FINANCIAL AID AWARD LETTER

After the financial aid counselor reviews the student’s file and the aid package has been determined, the student will receive an award letter from WOU’s Financial Aid Office. If the student applied for financial aid by the priority deadline, completed the requirements for the financial aid file and applied for admission, the student will be sent an award letter in late spring or early summer. The award will state the type and amount of financial aid that the student is eligible to receive. The student needs to read the conditions of the award on the back of the award letter and the enclosure, Facts on Financial Aid, and return one signed award letter to the Financial Aid Office. There is a two-week period in which to sign and accept or decline the aid offer. Failure to return a signed award letter within the given time may result in cancellation of the aid without further notice.

REVISIONS

If the student wants the financial aid package revised, the student may note that on the back of the award letter. A financial aid counselor will review the request and a response will be mailed as quickly as possible. Students may request revisions at any time during the academic year. Aid offers may be adjusted during the year by the Financial Aid Office due to non-university factors such as changes in federal regulations or insufficient federal or state funding.

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

PAYMENT OF FEES AND RECEIPT OF FINANCIAL AID

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

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

If awarded Federal Work-Study (FWS), it is the student’s responsibility to obtain a work-study job in order to earn the amount awarded. For assistance with the availability of job openings contact the Student Employment Office located on the third floor of the Administration Building. Paychecks are disbursed at the end of the month from the Payroll Office based on the number of hours worked during the pay period.
ACADEMIC PROGRESS REQUIREMENTS

Financial aid recipients are expected to maintain satisfactory academic progress and complete degree requirements or educational objectives in a timely manner according to institutional and office policies. They must meet Western Oregon University’s academic requirements outlined in the WOU catalog and comply with WOU’s financial aid academic requirements as outlined below. The Financial Aid Office monitors financial aid recipients’ academic progress at the end of every term and on an annual basis. The annual review is performed each June after the end of spring term. Summer term is monitored separately. Letter grades of F, W, NC, I, X and AU do not apply toward the satisfactory completion of the credit hour minimums. Students may not use credits by exam (credits earned by challenging an individual course) or College Level Equivalency Test (CLEP) credits to meet the minimum credit requirements. A class taken to improve a grade may be included in minimum credit requirements if the student has not exceeded the maximum credit hour limit.

Lack of Academic Satisfactory Progress could consist of the following:

Insufficient credit hours earned

All financial aid recipients are required to register for and satisfactorily complete the following number of credit hours for each term of attendance. Summer term credit hour requirements are the same as for all other terms.

<table>
<thead>
<tr>
<th></th>
<th>Full Time</th>
<th>3/4 Time</th>
<th>1/2 Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>12 hrs</td>
<td>9 - 11 hrs</td>
<td>6 - 8 hrs</td>
</tr>
<tr>
<td>Post Bac/2nd UG</td>
<td>12 hrs</td>
<td>9 - 11 hrs</td>
<td>6 - 8 hrs</td>
</tr>
<tr>
<td>Graduate Master</td>
<td>9 hrs</td>
<td>7 - 8 hrs</td>
<td>5 - 6 hrs</td>
</tr>
</tbody>
</table>

If a student is deficient credits in any one term during the academic year (fall, winter and spring term), the student will be sent a warning letter explaining the academic requirements for continuance of financial aid.

If no credit hours are passed during the term, the student’s aid will be placed on “HOLD” and he/she will be required to petition for the reinstatement of future financial aid.

If, at the end of the academic year, a student is cumulatively deficient credit hours, the student’s future financial aid will be placed on “HOLD” and he/she will be required to petition for reinstatement of future financial aid.

A full-time student attending fall, winter and spring terms will be given a grace of 3 credits deficiency at the end of the academic year if all other satisfactory progress requirements have been met while a student at WOU.

A repayment of financial aid may be required if a student receives X grades. A student who does not attend any classes or receives all X grades will be required to repay all aid disbursed during that term unless documentation proving class attendance is provided. The documentation must be submitted within a given time limit. A student who receives some X grade(s) in addition to other grades may be required to prove class attendance if the X grade(s) cause(s) a deficiency in credit hours. If the student cannot prove attendance in the X grade class(es), repayment of a portion of the student’s Pell Grant, Federal Direct Student Loan or the Federal Direct PLUS loan may be required. Documentation of attendance in the class(es) must be submitted within a given time limit.

Transfer students (beginning your first term at WOU) are considered to be in good satisfactory academic progress since they have met WOU’s admission criteria. However, if a student has exceeded the maximum credit hours allowed for financial aid eligibility, the student may need to petition. Refer to “Excessive Credit Hours Attempted.”

Excessive credit hours attempted

Financial aid will be placed on “HOLD” and the student will be required to petition for the reinstatement of financial aid if his/her cumulative number of attempted credit hours (including any transfer credits) exceed the following:

- Undergraduate Degree ........................................... 220 credit hours
- Post Baccalaureate/2nd UG Degree ................. 48 credit hours
- Grad/Master Degree ................................................ 48 credit hours
- Grad/Master students enrolled in Rehab Counseling, Teacher Preparation: Deafness, and Special Ed Cohort ............................................. 75 credit hours

Students will not be funded to complete a double major or degree, if it requires exceeding the maximum number of hours allowed for completing a degree.

Academic suspension

If a student is academically suspended from WOU, the student’s aid will be placed on “HOLD” and the student will be required to petition for reinstatement of financial aid. The student must first petition for readmittance to WOU. The petition for readmission must be approved prior to petitioning for reinstatement of financial aid. Petitions for readmission are available from the Registrar’s Office.

Failure to meet previous petition requirements

Read petition results carefully. If a student is directed to meet certain criteria to continue receiving financial aid, the student must comply with those conditions. If the student does not comply with the conditions, his/her financial aid will be suspended and he/she will be required to petition for reinstatement of aid. Previous petition requirements will be monitored each term of the requirement.

Juniors or seniors with a cumulative GPA of less than 2.0

Financial aid will be placed on “HOLD” at the end of the academic year and the student will be required to petition for the reinstatement of financial aid if the student is a junior or senior and his/her cumulative GPA is less than 2.0.

PETITIONING

Financial aid petition forms are available at the Financial Aid Office.

If a student does not meet the academic progress criteria, the student must petition explaining his/her special circumstances prior to receiving any additional financial aid. Special circumstances such as, but not limited to, an injury or illness to you or death of a relative will be considered in petition determination.
RESPONSIBILITIES OF STUDENTS RECEIVING FEDERAL FINANCIAL AID

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

B. 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.

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

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

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

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

G. 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.

H. 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 and the publication, Facts on Financial Aid. It is your responsibility to be aware of your obligations and rights.

A. It is your responsibility to report additional resources (such as other financial assistance) to WOU’s Financial Aid office. If the receipt of additional resources results in an over award (financial aid and resources exceed your need or the cost of attendance), you may be required to pay back a portion of your financial aid received and financial aid for subsequent terms may be reduced.

B. You are responsible for supplying complete and accurate information used to determine your eligibility for aid.

C. You must maintain satisfactory academic progress.

D. You must be enrolled in a degree, certificate or other program leading to a recognized educational credential, or be taking required preparatory coursework for admittance into a graduate or certificate program.

E. You must notify the Financial Aid Office if you are enrolled in a WOU program that is not on campus.

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

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

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

I. 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.

J. If you are borrowing from the Federal Direct Stafford Loan program for the first time at WOU, you must attend a loan counseling session before you can receive your funds. Group sessions are available during New Student Week, by appointment, or on the web at http://lo-online.ed.gov/entrance_counseling.
K. If you are awarded Federal Work-Study, it is your responsibility to find and apply for a work-study job. If you accept a Federal Work Study position, you are expected to perform the work in a satisfactory manner.

L. You must sign a Statement of Educational Purpose (included on the FAFSA) declaring that any aid funds received 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.

For additional questions, financial assistance, or consumer information, please contact the Financial Aid Office at (503) 838-8475 or (877) 877-1593.

UNIVERSITY SCHOLARSHIPS

In addition to state and federal aid, WOU administers a wide variety of private and institutional scholarships. Many recognize scholastic achievement as well as 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 March 1 in order to receive consideration. Because donations are received throughout the year, new scholarships may become available which are not listed in this catalog. The WOU general scholarship application may be obtained from the Financial Aid Office, Office of Admissions or Office of the Vice President for Student Affairs.

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


Forrest and Karen Bell Scholarship. Established in 2001 by Forrest and Karen Bell, parents of a former student. Awarded to any student.

George Bell Scholarship. Established in 2000 in memory of George Bell, who retired from the Los Angeles Police Department, by his family, which includes Dr. Michael Cihak, Vice President for Student Affairs and his wife Susan. Awarded to a student intending to pursue a career in law enforcement.

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. Awarded to any student with preference given to a Corvallis resident.

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

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

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

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

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

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

Christy Scholarship. Established in 1979 by the family of the late Oscar Carl Christensen, a Professor Emeritus of Science and athletic coach. Awarded to any returning student.

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

Classes of 1928 through 1938
Class of 1940
Classes of 1942 through 1944
Class of 1946
Classes of 1948 and 1949
Classes of 1951 and 1952
Classes of 1955 through 1987
Classes of 1989 through 1996
Classes of 1998 through 2002


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

Deschutes County Sheriffs Posse Scholarship. Established in 1995 by members of the Deschutes Country Sheriffs Posse. Awarded to any student who is a resident of Deschutes County majoring in criminal justice.


William E. & Kathleen du Aime-Rodewald Scholarship. Established in 1990 by the Rodewald family in memory of their son, '79, and daughter-in-law. Awarded to an education major who is an Oregon resident.
James and Helen Ellingson Scholarship. Established in 2000 by Dr. James Ellingson, Professor Emeritus of Secondary Education, and his wife Helen. Awarded to an education junior or senior with financial need who has a goal of earning a bachelor’s degree in education.

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

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


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

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

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

Itemizer Observer Scholarship. Established in 2001 by the Itemizer Observer publisher, Nancy Adams, ‘73, to be awarded to any student.


Mo and Patricia Jaffer. Established in 2001 by Mo Jaffer, Professor Emeritus of Chemistry and his wife Patricia. Awarded to any student with financial need.


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

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

Blake Moranville Athletic Scholarship. Established in 2001 in memory of Lt. Col. H. Blake Moranville, ‘66, former Associate Dean of Students by his wife Mary and other family members. Awarded to a student athlete.


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


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

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

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


Dr. Anton and Mildred Postl Scholarship in the Natural Sciences. Established in 1996 by Anton Postl, Professor Emeritus of Chemistry and Physical Sciences, and his wife Mildred. Awarded to a student majoring in one of the natural sciences.

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

![Image of students at a college event]
Donna Buckingham. Established in 1986 by Donna Buckingham, '70 and '73, former President of WOU Foundation Board of Trustees.

Class of 1941. Established in 1981 by class of '41 alumni.

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


Barbara Gates Alumni Scholarship. Established in 2000 by Barbara Gates, '50. Preference to a student from Hillsboro, Forest Grove, Cornelius, or The Dalles, whose family has been migrant workers.

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

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

Thomas & Norine Rowland. Established in 1991 by the Rowland family in memory of Dr. Thomas Rowland, Professor Emeritus of Education and his wife Norine. Awarded to a freshman who participates in extracurricular activities.


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

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

WOU Foundation. Supported by funds contributed by various groups and individuals. Awarded once each in Liberal Arts and Sciences and Education.

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

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

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


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

WOU Diversity Achievement Scholarship. Awarded to any in-state new freshman and undergraduate/transfer student with consideration given to cultural background, life and work experiences, rigor of school course work, academic achievement, quality of school course work, academic achievement, community service, leadership, or other activities and first-generation college student.

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

WOU Laurels Scholarship. Awarded to any incoming and transfer undergraduate student with high academic merit.

WOU Renewable Scholarship. Awarded to any incoming and transfer undergraduate student with high academic merit.

Esther Wilson Alumni Scholarship. Established by Esther Wilson, '31. Awarded to any full-time student with sophomore, junior or senior status.

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

UNIVERSITY DEPARTMENTAL AWARDS

Students must contact individual departments to apply for these scholarships.

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

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

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

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

Business Scholarship. Established in 1986 by the Business Division. Awarded to a business major.

Myra Brand Vocal Scholarship. Established in 2001 to honor Music Professor Emeritus Dr. Myra Brand. Awarded by the Music Department to a voice major through audition.
Joyce Bryerton Memorial Scholarship. Established in 1997 by the Art Department in memory of Joyce Bryerton, former Assistant Professor of Art. Awarded to any art major.

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

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

Criminal Justice Scholarship. Established in 1992 by Professor Emeritus of Criminal Justice, Dr. Ernie Ogard and wife, Dr. Janine Allen, former Dean of Students. Awarded by the Criminal Justice Department to a student majoring in law enforcement or corrections.

Helen Irene Hall Dahl Musical Arts Memorial Scholarship. Established in 1997 by her family in memory of Helen Irene Hall Dahl, ’36. Awarded through audition in spring by the Music Department as part of Honors Program to a full-time returning student.

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

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

Charles Dolezal Math Scholarship. Established in 1999 by Charles Dolezal, ’79, to be awarded by the Mathematics Department to a student majoring in math.

The Duncan-Shriners Special Education Scholarship. Established in 1980 by Professor Emeritus of Education Dr. Donald Duncan and his wife Verna, in honor of their parents. Awarded by the Special Education Division with preference to a graduate student majoring in special education.

F.E.S. Dance Scholarship. Established in 2001 by an anonymous friend of WOU. Awarded through talent competition by the Dance Department to any dance major.

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

Forbes Creative Arts Scholarship. Established in 2000 by Dean Forbes in memory of his wife, Sylvia, ’41. Awarded by the Creative Arts Division for any student in art and music.


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

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

Innes Award Scholarship. Established in 1976 by Lorraine Angstrom in memory of Dan Innes,’74, former football player. Awarded by the Athletics Department to a football player who demonstrates outstanding sportsmanship.

Instrumental Ensemble Scholarship. Awarded by the Music Department to new and returning student who has exhibited musical excellence in chamber ensembles and symphonic orchestra.

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

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

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

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

Natural Sciences/Mathematics Scholarship. Established in 1983 through faculty contributions. Endowed by Mrs. LaVerne Cummins in 1983 in memory of her husband, Dr. Ernie Cummins, Emeritus Professor of Chemistry. Awarded by the Natural Sciences and Mathematics Division to a student majoring in an area of natural sciences or mathematics.

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

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

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

Roberts Motor Company Science Scholarship. Established in 1999 by Ron DeVolder, ’68, and Roberts Motor Company. Awarded by the Natural Sciences and Mathematics Division to an outstanding student in the sciences.

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

Janiece Sturgess Music Scholarship. Established in 1999 by Leta Edwards, Vice President for University Advancement and Executive Director of the WOU Foundation, in memory of her mother. Awarded by the Music Department to a music student whose focus is piano.
Technical Theater Scholarship. Established in 1992 by the Theater Department to be awarded to a theater student, focusing on the technical aspects of theater production.

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

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

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

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

REGIONAL RESOURCE CENTER ON DEAFNESS

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 the Office of Admissions at (503) 838-8211 or the Office of the Vice President for Student Affairs and Enrollment Management at (503) 838-8221.

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.

VETERANS EDUCATIONAL AID

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

UNIVERSITY SHORT-TERM FUNDING

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

LOAN FUND SOURCES

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

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

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

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

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

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

Bruce Bradshaw Memorial Loan Fund. A memorial to Bruce E. Bradshaw, outstanding athlete and student.

Donna Jean Buck Memorial Loan Fund. A memorial to Donna Jean Buck, outstanding student.

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

Clifford L. Corley Memorial Loan Fund. Honors the late Clifford L. Corley, former chairman of the Education and Psychology Department, and, at the time of his death, Director of Graduate Programs.

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

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

Dillian Loan Fund.

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


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

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

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

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

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

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

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

John N. Sparks Loan Fund.

Thelma T. Tethrow Memorial Loan Fund.

Beulah Stebno Thornton Memorial Loan Fund. Sponsored by Beta chapter, Delta Kappa Gamma, women's educational society, in memory of Beulah Stebno Thornton of the faculty.

Western Alumni Association Fund.

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

Moms Club and Dads Club Loan Fund.

OCE-Western Oregon University Veterans Club Loan Fund.

OFFICE OF THE UNIVERSITY REGISTRAR
Ken J. Gilson, Registrar

REGISTRATION AND ACADEMIC POLICIES

The academic year at WOU 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.

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

Students who have a registration hold on their record will be unable to register until the cause of the hold is satisfactorily resolved with the office responsible for placing the hold.

All students will be notified of their specific registration time approximately one (1) week prior to the beginning of the registration period. Students may register at, or at any time after, the beginning of their assigned registration period.

Changes to a student's schedule may be made during the Add/Drop period at the beginning of each term. Courses may be added until 5:00 p.m. Pacific Time on the 10th academic day of the term. Courses may be dropped until 5:00 p.m. Pacific Time on the 30th academic day of the term. Students registered for courses for which they fail to meet the prerequisite or co-requisite course requirements may be dropped from the courses.

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

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 requiring assistance should contact the office before registration day.

Concurrent enrollment in courses at two or more Oregon University System institutions is 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.

A minimum of 93 credit hours, including completion of the Liberal Arts Core Curriculum, 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 WOU 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 WOU. 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 that is no more than 5 years old. 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 WOU catalog in force at the time of their first enrollment after admission either at WOU or at the regionally accredited institution from which they transferred to WOU. 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 WOU. If the first degree was from an accredited institution other than WOU, an additional 45 hours subsequent to the earning of the first degree must be earned.
- 75% of the additional hours must be earned at WOU.
- All course work earned toward the second degree must be taken with an A-F grade option.
- 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 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 WOU must apply by filing the proper form, available in the Registrar’s Office, three terms before the intended term of graduation. The final deadline for application is the Friday of the first week of the intended term of graduation. Any change of term, name or address must be reported to the Registrar’s Office in writing. All university academic and financial obligations must be satisfied before a person may receive written confirmation of a degree, certification or licensure.

GRADUATION AND COMMENCEMENT

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

All incompletes in courses required for graduation must be completed and the grades filed with the Registrar’s Office before the end of the term in which graduation is planned, or graduation will be delayed. Incompletes received in the final term must be made up and the grades recorded in the Registrar’s Office within three weeks after the end of the final term.

The faculty at WOU recognizes scholarship by conferring honors distinction on undergraduate students who have earned a cumulative grade point average of 3.5 or better. These students must have been in regular attendance at the university, completing at least 45 credit hours on campus graded on an A-F basis. Distinctions of Cum, Magna and Summa Cum Laude are conferred on undergraduate students who have achieved a cumulative grade point average of 3.50-3.64, 3.65-3.79, and 3.80-4.0, respectively. Commencement honors determinations are finalized at the close of winter term. Neither subsequent grade changes nor the subsequent completion of “incomplete” academic work will result in a change to honors status.

Commencement exercises at WOU take place once a year, in June. Students completing degree requirements at the close of any term receive their diplomas by July. Students requiring verification of degree should request an official transcript from the Registrar’s Office.

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

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 initial licensure or an additional baccalaureate degree.
- Graduate: holds a baccalaureate degree from an accredited institution and is working toward a master’s degree or standard/continuing licensure.

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. Seniors who are within 12 credits of completing bachelor’s degree requirements may petition for permission to enroll for graduate credit in courses numbered 500 for later use in a graduate program. Petitions are available in the Registrar’s Office.

Courses Numbered 500M. Enrollment in courses numbered 500M is not open to undergraduates.
GRADES

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

**Grades.** The grading system consists of passing marks: A, A-, B+, B, B-, C+, C, C-, D+, D, D- and 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-, 1.3 points for each credit hour of D+, 1 point for each credit hour of D, .7 points for each credit hour of D-, and 0 points for each credit hour of F. Marks of I, P, 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 regardless of earlier grades. 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, BA/BS degree 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 180 hours of credit.

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

A - Excellent
B - Above average
C - Average
D - Below average
F - 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. At the discretion of the instructor the 'I' may be retained or it may be changed to a grade.
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 for 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 WOU, 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 challenged courses toward degree requirements, or a maximum of 15 credit hours toward initial licensure programs. Credit by examination is not applicable to a master's degree or standard/continuing licensure programs. Credit hours earned through the challenge process may not be included as a part of the residence requirement. All such credit is ungraded (pass/no credit). A fee of $25 per examination (subject to change without notice) is charged. Registrar's Office has forms and further information.

STUDENT RECORDS POLICY

Access to Student Records

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

Public Notice Designating Directory Information

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

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.

WOU 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.

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

Oregon University System Social Security Number Disclosure and Consent Statement

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

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

To remain in good standing for Veterans Administration educational benefits at WOU, 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>Undergraduates</th>
<th>Graduates</th>
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<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td>Certification</td>
<td>Fall Winter</td>
</tr>
<tr>
<td>Status</td>
<td>Full-time</td>
</tr>
<tr>
<td>Full-time</td>
<td>12-15</td>
</tr>
<tr>
<td>Three-fourths</td>
<td>9-11</td>
</tr>
<tr>
<td>One-half</td>
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<td>Less than one-half, more than one-fourth</td>
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<td>One-fourth</td>
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</table>

Veterans who drop below their minimum required hours after the fourth week 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.

CAMPUSS RECREATION

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

WOU has a number of sport clubs that provide competition, instruction, and opportunities to participate. Men's and women's volleyball, men's soccer, biking, water polo, running, golf, roller hockey, and the ROTC Ranger Club are current examples.

Involvement in campus recreation programs is encouraged at WOU 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, WOU offers a wide variety of on-campus entertainment and arts events presented by student and professional groups.

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

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

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

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

While campus groups give students a chance to perform and provide a regular source of entertainment, the Edgar H. Smith Fine Arts Series brings top names from the professional arts and entertainment world to campus.

HONOR SOCIETIES

Phi 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 WOU 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 WOU.

INTERCOLLEGIATE ATHLETICS
Jon R. Carey, Athletic Director

WOU offers a broad-based athletic program that has developed a strong tradition of excellence. WOU offers 13 sports and is a member of the NCAA Division II. We are perennial challengers for conference, regional and national championships. WOU’s women’s basketball team won the NAIA Division II national championship back to back in 1995 and 1996. However, now all of our teams are eligible for NCAA Championships.

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

WOU and the NCAA

This is an exciting time for WOU athletics as we have completed the process of moving from the NAIA to the NCAA Division II. The 2000–2001 season was the first opportunity to participate in NCAA Division II Championships. WOU is a member of the great Northwest Athletic Conference which is made up of the NCAA members from Oregon, Washington, Alaska, and California. Membership in the NCAA Division II provides the opportunity for student-athletes to compete at a level of competition not available anywhere else in the state. For more information about your particular sport, please contact Jon Carey, Director of Athletics, at (503)838-8252.

Academic Eligibility Requirements

The NCAA has established academic requirements for participation in intercollegiate athletics. Freshman student athletes must be certified by the NCAA Initial Eligibility Clearinghouse. Information on the Clearinghouse is available with high school counselors or on request from the WOU athletic department. Transfer student athletes are urged to contact the coach of their sport or the Director of Athletics. The NCAA has also established academic standards related to satisfactory academic progress for continuing student athletes. In general, progress toward a degree as a full-time student meets these requirements. Contact your coach or the Director of Athletics for specific details of the requirement.

Facilities

Students have access to a variety of impressive athletic facilities, allowing them to enjoy their favorite activities right on campus. Whether you are an intercollegiate athlete, intramural participant or a sports enthusiast, WOU’s athletic facilities will provide you with unlimited opportunities right on campus.

Two physical education buildings, a football stadium, weight room, indoor and outdoor tennis courts, handball and racquetball courts, dance studio, indoor swimming pool and fields for baseball, softball, and soccer offer abundant opportunities for students. WOU also boasts a world-class track that is the most advanced in the state and rivals most in the country.

Athletics at WOU are progressively moving forward into the future. The opportunity for high-level competition combined with quality coaching in an outstanding academic environment has attracted the outstanding student athletes that represent WOU on the athletic fields. As we greet the new challenges of the NCAA membership, we expect that our tradition of excellence will continue.

NON-TRADITIONAL STUDENT SERVICES

WOU defines a non-traditional student as a student who is 25 years of age or older, has children, or is returning after a break from school. The non-traditional student program at WOU is designed to serve these students. The program recognizes that non-traditional students may have different needs and priorities than traditional students. The Werner University Center, Student Leadership and Activities Office provides these services and programs. The program features a lounge for non-traditional students where students can study, exchange information and socialize. An emergency locator service allows staff to quickly locate students on campus in case of an emergency. This is especially useful for student parents. Assistance is provided to non-traditional students with locating 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 non-traditional students in order to assist them in making their university experience rewarding and successful. A non-traditional peer advisor is also available for peer counseling. Students have enjoyed individual, small and large group exposure to non-traditional student issues and concerns. This exposure has helped many of WOU’s non-traditional students successfully make the transition to the university.

STUDENT GOVERNMENT

The Associated Students of Western Oregon University (ASWOU) is the official governing body of the students. All WOU students are members of ASWOU by virtue of having paid tuition and fees. WOU students have a major role in decision-making at the university. WOU’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. According to its mission statement, student government serves as a voice behind the Associated Students of WOU. ASWOU is committed to: providing opportunities and services to students; representing students interests; and, advocating for students' rights. For more information on how to get involved in student government, contact the ASWOU office at 503-838-8303

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 Clubs and EAG's, 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 Student Activities 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, and Publicity. The Student Activities Board oversees campus activities such as Homecoming, dances, movies, concerts, and live comedy shows. Members of the Student Activities Board are volunteers, 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 Clubs and EAG's is responsible for the coordination of clubs, educational activity groups and organizations.

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 volunteers.

The Executive Office of the President comprises assistants, interns, diversity program coordinator, and faculty advisors who help the ASWOU President carry out the duties of the office. The ASWOU President also appoints individuals who serve as liaisons between campus and governmental organizations.

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 $1.4 million in student fees is allocated. The IFC funds all or part of the following areas: ASWOU, intercollegiate 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 school in the Oregon University System. The lobby maintains a paid professional staff in Portland 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 WOU'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.

WOU's Student Leadership & Activities program provides services to students in the following major areas: leadership development, campus recreation, non-traditional student services, advisement of Associated Students and clubs, registration of events process, special awards programs and major campus programs such as Family Day and the Holiday Tree Lighting. The activities provided to students at WOU enhance social, recreational, and cultural development by fostering participation in the social, intellectual, and aesthetic life of the campus.

Leadership Development

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

STUDENT MEDIA

The Western Oregon Journal is the official student newspaper and is distributed every other Friday. Northwest Passage is the campus literary art magazine published once a term. WSTV, the student-run television station, provides the campus with a variety of student produced information and entertainment television programming. Students are encouraged to participate in Student Media, regardless of previous experience.
RESOURCES AND SERVICES

ACADEMIC COMPUTING

Computer Labs and Classrooms: Academic computer labs and classrooms are located primarily in the Instructional Technology Center (ITC). The main lab, ITC 602, is generally open from 7 a.m. until 1 a.m. Computer classrooms contain 17-22 PCs and an instructor's station.

Academic Network: Faculty, staff, and student computers are connected to the academic network. Standard applications and instructional software are made accessible when possible. Software support and storage space for class projects are available.

Computer Purchasing and Maintenance: Computers, peripherals and software can be purchased through Academic Computing. There are a number of price agreements with a variety of vendors and organizations as well as academic pricing on many products. Campus computers are supported under a maintenance agreement with Academic Computing. Basic hardware and software are maintained to provide a standard level of computing capability.

Student Information System (SIS): Student admissions, registration, and academic history are processed in the Student Information System. This group also develops functional area reports and performs data analysis and data management.

BOOKSTORE

Kerry Frost, Manager

The WOU Bookstore is located on the upper level in the Werner University Center and is open Monday through Friday from 7:30 a.m. to 5:00 p.m. Students can find textbooks and supplies for classes as well as interesting books and valuable study aids. Gift items, health and beauty aids, magazines, snacks and university clothing are among the many items found in the bookstore, making it an interesting place to shop.

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 involves personal 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: 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 jobs resources and opportunities.

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

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

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

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.

OFFICE OF DISABILITY SERVICES

Mary Crawford, Director

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

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, TTY's, closed captioning
decoders, amplified phones), CC-TV, Brailler, scanner, 
voice output computer access and other technical 
equipment.

- **Accessibility Aides:** notetakers, readers, transcribers, 
classroom assistants, exam proctors.

- **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, school sponsored activities, and meetings with 
faculty and staff.

- **Empowerment:** Through networking groups, workshops 
and interaction with the office staff, students learn of their 
rights and how to obtain services they need.

- **Leisure and Social Activities:** Accessibility assistance and 
ails are provided to encourage and support the students' 
full participation in all parts of campus life.

- **On Campus Housing:** Accessible to deaf, hard of hearing, 
blind students and students using wheelchairs or other 
assistive mobility aids.

- **Orientation:** To the campus and 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, 
newspapers, 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 disabilities can 
encourage 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, WOU expects Vocational Rehabilitation 
agencies to pay for support services for their clients. WOU will 
be happy to work with Vocational Rehabilitation counselors to 
makes arrangements for services and billings. Please contact the 
Office of Disability Services for more information. (503) 838-8250 
TTY or E-mail ods@wou.edu.

**DIVISION OF EXTENDED PROGRAMS**

**Martin Morris, Executive Director**

The Division of Extended Programs extends the 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. The division offers continuing professional development 
to educators in a variety of flexible formats, and in a wide range 
of disciplines offers distance learning opportunities, courses, 
workshops, seminars and conferences. It also manages the 
University Park Conference Center, the campus' modern 
meeting facility.

**Continuing Professional Development**

The division is dedicated to the continuing professional 
development of educators. It extends the work of the WOU 
College of Education into the professional community with a 
focus on implementation of the Oregon Educational Act for the 
21st Century. It delivers graduate programs--both on site and 
online--in partnership with school districts and linked with 
district school improvement plans.

**Summer Studies**

WOU holds a six-week summer session that begins one week 
following the end of spring term. Short workshops and courses 
on campus and in field locations are also scheduled throughout 
the summer, including during pre- and post-session. A bulletin 
is published in the early spring that contains the class schedule, 
tuition and fees, and information on registration, room and 
board, and activities. All summer students pay in-state tuition.

**Extended Studies**

Many opportunities for degree completion, professional 
development, and personal enrichment are available. The division coordinates the Fire Services Administration program--a 
bachelor's degree that can be earned at a distance. The North 
Oregon Coast program delivers courses to the coastal region for 
degree completion, personal enrichment and professional 
development. Other offerings by the division include distance 
learning, professional institutes and conferences, staff 
development, School of Polygraphy, fitness activities, and youth 
programs (both academic and athletic).

A growing list of distance learning opportunities include both 
credit and non-credit courses with flexibility in delivery method, 
scheduling and location. Offerings include online, on site, 
videotape, print correspondence and interactive television.

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

**Division of Extended Programs**

Western Oregon University
Monmouth, OR 97361
(503) 838-8483 or
(800) 451-5767 in Alaska, California, Colorado, Hawaii, Idaho, 
Fax: (503) 838-8473
E-mail: extend@wou.edu
www.wou.edu/ExtendedPrograms

**Short Term and Faculty-Led Study Abroad Programs**

A variety of short term and faculty-led study abroad programs 
are available through the Division of Extended Programs. The 
faculty advisor and contact person for these programs is Dr.
Frank Balke, Modern Languages Professor. The programs, which represent over 13 different countries, allow students to experience an intense cultural experience in a few weeks or term. Most programs do not have a foreign language requirement, and some are located in English-speaking countries. For more information, students should contact Dr. Frank Balke: Todd Hall, Room 303. E-mail: balke@wou.edu or contact the Division of Extended Programs, located in Terry House on the north end of campus, E-mail: extend@wou.edu.

INSTRUCTIONAL MEDIA SERVICES
Alan Heywood, Director

Classroom Services: Support is provided by a central collection of multimedia materials including films, video tapes, audio CD's, and media equipment available for access and classroom delivery. A television studio connects to a campus-wide network, providing all classrooms and dormitories with commercial broadcasts and local instructional programs.

Faculty Resource Center & Productions: The FRC supports the use of technology and information resources in teaching and learning. Services include:

- Consultation services on instructional design and technology, for information resources;
- Training on various software packages including presentation applications, multimedia and web-authoring tools;
- Exploration of distance delivery and learning options;
- Collaboration with faculty in the production and utilization of instructional multimedia solutions;
- Small group workshops and drop-in individualized training;
- An environment that encourages faculty experimentation with a wide range of resources.

Productions also provide facilities and staff for the development of specialized materials. Services available include: black/white and color laser printing, film development, computer images to film, reflective and slide scanning, digital cameras, video/audio editing, digital mounting, CD creation and duplication.

Curriculum Lab: The Curriculum Lab serves students and faculty throughout the campus. It duplicates as closely as possible the resources, services, and organization that 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 K-12 schools. The lab serves as a preview site for the State Adopted Textbook collection of more than 4,500 textbooks. Teachers, administrators and parents use the Curriculum Lab to preview materials for use in Oregon schools. Facilities are provided so students can produce their own materials. Facilities also include a multi-media laboratory where students create projects and complete class assignments using the latest technology such as computers, scanners and video digitizing equipment.

Media Resource Lab: The Media Resource Lab supplies various media supplies and equipment for classroom use. Instructors may place media materials on reserve for students to use. The lab has audio, visual, and multimedia equipment which students may use to complete assignments. Students can check out music audio tapes and purchase language tapes in the lab. Special Education tests may also be checked out for completing class projects.

Printing Services-Copy Center: The Copy Center provides services in high-speed duplication, color copying, on-line digital platemaking, collating, binding, heavy-duty stapling, and offset printing services.

INTERNATIONAL EDUCATION

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

INTERNATIONAL STUDENT SERVICES

International Education & Services
Kelly Mills, Director
global@wou.edu

WOU enrolls more than 100 international students from countries around the world. The international student advisors and staff at the International Education and Services office are available to assist international students and their dependents with immigration, housing, employment, personal and academic issues. 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 & Services web page at http://wou.edu/provost/studyabroad/int_edu.html. You may also email us at global@wou.edu.

STUDY ABROAD OPPORTUNITIES

WOU offers study abroad programs around the world. 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 toward their degree and may use financial aid toward program expenses.

Short Term and Faculty-Led Study Abroad Programs

A wide variety of short term and faculty-led study abroad programs are available under the guidance and advisement of the faculty contact, Dr. Frank Balke, Modern Languages Professor, and the Division of Extended Programs. The programs allow students to experience an intense cultural experience in a few weeks or term. Most programs do not have a foreign language requirement, and some are located in English speaking countries. For more information, students should contact Dr. Frank Balke by email at balke@wou.edu or visit his office in Todd Hall, Room 303.

Long Term Language Study Abroad Programs

The Oregon University System (OUS) offers a variety of long term (semester or year) study abroad programs that focus on language acquisition and cultural learning in Asia, Europe and Latin America. In addition, WOU maintains exchange agreements for year-long study abroad experiences in Germany, Japan and Mexico. Study abroad advisors in the International
Education & Services office advise students on program options, credit transfer, and pre-departure orientation to these programs. For more information contact International Education & Services by email at global@wou.edu or visit our website at http://wou.edu/provost/studyabroad/int_edu.html.

LIBRARY
Gary D. Jensen, Director

Hamersly Library supports the teaching and learning process of the WOU community by providing information resources and services and by promoting their integration into the educational experience.

The campus dedicated the new Wayne and Lynn Hamersly Library in September 2000. This state-of-the-art facility provides a number of services and resources, including reference collections and reference assistance, course-related instruction, interlibrary loan, reserve reading materials and current newspaper and periodical browsing area.

The library’s website provides access to numerous electronic resources. These resources include WOLF (the online catalog), Orbis (a combined catalog of more than sixteen private and public college and university libraries), and a network of journal, newspaper, and government indexes and databases, including many full-text titles. The library has more than 200,000 books and access to thousands of journals and periodicals through print or online subscriptions. The combined book resources of the Orbis library consortium (over eight million items) and the Oregon University System are also available to students and faculty through direct borrowing or cooperative interlibrary loan agreements. The library is an official depository for many United States and state of Oregon publications and also has an extensive collection of microfilm and microfiche, including a complete collection of documents from the Educational Resources Information Center (ERIC). Additional collections include juvenile fiction and non-fiction books, and the University Archives’ collection of historical documents and materials relating to campus history.

Photocopying, microformat readers and printers, and media equipment are available as are group study rooms, conference rooms, individual study desks, and a computer lab. Laptop computers are available for check-out. Librarians provide one-on-one personal assistance at the reference and information desk, teach course-related library instruction, and conduct tours and orientations. For students with special needs, the library provides a TTY, two computer workstations equipped with assistive software, and a CCTV to enlarge print copy.

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:

- 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/Cari Show, Dinner, Dance, and Latino Awareness Conference.
- Network and establish ongoing communication between community-based organizations/programs and the WOU campus.
- Teach the Diversity Achievement Scholars Course.

STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT
Michael R. Ghak, Vice President

The Office of the Vice President for Student Affairs and Enrollment Management provides general liaison assistance to students and administers the WOU General Scholarship program, the Diversity Achievement Scholarship Program, and the Western Undergraduate Exchange (WUE) Scholarship Program. The Vice President is responsible for all student-related services which include Admissions, Career Services, Campus Judicial Affairs, Disability Services, Financial Aid, Multicultural Student Services, Student Enrichment Program, Student Health and Counseling Services, University Public Safety, University Residences, and Werner University Center/Student Leadership and Activities.

It is the mission of Student Affairs and Enrollment Management to lead the recruitment, retention, and student development efforts of WOU. Committed to a quality educational experience, the division offers programs and services designed to enhance students’ personal and professional growth within a diverse learning community. The division implements these programs and services through educational partnerships by providing opportunities for students to acquire the knowledge and skills necessary to become educated citizens and leaders.

The Office of Student Affairs and Enrollment Management is located in the Administration Building, room 202 or phone (503) 838-8221.

STUDENT CONDUCT AND MEDIATION PROGRAM
TBA, Coordinator

Student Conduct and Mediation Program

The Student Conduct and Mediation Program provides the WOU community with several different processes for resolving conflicts and alleged violations of university regulations by students. The Code of Student Responsibility defines these processes. The underlying assumption guiding the program is that WOU students are preparing to be leaders in society and
therefore should be held to a high standard of behavior. Consequences reflect this assumption and support the university’s educational mission by helping students learn from their mistakes. The disciplinary and conduct resolution processes which compose the Conduct Program are not criminal or civil proceedings. They do, however, 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 WOU 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 can be found in the Office of University Residences in the Valsetz Dining Hall.

**Code of Student Responsibility**

The Code of Student Responsibility specifies the rights and responsibilities of students as members of the campus community. Each student is responsible for his or her own conduct. The university community expects each student to abide by all local, state, and federal laws as well as university regulations. Copies of the Code are available in the Office of the Vice President for Student Affairs, Office of University Residences, ASWOU, and the Library. Students are expected to read and become familiar with the Code.

**STUDENT ENRICHMENT PROGRAM**

**H. Guido Gellis, Director**

The Student Enrichment Program (SEP) is an U.S. Department of Education grant funded program. It is located in the Student Health Center building and is designed to assist students in finding success in their college experience. SEP students benefit from academic, career and personal advising, availability of equipment (laptop/desktop computers, calculators, recorders, etc.) for checkout, progress monitoring, success seminars, peer mentors, and tickets to campus cultural events. The program also offers free 3 credit courses: ICS103 Becoming a Master Student; ICS 105 Becoming a Critical Thinker; and ICS 106 Career Planning. The program’s goals are to help students to develop the writing, math, learning, critical thinking, and career planning skills necessary to succeed at WOU; and to maintain a GPA necessary to achieve their individual goals while developing the interpersonal communications skills necessary to excel in college. Students will make a commitment to WOU as they integrate into the campus community and discover ways to achieve autonomy while maintaining a sense of confidence.

Students often enter college without being completely prepared. Long absences from school, poor preparation in writing and math, inadequate study skills or a lack of confidence are typical concerns that new students may experience. The SEP staff focuses on working with each student’s individual needs. Eligibility for the program is determined by the federal guidelines. You may qualify for this program if neither of your parents has graduated with a bachelor’s degree and/or you meet mandated federal income guidelines, and/or you have a documented disability and also meet mandated federal income guidelines. The Student Enrichment Program offers the following free services:

- Support advising for personal concerns and career goal setting
- A basic math course on the WOU campus through a local community college
- Advising for freshmen and sophomores as they proceed through the Liberal Arts Core Curriculum (LACC)
- Individualized instruction with professional staff in reading, study skills, writing, and critical thinking skills
- Course progress monitoring through regular meetings with program staff
- Seminars on study skills, stress management, campus and community resources, time management, deciding a major, financial aid, and much more
- Peer mentoring and summer bridge programs
- Preparation assistance for graduate study and visits to graduate schools in Oregon
- Tickets to cultural enrichment activities to help students broaden their awareness and get to know other students
- Speech preparation and standardized test preparation such as the CBEST test
- Support groups
- Availability of equipment for checkout such as laptop and desktop computers, recorders, calculators, Franklin spellers and a resource library of printed material

**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 across from the southwest entrance to the Werner University Center. The Clinic is open Monday through Friday during the day. 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. Charges are assessed for medications, laboratory testing, medical supplies, certain physicals, women’s health care annual exams and special procedures. 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 for that term.

Patients see registered nurses for most routine complaints on a walk-in basis. Students with more complex health care problems are referred, by appointment, to the family practice physician or licensed mid-level practitioner. 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, drug and alcohol education
- Sexually transmitted disease treatment and counseling
- Confidential HIV testing
A WOU health history form must be completed by each student, showing current immunization dates. In fall of 1992, the Oregon State Legislature passed a regulation requiring students at four-year institutions to have had a total of two measles immunizations after the age of 12 months. Registration will be withheld for the second term of classes until the requirement is met. The regulation does not apply to those born prior to January 1, 1957.

The Health Service Fee is comprised of two parts: 1) the fee supporting the counseling center, medical facility and professional staff; 2) the fee for Basic Medical Insurance coverage. The university requires health insurance coverage as a condition of enrollment for any student taking 9 credit hours or more each term. The student may “opt out” of this portion of the fee by proving other health insurance coverage exists. This is done by providing the Student Health Center with a copy of their current insurance identification card or a letter from the insurance carrier. A coverage waiver must be signed within the first 15 days of each term before a refund can be given. No refund will be given after the 15th day of each term.

Part one of the Health Service Fee is optional for students taking 8 credit hours or less. These students may choose to pay this fee anytime during the term and may then use the Student Health and Counseling Centers. Students taking 8 credit hours or less are not eligible for the Basic Insurance Plan, part two of the Health Service Fee.

Counseling Center
The Counseling Center provides professional, confidential counseling for WOU students. Individual counseling, vocational exploration, support groups, and workshops are offered. Consultation and referral resources are provided with medical, psychiatric, and other treatment professionals. Issues encountered during the college years include interpersonal relationships, depression, performance anxiety, addictions and crises such as death, personal loss, divorce, and others. Counseling is designed to assist students in changing behaviors and addressing their individual concerns so that they can focus their energy on a successful and rewarding academic experience.

If you have paid the Health Service fee for the current term (see Student Health Center) then you are eligible to receive services in the Student Counseling Center. You are able to receive an intake session and five individual counseling sessions per academic year when the Health Service fee is paid each term. Any additional individual sessions are $15.00 each.

TUTORING AND STUDY SKILLS CENTER
Judy Turner, Coordinator
The Tutoring and Study Skills Center helps students acquire and maintain the skills necessary to become confident, successful university students. The Center offers peer tutoring in most academic subjects by students who have professor recommendations. The tutor's job is to help students improve their knowledge, develop better study habits, and build their confidence. Services at the Center include:

- Peer tutoring in most academic subjects by appointment
- Drop-in math tutoring hours
- Tutor-assisted study groups

- Individual study skills assessment and improvement tips for test taking, note taking, listening, textbook reading, time management, memory techniques, etc.
- Study skills resource library including videos, books, software and handouts.
- Resource study material for tests such as NTE, CBEST, PPST, Praxis, MSAT, GRE
- Computers for student use
- Quiet study areas for groups or individuals

Services are provided at no charge to WOU students. For tutoring assistance, students must be currently enrolled in the requested class at WOU. Please contact us for more information. Call (503) 838-8501 V/TTY, email: turnerj@wou.edu or web: www.wou.edu/student/tutoring/.

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

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

The residential communities are grouped on the north end of campus with the farthest point of the campus a walk of no more than 10 minutes. There are two styles of residential communities on campus including: apartment style (residents have a study/living room separate from the bedroom and bathroom) and traditional floor arrangements of smaller rooms with a shared bathroom down the hall. Two halls have areas accessible to students who use wheelchairs.

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

HOUSING POLICIES
Because of the educational function of residence hall living, all students without dependents who enroll at WOU 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.

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

Applications for fall term housing should be made before May. An application form may be obtained from WOU's Office of University Residences. A $35 non-refundable application fee is required at the time of reservation. Students who are found to be ineligible for admission to the university will receive a refund of the application fee.
Room and board fees are payable each term at registration. Payments can be made for the entire year or by the full term. Refunds are made on a pro-rated basis from the day on which the student checks out of campus housing.

Rates for 2001-2002 for a standard room are $5,100 with meal plan #3. This also includes social activity fees, telephone/voice mail fees, computer network access fees, and cable television. 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 the Sunday before the first day of classes.

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

Correspondence and housing application requests should be directed to:
Office of University Residences
Western Oregon University
345 N Monmouth Ave
Monmouth, Oregon 97361
(503) 838-8311 (V/TTY)
E-mail: housing@wou.edu

The residential community is designed to maximize the personal growth and development of students within a collegiate living environment, foster academic success and co-curricular activity and engage students in meaningful opportunities for self-exploration. The residence hall peer group provides a rich and diverse framework within which students may affirm values, learn from different perspectives, assume responsibility for actions and participate in building a community of learners.

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

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

Opportunities for involvement include working with the Residence Hall Association or Judicial Board, living in a community with a specific theme (Honors, Wellness, Multicultural/International, or Quiet), 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.

RESIDENTIAL DINING
Karen Nelles, R. D., Food Service Director

Valsetz Dining Hall, centrally located near the residence halls, is the main location for the Resident Meal Plan. Meals are available from early morning until late at night, enabling residents to develop varied academic and social schedules. The design of the food court, located in Valsetz, offers varied menu choices including: Valsetz Baking Company (fresh baked pastries, desserts and pizza), Centre Stage (display and grill cooking prepared fresh in view of customers), Wok n’ Waffle (self-cook stir-fry and Belgium waffles), Homestyle (traditional and ethnic menu items), Deli Soup & Salad Bar and Carbo Centre (grab & go packaged items and beverages). Valsetz Food Court is open from 7 a.m. to 11 p.m., Monday through Friday; and 8:00 a.m. - 11 p.m., Saturday and Sunday.

WERNER UNIVERSITY CENTER RESTAURANTS
Joe Wilson, Retail Dining & Catering Manager

The Werner University Center has several dining locations, all located on the second level. The Wolf Express is a small convenience store which sells hot and cold beverages and snacks. Its "grab n’ go" atmosphere is great for the "student on the run" and open Monday through Friday from 7:00 a.m. to 4:30 p.m.
Caffè Allegro, open Monday through Friday from 7:00 a.m. to 4:30 p.m., offers espresso drinks, baked goods and sandwiches. The Wolf Grill and Western Deli serves hamburgers, fries, grilled and deli sandwiches, salads, vegetarian entrees, soups, and much more. It is open for lunch Monday through Friday. All the restaurants accept the Resident Meal Plan, the Wolf Bonus Account and cash for purchases. The Wolf Bonus Account is a meal plan available to off-campus students, staff and faculty.

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 WOU Bookstore. Student government offices also are located in the building as well as Campus Recreation, student activities and programming, a student computer lab, a non-traditional student lounge, and student services offices. The Western Oregon Journal, the official student newspaper of WOU, and other student media are located on the first floor of the facility. The Werner University Center serves as an information center, providing the campus with details about current university activities and special events.
COLLEGE OF EDUCATION
Dean: Meredith M. Brodsky

The College 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 College 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 College of Education is accredited by Oregon Teacher Standards and Practices Commission, Northwest Association of Schools and Colleges, and 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 College of Education website provides an excellent resource for current information:

www.wou.edu/education/index.html.

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

The Teacher Education Division is responsible for the teaching authorizations in Early Childhood, Elementary, Middle Level and High School. Program information can be obtained by contacting the College of Education at (503) 838-8471 or by email: education@wou.edu.

The Health/Physical Education Division is responsible for teaching endorsements in Health Education and Physical Education. The division also offers programs in Physical Education and Health. 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 one undergraduate program, American Sign Language/English Interpretation, and four graduate programs. Coursework is offered at the undergraduate level that can be used to reduce graduate requirements. All programs in the division prepare personnel to work in the education and rehabilitation of individuals having disabilities. Information may be obtained from the Special Education Division office at (503) 838-8322, by email: specialed@wou.edu, or on the web at: www.wou.edu.

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 College 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.

NOTE: 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, work samples, 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 in an elementary school)
3. Middle level education (grade 5 through grade 10 in middle or junior high school)
4. High school education (grade 7 through grade 12 in high school)

Students at the undergraduate level will be able to qualify for two authorization levels 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. Teaching endorsements require passing the specialty areas of national teacher examinations.

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

Specialty: Area of academic preparation (e.g., reading, bilingual/ESOL).

ANNUAL INSTITUTIONAL QUESTIONNAIRE ON TEACHER PREPARATION

Under Section 207 of Title II of the Higher Education Act, WOU must annually report data on its teacher education program beginning with the 1999-2000 academic year.

• Testing required for program completion. In Oregon, a system of multiple measures is used to determine the status of “program completers.” One component of this system requires the educator to pass both a basic skills test and a battery of subject matter tests. For basic skills testing the educator may choose to take the California Basic Educational Skills Test (CBEST) or the PRAXIS I: Pre-Professional Skills Tests (PPST). Authorizations in early childhood, elementary, and middle level teaching require passing scores on the Multiple Subjects Assessment for Teachers (MSAT).

• Test Pass Rates. Because passing of basic skills and subject matter tests is required for program completion in Oregon, the state pass rate is 100 percent. Those who do not pass the required tests are not considered program completers and are not eligible for initial teaching licenses.

• During 1999-2000, 462 students were enrolled in the teacher preparation programs for initial licensure.

• 250 students were in programs of supervised student
teaching and were supervised by 34 appointed full-time and part-time faculty in professional education for a student to faculty ratio of 7:1.

- Students spend 720 hours in student teaching experiences during the program.
- All WOU education programs are currently fully accredited by the state licensing agency, Teacher Standards and Practices Commission (TSPC), as well as the National Council for Accreditation of Teacher Education (NCATE).
- All WOU education programs are not under a designation of "low-performing" by the state (as per section 208[a] of the HEA of 1998).
- A full copy of the WOU "report card" can be viewed at http://www.ous.edu/aca/TEpdf/WOU.pdf

COLLEGE OF LIBERAL ARTS AND SCIENCES

Dean: James G. Chadney

The College of Liberal Arts and Sciences is composed of the Divisions of Business/Economics, Computer Science, Creative Arts, Humanities, Natural Sciences and Mathematics, Psychology, and Social Science. These divisions offer various degree programs in the arts and sciences, and provide academic 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 in 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 and the minor in Entrepreneurship. More detailed program information, including program admission requirements can be obtained by contacting the division at: (503) 838-8421.

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, The Arts, 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; email: 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 Psychology Division is responsible for majors and minors in Psychology. More detailed program information, including program admission requirements can be obtained at www.wou.edu/psych, or by contacting Dr. Victor Savicki, Division Chair (503) 838-8353, or Traci Gruett (503) 838-8344.

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

WESTERN OREGON UNIVERSITY
UNDERGRADUATE STUDIES

All undergraduate programs at WOU 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 in Arts Degree (2 years)

Bachelor of Music
Contemporary Music

BA/BS Degrees
American Sign Language/English Interpretation
Anthropology
Art
The Arts
Biology
Business
Chemistry
Community Crime Prevention
Computer Science
Computer Science/Math
Corrections
Dance
Earth Science
Economics
Education
   Early Childhood Teaching Authorization
   Early Childhood/Elementary Teaching Authorizations
   Elementary/Middle Level Teaching Authorizations
   Middle Level/High School Teaching Authorizations with Endorsements in Academic Areas:
      Biology
      Modern Language (French, German, Spanish)
      Health Education (teaching and non-teaching)
      Integrated Science
      Language Arts (BA only)
      Mathematics
      Physical Education (teaching and non-teaching)
      Social Studies

English (BA only)
Fire Services Administration
Geography
History
Humanities
Information Systems
Interdisciplinary Studies
International Studies (BA only)
Law Enforcement
Mathematics
Music
Natural Science

Philosophy
Political Science
Psychology
Public Policy and Administration
Social Science
Sociology
Spanish (BA only)
Speech Communication
Theatre Arts

Other Minors, Endorsements, Specialty Areas and Programs
Minors
   Chican@ Studies
   Entrepreneurship
   Environmental Studies
   Forensic Science
   Gender Studies
   Latin American Studies
   Legal Studies
   Military Science (ROTC)
   Physics
   Special Education/Rehabilitation
   Technological Applications

Endorsement Areas
   Bilingual/ESOL Education
   Reading
   Specialty Areas
      Athletic Coaching
      Honors Program
      Preprofessional Studies

COMPONENTS OF DEGREES

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 180 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 are also required and may 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>BA/BMus/BS Degree Requirements</td>
<td>18-24</td>
</tr>
<tr>
<td>Academic Major</td>
<td>45-120</td>
</tr>
<tr>
<td>Academic Minor</td>
<td>15-33</td>
</tr>
<tr>
<td>Electives</td>
<td>variable</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>BA/BS Degree Requirements</td>
<td>18-24</td>
</tr>
<tr>
<td>Teaching Authorization/Teaching Major</td>
<td>63-78</td>
</tr>
<tr>
<td>Professional Education Core</td>
<td>48</td>
</tr>
<tr>
<td>Electives</td>
<td>variable</td>
</tr>
</tbody>
</table>

Minimum credit hours required for a BA/BMus/BS degree .... 180
**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 WOU 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 180 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 at WOU.
- Residence. Minimum of 45 of the last 60 credit hours completed on campus.
- Credit limitation of 12 hours for each open-ended course set: (199, 399) (403) (406, 407, 408) (409).
- Liberal Arts Core Curriculum. Completion of 55 credit hours as outlined in the section on Undergraduate Programs.
- Academic major: Minimum of 36 upper-division credit hours unless otherwise stated.
- Academic minor: Minimum of 12 upper-division credit hours unless otherwise stated.
- Mathematics, computer science, cultural diversity and writing intensive requirements as outlined beginning on page 47 (Additional Graduation Requirements).

**BACHELOR OF MUSIC**

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

- Credit Hours. Minimum of 180 including 62 upper division.
- Grade-point average (GPA). Minimum of 2.00 (C) in all college work and all work completed at WOU.
- Residence. Minimum of 45 of the last 60 credit hours completed on campus.
- Credit limitation of 12 hours for each open-ended course set: (199, 399) (403) (406, 407, 408) (409).
- Liberal Arts Core Curriculum. Completion of 55 credit hours as outlined in the section on Undergraduate Programs.
- Academic major.
- Mathematics, computer science, cultural diversity and writing intensive requirements as outlined beginning on page 47 (Additional Graduation Requirements).

**BACHELOR OF SCIENCE**

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

- Credit hours. Minimum of 180 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 at WOU.
- Residence. Minimum of 45 of the last 60 credit hours completed on campus.
- Credit limitation of 12 hours for each open-ended course set: (199, 399) (403) (406, 407, 408) (409).
- Liberal Arts Core Curriculum. Completion of 55 credit hours as outlined in the section on Undergraduate Programs.
- Academic major.
- Mathematics, computer science, cultural diversity and writing intensive requirements as outlined beginning on page 47 (Additional Graduation Requirements).

**LIBERAL ARTS CORE CURRICULUM**

The Liberal Arts Core Curriculum (LACC) is a required part of all Bachelor's programs and comprises 55 of the 180 credit hours necessary for graduation. The LACC has been designed by faculty to prepare students for advanced study in their academic majors and to help students develop a foundation of basic knowledge necessary for a more successful personal and professional life.

The LACC is designed to help students:

- Learn independently
- Make mature judgments
- Solve problems in a systematic and logical manner
- Use language effectively
- Understand global problems and issues
- Appreciate past and present contributions to thought and culture
- Work effectively with others
- Cope with political, social, economic, technological and environmental changes and problems
- Sustain an active, balanced life through the development of a sound mind and body
- Be creatively expressive and aesthetically sensitive.

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.

**Standard LACC Components**

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts</td>
<td>9</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>12</td>
</tr>
<tr>
<td>Literature</td>
<td>9</td>
</tr>
<tr>
<td>Philosophy                -or- Religion</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>12</td>
</tr>
<tr>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>Writing</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
</tr>
</tbody>
</table>
STANDARD LACC COURSE SELECTIONS

Creative Arts ............................................. 9
Choose at least one credit hour in three of the four academic disciplines listed below:

Art
A 100 Introduction to the Visual Arts
A 115 Beginning Design (2D)
A 116 Beginning Design (3D)
A 117 Beginning Design (Color)
A 130 Beginning Drawing
A 131 Beginning Drawing Systems
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 112 Introduction to Film
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 101 Concert Choir
MUS 102 Chamber Singers
MUS 103 Vocal Jazz Ensemble
MUS 104 Musical Theatre Ensemble
MUS 105 Symphony Orchestra
MUS 106 Instrumental Chamber Ensembles
MUS 107 Percussion Ensemble
MUS 108 Jazz Ensemble
MUS 109 Pep Band
MUS 111 Beginning Musicianship
MUS 181 Voice Class
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 Introduction to Music and MIDI
MUS 207 Song Writing
MUS 208 Popular Music
MUS 209 Rock Music: A Social History
MUS 234 Guitar Class (Beginning)
MUS 235 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 (Required of all students)
Choose 2 courses with each from a different area:

Rhythmic Activities
PE 121 Folk and Square Dance
PE 122 Social Dance

Team Activities
PE 150 Basketball
PE 151 Field Sports
PE 154 Soccer
PE 155 Softball
PE 156 Volleyball
PE 157 Intermediate Volleyball
PE 170 Games and Relays

Aquatic Activities
PE 160 Aquatics I
PE 161 Aquatics II
PE 162 Fitness Swim
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
PE 118 Military Physical Conditioning
PE 143 Yoga

Individual/Dual Activities
PE 130 Archery
PE 132 Badminton
PE 133 Bowling
PE 134 Golf
PE 135 Intermediate Golf
PE 137 Racquetball
PE 138 Self Defense
PE 139 Tennis
PE 141 Fishing
PE 142 Backpacking
PE 145 Tai Chi
PE 146 Intermediate Tai Chi
PE 147 Karate
PE 153 Recreational Games
PE 171 Gymnastics and Self Testing

Laboratory Science ....................................................... 12
Select at least two courses from the same sequence. Early Childhood, Early Childhood/Elementary and Elementary/Middle Level Education majors should take BI 101, GS 104, and GS 106 as their science sequence. Students should check the WOU 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. English and Language Arts students should take the Literature of the Western World sequence.

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 101 Introduction to Philosophy: Knowledge and Reality
PHL 102 Introduction to Philosophy: Personal Morality and Social Justice
PHL 103 Introduction to Logic
PHL 251 Ethics
PHL 252 Issues in Applied Ethics
PHL 253 Social and Political Philosophy
PHL 261 Metaphysics: Theory of Being
PHL 262 Epistemology: Theory of Knowledge
PHL 263 Philosophy of Mind
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 213 Language and Culture
ANTH 214 Introduction to Physical Anthropology
ANTH 215 Introduction to Archaeology
ANTH 216 Introduction to Cultural Anthropology

Economics
EC 201 Principles of Economics (Microeconomics)
EC 202 Principles of Economics (Macroeconomics)
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*

*Note: This course, or its transfer equivalent, must be passed with a grade of C- or better to meet the LACC requirement.

Honors Program LACC Components

An alternative LACC is offered by WOU's Honors Program to students who have demonstrated outstanding ability, motivation, and academic achievement. Through this Honors Program interdisciplinary curriculum and the sustained contact it provides between students and teachers, the Honors Program forges a learning community committed to scholarly inquiry and the life of the mind. Upon completion of the Honors Program LACC, Honors students are ideally prepared to excel in their academic major and minor courses. Each Honors student integrates his or her learning into an Honors thesis that is publicly presented in the spring term of senior year.
Honors Program LACC courses are open only to Honors Program students; other students may be admitted with the approval of the instructor and the Honors Program Director.

**First and Second Year Honors LACC Courses**

- 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
- PHL 209H is an optional first year Honors course
- GS 201H, 202H, 203H Natural Science:
  - The Search for Order ....................................................................................... 15
  - Social Science* (approved by Honors Director) ............................................. 3
  - Total .................................................................................................................. 51

Graduation in the Honors Program requires the following third and fourth year courses: Honors Seminars and Thesis.

**Third Year Courses**

- Junior Honors Seminar 407H
  - Rotating topic by invited scholar ................................................................. 3
- Thesis Development Seminar 303H and Portfolio
  - Fall Term ......................................................................................................... 1

**Fourth Year Course**

- Honors Thesis 403H .......................................................................................... 3
- Total .................................................................................................................... 7

*Note: The above Honors course work is writing intensive. The Creative Arts, English, History, and Social Science courses are both diversity and writing intensive courses.

Students interested in exploring the challenge of the Honors Program should contact the Honors Program Director as soon as they begin to consider this opportunity. Though acceptance into the Honors Program usually occurs before the student starts attending WOU, a limited number of students can be accepted before the start of their second quarter. There is also a two year program for students who have completed (most of) their LACC courses either at WOU or at another two or four year institution.

**ADDITIONAL GRADUATION REQUIREMENTS**

**Math and Computer Science Requirements**

Students seeking a Bachelor of Arts Degree will complete:

- Mathematics (MTH 105 or above*) ............................................................... 4
- Computer Science (CS 101 or above*) ......................................................... 3

*Note: Specific information regarding the mathematics and computer science requirements for individual majors is generally located in the notes following the major program description. The mathematics and computer science requirements for Education Majors with Early Childhood, Early Childhood/Elementary, or Elementary/Middle Level authorizations are:

- MTH 211, 212, 213 ......................................................................................... 9
- CS 101 ............................................................................................................. 3

Students seeking a Bachelor of Science Degree will complete:

- Mathematics, Computer Science, and/or Statistics ..................................... 12

*Note: A combined total of twelve (12) credit hours in Mathematics, Computer Science or designated statistics courses is required for this degree. A minimum of one course in Mathematics and one course in Computer Science is required; any remaining required credit hours may be from either discipline or statistics. MTH 105, and CS 101 may not be used to meet any portion of this twelve (12) credit requirement. Specific information regarding the mathematics and computer science requirements for individual majors is generally located in the notes following the major program description. The mathematics and computer science requirements for Education Majors with Early Childhood, Early Childhood/Elementary, or Elementary/Middle Level authorizations are:

- MTH 211, 212, 213 ......................................................................................... 9
- CS 101 ............................................................................................................. 3

Students seeking a Bachelor of Music Degree will complete:

- Mathematics (MTH 105 or above*) ............................................................... 4
- MUS 419 ......................................................................................................... 4

Regardless of the academic degree program being pursued, the entire sequence of MTH 211, 212, 213 must be completed in order to meet graduation requirements. A partial sequence will not meet in any way the mathematics graduation requirements for any of the baccalaureate degrees offered.

**Cultural Diversity Requirement**

Students seeking a BS 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 BA 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.

**Approved Diversity Courses**

See Schedule of Classes for specific sections.

- A 100D Introduction to Visual Arts
- A 404D Art History: Non-Western Art
- A 405D Art History: Women in Art
- A 406D Art History: Special Topics
- ANTH 213D Language & Culture
- ANTH 214D Physical Anthropology
- ANTH 215D Archaeology
- ANTH 216D Cultural Anthropology
- ANTH 310D World Prehistory
- ANTH 311D Human Evolution
- ANTH 312D Social Anthropology
- ANTH 313D North American Prehistory
- ANTH 314D Band and Tribal Societies
- ANTH 316D Circumpolar Peoples
- ANTH 325D Fieldwork & the Cross-Cultural Encounter
- ANTH 326D Ethnographic Writing
- ANTH 330D Contemporary Chican@/Latin@ Culture
- ANTH 358D Tribal Art of the Eastern US & Canada
- ANTH 359D Tribal Art of the Western US & Canada
- ANTH 380D Peoples & Cultures of Africa
- ANTH 384D Modernity & Social Change
- ANTH 386D Islam & Culture
- ANTH 388D Transnational Migration
- ANTH 399D Special Studies
HST 491D History of Inter-American Relations
HST 492D World Problems
HUM 328D Introduction to Chicano@ Literature
HUM 340D Civilization & Culture of Mexico
HUM 342D Introduction to Chicano@ Life & Culture
JPN 201D Second Year Japanese
JPN 202D Second Year Japanese
JPN 203D Second Year Japanese
JPN 301D Third Year Japanese
JPN 340D Japanese Culture & Civilization
JPN 341D Japanese Culture & Civilization
LING 110D Introduction to Language Study
LING 310D Nature of the English Language
LING 470D Modern American Usage
MUS 204D Music of the World
MUS 205D Music of the Black Heritage
MUS 310D Women in Dance & Music: 1800 - Present
MUS 363D Ethnic and World Music
PS 199D Special Studies
PS 203D International Relations
PS 303D Politics & Governments of Europe
PS 399D Special Studies
PS 460D Governments & Politics of Asia
PS 463D Governments & Politics of Developing Nations
PS 478D Political Fiction
PS 492D Ideologies of the 20th Century
PS 493D International Organizations
PS 497D American Foreign Relations
PSY 334D Social Psychology
PSY 448D Topics in Organizational Psychology
PSY 487D Cross-Cultural Development
PSY 492D Psychology of Women
R 201D Introduction to the World’s Religions: Eastern
R 204D Introduction to the World’s Religions: Western
R 315D Interpreting Religious Phenomena
R 460D Comparative Religion
SOC 223D Theoretical Foundations of Sociology
SOC 225D Social Problems
SOC 338D Sociology of the Family
SOC 360D Sociology of Gender
SOC 400D International Development
SOC 409D Practicum: Latin@ Ed Mentor
SOC 434D African Am Studies: Social Issues, Social Movmnt
SOC 435D Chicano@/Latin@ Studies: Social Issues, Social Mvnmnt
SOC 436D Native/Asian Am Studies: Social Issues, Social Mvnmnt
SOC 437D Sociology of Race/Ethnic Relations
SOC 440D Women & Development
SOC 450D Latin American Society
SOC 460D Feminist Theory
SP 325D Intercultural Communication
SP 345D The Rhetoric of the Women’s Movement
SPAN 101D First Year Spanish
SPAN 102D First Year Spanish
SPAN 103D First Year Spanish
SPAN 201D Second Year Spanish
SPAN 202D Second Year Spanish
SPAN 203D Second Year Spanish
SPAN 301D Intermediate Spanish Composition & Conversation
SPAN 302D Intermediate Spanish Composition & Conversation
SPAN 303D Intermediate Spanish Composition & Conversation
SPAN 317D Spanish for Bilingual/Heritage Speakers
SPAN 318D Spanish for Bilingual/Heritage Speakers
SPAN 319D Spanish for Bilingual/Heritage Speakers
SPAN 320D Business Spanish
SPAN 321D Introduction to Chicano@ Literature
SPAN 338D Hispanic Culture & Civilization: Spain
SPAN 339D Hispanic Culture & Civilization: Latin America
SPAN 340D Civilization & Culture of Mexico
SPAN 342D Introduction to Chicano@ Life & Culture
SPAN 361D Hispanic Poetry
SPAN 362D Hispanic Drama
SPAN 363D Hispanic Novel
SPAN 370D Introduction to Latin American Literature
SPAN 371D Introduction to Latin American Literature
SPAN 401D Advanced Spanish Composition & Conversation
SPAN 402D Advanced Spanish Composition & Conversation
SPAN 403D Advanced Spanish Composition & Conversation
SPAN 411D Spanish Literature I: Medieval
SPAN 412D Spanish Literature II: Golden Age
SPAN 413D Spanish Literature III: 18th & 19th Century
SPAN 414D Spanish Literature IV: Generation of 1898
SPAN 415D Spanish Literature V: 20th Century
SPAN 441D 20th Century Latin American Literature
SPAN 442D 20th Century Latin American Literature
SPAN 443D 20th Century Latin American Literature
SPAN 445D Hispanic Women Writers
SPAN 490D Studies in Spanish Literature
SPAN 491D Studies in Latin American Literature
TA 110D Introduction to the Theater Arts
TA 302D History of Theater
TA 303D History of Theater
TA 310D History of Theater
TA 375D Asian Theatre
TA 427D Contemporary Theater

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.

Three (3) hours of this requirement may be met by any upper division non-creative writing course (those with a WR prefix) even if the class does not carry the W designation in the Schedule of Classes.

Students must complete WR 135 (or its transfer equivalent) before enrolling in upper-division writing-intensive courses.

Honors Program participants should consult the Honors Program description and the Director of the Honors Program regarding coursework to meet the writing requirements.

Approved Writing Intensive Courses

See Schedule of Classes for specific sections.

A 315W Intermediate Design: 2-Dimensional
A 404W Art History: Non-Western Art
A 405W Art History: Women in Art
A 406W Art History: Special Topics
ANTH 326W Ethnographic Writing
ANTH 380W Peoples & Cultures of Africa
ANTH 384W Modernity & Social Change
ANTH 386W Islam & Culture
ANTH 388W Transnational Migration
ANTH 476W Religion & Ritual
BA 301W Problems & Opportunities of Small Business
BA 411W Marketing Strategy
BA 477W Topics in Marketing
BI 312W Animal Behavior
BI 357W General Ecology
BI 471W Whales, Dolphins & Porpoises
CH 313W Instrumental Analysis
CH 334W Organic Chemistry
CH 335W Organic Chemistry
CH 336W Organic Chemistry
CH 350W Chemical Literature
CH 407W Seminar
CH 461W Experimental Chemistry
CH 462W Experimental Chemistry
CJ 327W Introduction to Research Methods in Criminal Justice
CJ 423W Management in Law Enforcement Organizations
CJ 435W Gender, Crime & Justice
CJ 440W Community Crime Prevention Studies
EC 260W Introduction to Economic Perspectives
EC 316W Economic Analysis & Report Writing
ED 432W Role of the Teacher
ED 433W Human Development & Human Learning
ENG 105W Introduction to Literature: Drama
ENG 223W Approaches to Literature
ENG 341W Medieval European Literature
ENG 380W Bible as Literature
ENG 470W Modern American Usage
G 201W Geology
G 202W Geology
G 203W Geology
G 322W Geomorphology & Aerial Photo Interpretation
GEOG 321W Field Geography
GEOG 426W Urban Planning & Policy
GEOG 495W History & Philosophy of Geography
GS 313W Earth Science for Elementary Schools
H 303W Thesis Development Seminar
HE 462W Contemporary Health Issues
HST 101W History of Western Civilizations
HST 102W History of Western Civilizations
HST 201W History of the United States
HST 202W History of the United States
HST 203W History of the United States
HST 301W History Research & Writing
HST 401W History and the Internet
HST 410W Gender Issues Part I
HST 411W Gender Issues Part II
HST 420W Philosophies of History
HST 499W Senior Seminar
INT 465W Current Issues for Interpreters
LING 110W Introduction to Language Study
LING 450W Grammar and Writing
LING 470W Modern American Usage
LING 490W History of the English Language
LING 492W The Structure of the English Language
MTH 344W Group Theory
MTH 472W History of Mathematics
MUS 204W Music of the World
MUS 205W Music of the Black Heritage
MUS 360W Renaissance & Early Baroque Music
MUS 363W Ethnic and World Music
PE 310W Motor Learning
PE 483W Biomechanical Analysis
PHL 405W Senior Tutorial in Philosophy
PS 202W State & Local Government
PS 203W International Relations
PS 409W Practicum: Administrative Internship
PS 410W Political Science Internship
PS 415W Politics & Psychology
PS 423W Issues in National Policy
PS 430W The Aging Society
PS 445W Introduction to Policy Analysis
PS 478W Political Fiction
PS 497W American Foreign Relations
PSY 217W Introduction to Research Methods
PSY 426W History of Psychology
PSY 468W Research Methods in Psychology
SOC 492W Senior Seminar I
SOC 493W Senior Seminar II
SOC 494W Senior Seminar III
SP 211W Introduction to Mass Communication
SP 236W Contemporary Issues in American Broadcasting
SP 426W Language of the Mass Media
TA 110W Introduction to the Theater Arts
TA 330W Script Writing
TA 444W Theory & Criticism of Theater Arts
WR 321W Business & Professional Writing
WR 430W Historical Issues in Composition
WR 440W Teaching of Writing

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

TRANSFER POLICIES REGARDING THE LACC

1. WOU 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 WOU's LACC statement.

2. WOU 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 WOU sequence. As an example, a 12-hour transfer sequence in astronomy will meet the LACC Laboratory Science sequence requirement, even though WOU does not offer a sequence in this subject.

3. Only courses with a letter prefix and 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 WOU'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 WOU.

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 WOU, but the Humanities Division might grant a waiver on grounds of sufficient overlap in course content and resultant skill level.

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

Education Transfer Students
Prior to the first term at WOU, Education majors transferring from other institutions should declare their levels of authorization and intended specialty/major areas through the Central Advising Office and each academic department involved. Appropriate advisors in both the academic area and education will be assigned.

DESCRIPTIONS OF MAJORS AND MINORS

AMERICAN SIGN LANGUAGE/ENGLISH INTERPRETATION

Associate Professor—Sandra Gish, Assistant Professor—Bonnie Singer.

ASL/English Interpreting Major .................................. 67
SFED 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 ....................................................... 6
INT 345 Interpreting in Community Settings ........................................ 3
INT 420 Deaf History: Social & Cultural Issues ..................................... 3
INT 441, 442 Interpreting III, IV ......................................................... 6
INT 441L, 442L Interpreting Lab III, IV ................................................. 6
INT 465 Current Issues for Interpreters ............................................... 3
INT 467 Interpreting in Educational Settings ....................................... 3
INT 468 Specialized Interpreting Techniques ...................................... 1
SFED 456 1st & 2nd Language Acquisition: Deaf and Hard of Hearing Children 3
SFED 492 Sign Systems in the Classroom ......................................... 3
ED 484 1st & 2nd Language Acquisition in Bilingual/ESL Programs ........ 3
INT 410 Internship .............................................................................. 12

*Prerequisites required for these courses.

ANTHROPOLOGY

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

Anthropology Major .............................................................. 48
ANTH 213 Language and Culture ................................................. 3
ANTH 214 Physical Anthropology .................................................. 3
ANTH 215 Archaeology ............................................................... 3
ANTH 216 Cultural Anthropology .................................................. 3
ANTH 325 Fieldwork and the Cross-Cultural Encounter .................... 3
ANTH 473 Main Currents in Anthropological Thought ....................... 3
Choose one additional methods course from the following ................... 3
ANTH 326 Ethnographic Writing .................................................... 3
ANTH 350 Research Methods in Archaeology .................................. 3
ANTH 352 Laboratory Methods in Archaeology ............................... 3
ANTH 360 Museum Studies .................................................................. 3
Choose one additional theory course from the following ..................... 3
ANTH 311 Human Evolution .......................................................... 3
ANTH 312 Social Anthropology ...................................................... 3
ANTH 480 History and Theory of Archaeology ................................ 15
Choose five upper division topical or regional courses from the following .. 15
ANTH 310 World Prehistory ........................................................... 3
ANTH 313 North American Prehistory ........................................... 3
ANTH 314 Band and Tribal Societies .............................................. 3
ANTH 315 South American Prehistory ............................................ 3
ANTH 316 Circumpolar Peoples ...................................................... 3
ANTH 326 Ethnographic Writing .................................................... 3
ANTH 330 Contemporary Chicano/Latino Culture .............................. 3
ANTH 340 Mothers and Daughters .................................................. 3
ANTH 350 Tribal Art of the Eastern US and Canada .......................... 3
ANTH 350 Tribal Art of the Western US and Canada ......................... 3
ANTH 370 Women in Cross-Cultural Perspective .............................. 3
ANTH 375 Women Anthropologist .................................................. 3
ANTH 380 Peoples and Cultures of Africa ....................................... 3
ANTH 384 Modernity and Social Change ......................................... 3
ANTH 385 Islam and Culture ........................................................... 3
ANTH 388 Transnational Migration ................................................... 3
ANTH 440 Women and Development .............................................. 3
ANTH 461 Urban Anthropology ..................................................... 3
ANTH 463 Culture and Education .................................................. 3
ANTH 475 Anthropological Approaches to Law .............................. 3
ANTH 476 Religion and Ritual ...................................................... 3
ANTH 482 Historical Archaeology .................................................. 3
ANTH 492 Middle American Cultures ............................................. 3
ANTH 494 Northwest Indian Cultures .............................................. 3
ANTH 496 The Indian in American Culture ..................................... 3
ANTH 510 Research Design ........................................................... 3
ANTH 411 Field Experience ........................................................... 3
ANTH 412 Senior Project .................................................................. 3

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

ART

Professors—Kim Hoffman, Don Hoskisson, Associate Professor—Judy Bullington, Diane Tarter, Rebecca M. McCandell, Assistant Professors—Elaine LaBoda Jamieson, Sue Ellen Johnson.

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 ................................................................. 81
Art History courses ........................................................................ 12
THE ARTS
(Art, Dance, Music, Theatre)

The Arts Major

(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

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

Note: Students seeking a BS in The Arts must complete the following: CS 121, MTH 111 and CS 161 OR CS 406 with advance consent of the instructor.

BILINGUAL/ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) (ENDORSEMENT ONLY)

Assistant Professor—Dovie Treviño.

Bilingual/ESOL Program

ED 409/509 Practicum .............................................................................. 3
ED 482/582 Bilingual/ESOL Education: Principles and Practice ............ 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
Technology Elective (approved by advisor) ............................................ 3

Note: For ESOL, no second language is required. For Bilingual/ESOL, Praxis exam for verification of language proficiency is required. Contact the College of Education for a program application.

BIOLOGY


Biology Major

BI 211, 212, 213 Principles of Biology ..................................................... 12
BI 351 General Microbiology .................................................................. 3
BI 341 Genetics ....................................................................................... 4
BI 357 General Ecology ........................................................................... 4
BI 388 Cell Biology .................................................................................. 4
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 for General Biology

BI 312 Systematic Field Botany ............................................................... 4
Field Biology of Animals (Choose one) .................................................. 4
BI 317 Vertebrate Natural History .......................................................... 4
BI 361 Marine Biology ............................................................................. 4
BI 451 Invertebrate Zoology ................................................................. 4
BI 474 Entomology .................................................................................. 4
Anatomy (Choose one) ........................................................................... 4
BI 371 Structure of Seed Plants ............................................................... 4
BI 324 Comparative Vertebrate Anatomy
   Physiology (Choose one) .................................................................... 4
BI 340 Plant Physiology ........................................................................... 4
BI 344 Animal Physiology ...................................................................... 4
Cell/Development/Immunology (Choose one) ........................................ 4
BI 334 Human Histology ........................................................................ 4
BI 326 Vertebrate Embryology ............................................................... 4
BI 432 Immunology
### Biology

**Option for Preprofessional programs, persons planning to attend graduate school**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 334, 335, 336</td>
<td>Organic Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Upper-division biology courses</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

(Select with approval of biology advisor)

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

### Molecular Biology/Biochemistry Option - Natural Science Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 211, 212, 213</td>
<td>Principles of Biology</td>
<td>12</td>
</tr>
<tr>
<td>BI 341</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BI 398</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BI 446</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>MTH 251, 252</td>
<td>Calculus I and II</td>
<td>10</td>
</tr>
<tr>
<td>PH 211, 212, 213</td>
<td>Physics</td>
<td>12</td>
</tr>
</tbody>
</table>

*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.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 475 Molecular Biology</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>CH 450, 451</td>
<td>Biochemistry I and II</td>
<td>6</td>
</tr>
<tr>
<td>MTH 243</td>
<td>Introduction to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>BI 351</td>
<td>General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BI 432</td>
<td>Immunology</td>
<td>4</td>
</tr>
<tr>
<td>BI 434</td>
<td>Animal Physiology</td>
<td>4</td>
</tr>
<tr>
<td>Choose upper-division electives</td>
<td>(in Biology, Chemistry, Computer Science or Mathematics)</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry minor below is required for this major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 221, 222, 223</td>
<td>General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>CH 312 Quantitative Analysis</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>CH 334, 335, 336</td>
<td>Organic Chemistry</td>
<td>12</td>
</tr>
</tbody>
</table>

### Biology Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 211, 212, 213 OR, an equivalent sequence</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Upper-division courses approved by a Biology advisor</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

### Biology Teacher Education Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 211, 212, 213</td>
<td>Principles of Biology</td>
<td>12</td>
</tr>
<tr>
<td>CH 221, 222, 223</td>
<td>General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>PH 201, 202, 203</td>
<td>General Physics</td>
<td>12</td>
</tr>
<tr>
<td>BI 331</td>
<td>General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BI 341</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BI 357</td>
<td>General Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BI 368</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BI 446 Evolution</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BI 321</td>
<td>Systematic Field Botany</td>
<td>3</td>
</tr>
<tr>
<td>MTH 112</td>
<td>Elementary Functions</td>
<td>4</td>
</tr>
<tr>
<td>GS 314</td>
<td>Classroom &amp; Laboratory Resources in Science</td>
<td>2</td>
</tr>
<tr>
<td>G 351</td>
<td>Elements of Geology</td>
<td>3</td>
</tr>
<tr>
<td>Choose one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI 317</td>
<td>Vertebrate Natural History</td>
<td></td>
</tr>
<tr>
<td>BI 361</td>
<td>Marine Biology</td>
<td></td>
</tr>
<tr>
<td>BI 451</td>
<td>Invertebrate Zoology</td>
<td></td>
</tr>
<tr>
<td>BI 474 Entomology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI 371</td>
<td>Structure of Seed Plants</td>
<td></td>
</tr>
<tr>
<td>BI 324</td>
<td>Comparative Vertebrate Anatomy</td>
<td></td>
</tr>
<tr>
<td>Choose one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI 330</td>
<td>Plant Physiology</td>
<td></td>
</tr>
<tr>
<td>BI 434</td>
<td>Animal Physiology</td>
<td></td>
</tr>
<tr>
<td>Choose one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI 326</td>
<td>Vertebrate Embryology</td>
<td></td>
</tr>
<tr>
<td>BI 336</td>
<td>Human Histology</td>
<td></td>
</tr>
<tr>
<td>BI 432</td>
<td>Immunology</td>
<td></td>
</tr>
</tbody>
</table>

*Note: BI 211, 212, 213, CH 221, 222, 223 or PH 201, 202, 203 are to be counted as the LACC requirements in laboratory science.*

### BUSINESS

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

**Admission to the business major is required for students seeking a Business degree. Typically, application for admission will be made at the end of a student's sophomore year by completing a degree plan with the Division of Business and Economics office. Prior to admission, the student should have completed the designated set of courses below.**

### Business Major Prerequisites:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 135</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>SP 111</td>
<td>Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>MTH 11</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>BA 240</td>
<td>Quantitative Business Methods</td>
<td>4</td>
</tr>
<tr>
<td>MTH 241 Calculus for Management and Social Sciences</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 213 Introduction to Probability and Statistics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CS 121</td>
<td>Computer Applications in Business</td>
<td>3</td>
</tr>
<tr>
<td>BA 211, 212, 213</td>
<td>Fundamentals of Accounting</td>
<td>9</td>
</tr>
<tr>
<td>EC 201, 202, 203 Principles of Economics</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

*Additional information regarding these requirements should be obtained from the division. Limited courses taken at other institutions may be transferred to the program based on the course and grade obtained.*

### Business Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 243 Introduction to Probability and Statistics</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>BA 211</td>
<td>Fundamentals of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BA 212</td>
<td>Fundamentals of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BA 213</td>
<td>Fundamentals of Accounting III</td>
<td>3</td>
</tr>
<tr>
<td>BA 230</td>
<td>Introduction to Business Law</td>
<td>3</td>
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<tr>
<td>BA 310</td>
<td>Principles of Marketing</td>
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<tr>
<td>BA 315</td>
<td>Financial Management I</td>
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<td>BA 325</td>
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<td>EC 318 Money and Banking</td>
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<td>BA 361</td>
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<td>BA 367</td>
<td>Regression Analysis</td>
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<td>BA 368</td>
<td>Introduction to Operations Research</td>
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<td>BA 411</td>
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<td>BA 490</td>
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<td>BA 491</td>
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### Business Minor

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<td>BA 211</td>
<td>Fundamentals of Accounting I (or BA 217)</td>
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<tr>
<td>BA 310</td>
<td>Principles of Marketing</td>
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<tr>
<td>BA 315</td>
<td>Financial Management I (or BA 220)</td>
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<td>BA 361</td>
<td>Organizational Behavior</td>
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<td>BA 370</td>
<td>Business and Society</td>
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<tr>
<td>BA 390</td>
<td>Management</td>
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<td>ENT 330 Planning and Creating New Ventures (or BA 301)</td>
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</tbody>
</table>

### CHEMISTRY

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

### Chemistry Major

<table>
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<tr>
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<tr>
<td>CH 221, 222, 223</td>
<td>General Chemistry</td>
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<td>CH 334, 335, 336</td>
<td>Organic Chemistry</td>
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<td>CH 312 Quantitative Analysis</td>
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<td>CH 313 Instrumental Analysis</td>
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<td>CH 350 Chemical Literature</td>
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<td>CH 440, 441, 442 Physical Chemistry</td>
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<td>CH 461, 462, 463 Experimental Chemistry</td>
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<tr>
<td>CH 407 Seminar</td>
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<tr>
<td>MTH 251, 252 Calculus I, II</td>
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</table>
CHICAN@ STUDIES

Chican@ Studies Minor .......... 24

Core .......... 12
Select four courses, at least one in Social Science and one in Humanities:
ED 301 Introduction to Chican@ Studies .......... 12
HST 466 Mexican Foundations of Chican@ History: From the Olmecs to the Mexican Revolution .......... 12
HST 467 Chican@ History .......... 12
SOC 435 Chican@/Latin@ Studies: Social Issues, Social Movements
SPAN/HUM 328 Introduction to Chican@ Literature
SPAN/HUM 342 Introduction to Chican@ Life and Culture
Electives 12
Select, in consultation with an advisor, four additional courses from among courses above not already used and/or the following, with no more than two courses from any one department:
ANTH 330 Contemporary Chican@ Culture
ED 302 Multicultural Education and the American Experience
ENG 489 Studies in Minority Literature (when related to Chican@ Studies)
GEOG 370 Human Migration
GEOG 463 Mexico and Central America
HST 351 Mexico and the Caribbean since Independence
HST 476 US West to 1900
HST 477 US West in the 20th Century
SOC 406 Special Individual Studies (when related to Chican@ Studies)
SOC 407 Seminar (when related to Chican@ Studies)
SOC 409 Practicum: Latin@ Ed Mentor
SPAN 317 Spanish for Bilingual/Heritage Speakers
SPAN 318 Spanish for Bilingual/Heritage Speakers
SPAN 319 Spanish for Bilingual/Heritage Speakers
SPAN/HUM 340 Civilization and Culture of Mexico
SPAN 407 Seminar (when related to Chican@ Studies)

COMMUNITY CRIME PREVENTION

Professor—Stephen Gibbons. Associate Professor—Richard Greenleaf, Carl Stevenson.

Community Crime Prevention Major .......... 72
CI 214 Survey of US Juvenile Justice System .......... 3
CI 241 Introduction to Community Crime Prevention .......... 3
CI 400 Community Crime Prevention .......... 3
CI 458 Integrated Services in Community Crime Prevention .......... 3
CI 499 Special Studies in Community Crime Prevention .......... 3
CI 407 Seminar: Community Crime Prevention .......... 3
CI 409 Practicum: Community Crime Prevention .......... 12
Choose five .......... 15
CI 211 Introduction to Careers in Criminal Justice
CI 212 History and Development of American Law Enforcement
CI 213 Survey of US Criminal Justice System
CI 351 Police and the Community
CI 450 Criminology
CI 451 Juvenile Delinquency: Prevention and Control
CI 453 Penology
CI 454 Parole and Probation
CI 463 Juvenile Issues
Electives in Social Science .......... 27

Note: CJ 211 and 213 should be taken first. 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. See page 47 for BA and BS graduation requirements.

COMPUTER SCIENCE

Professors—John Marsaglia. Associate Professors—Robert Braeg, Jie Liu, David Olson. Assistant Professors—Frances Fung, Scot Morse.

Computer Science Major .......... 57
CS 161 Survey of Computer Science .......... 5
CS 162 Computer Science I .......... 5
CS 260 Computer Science II .......... 5
CS 262 Programming Language .......... 2
CS 271 Computer Organization .......... 4
CS 406 Senior Seminar ........................................... 1
Choose nine hours from one of the following elective sequences ........... 9
A. Computational Theory
   CS 440 Analysis of Algorithms .................................. 3
   CS 445 Theory of Computation .................................. 3
   CS 447 Compiler Design ........................................ 1
   CS 449 Topics in Computational Theory ....................... 3
B. Software Engineering
   CS 470 Operating Systems - Advanced Topics ................. 3
   CS 471 Metrics and Testing ..................................... 3
   CS 473 Human Machine Interfaces ............................... 3
   CS 474 Current Systems ......................................... 3
   CS 475 Applied Computational Intelligence .................... 3
   CS 479 Topics in Software Engineering ......................... 3
C. Systems Management
   CS 450 Network Fundamentals .................................. 3
   CS 451 Management of Information Systems .................. 3
   CS 452 Internet Communications ................................ 3
   CS 453 Data Mining and Data Warehousing .................... 3
   CS 459 Topics in Systems Management ......................... 3

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

CORRECTIONS
Professor—Stephen Gibbons. Associate Professor—Richard Greenleaf, Carl Stevenson.

Corrections Major .................................................. 72
CJ 211 Introduction to Careers in Criminal Justice ................. 3
CJ 213 Survey of Juvenile/Criminal Justice Systems .............. 3
CJ 450 Criminology ............................................... 3
CJ 453 Penology .................................................. 3
CJ 454 Parole and Probation ...................................... 3
CJ 455 Correctional Casework, Counseling and Treatment . 3
CJ 463 Juvenile Issues ........................................... 3
CJ 407 Seminar ................................................... 3
CJ 409 Practicum ................................................ 12
Electives in Social Science ......................................... 33

Note: CJ 211 and 213 should be taken first. 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. See page 47 for BA and BS graduation requirements.

DANCE
Professor—Sharon Oberst, Darryl Thomas. Associate Professor—Deborah Jones Peterson.

Dance Major ....................................................... 72
Modern Dance Technique chosen from ...................... 12
D 180, 181, 182 Beginning Modern Dance
D 280, 281, 282 Intermediate Modern Dance
D 360, 361, 362 Intermediate Modern Dance
D 370, 371, 372 Intermediate Modern Dance
D 380, 381, 382 Advanced Modern Dance
Ballet Technique chosen from ................................. 6
D 185, 186, 187 Beginning Ballet
D 285, 286, 287 Intermediate Ballet
D 363, 364, 365 Intermediate Ballet
D 373, 374, 375 Intermediate Ballet
Elective technique courses chosen from Modern, Ballet, Jazz, Tap or World Dance ................. 6
D 260 Improvisation ............................................. 1
D 305 Rhythmic Awareness ..................................... 2
D 351 Dance Composition I .................................... 3
D 352 Dance Composition II ................................... 3
Choose two .................................................. 6
D310 Women in Music & Dance
D357 Dance in Musical Theatre
D454 Evolution of Modern Dance
D455 Ballet History from the Courts to Balanchine
Choose from .................................................. 17
D253 Labanotation
D390 Kinesiology for Dancers
D406 Independent Studies
D407 Seminar
D451 Dance Production
D460 Dance & Technology
D491 Creative Dance for Children
D494 Dance Pedagogy
D496 Creativity
Electives in the Allied Arts .................................. 6
Choose six hours from any of the other Creative Arts areas (Music, Art, Theatre).

Note: All Dance majors are required to take D 251 Intro to Dance to meet the LACC requirement in Creative Arts which is not counted in the 72 hours of the major.

Dance Minor .................................................. 33
D180, 181, 182 Beginning Modern Dance .................. 3
D280, 281, 282 Intermediate Modern Dance .............. 6
D260 Improvisation ........................................... 1
D351 Dance Composition I .................................... 3
D352 Dance Composition II .................................. 3
D453 Group Choreography ................................... 3
Choose one .................................................. 5
D453 Ballet History from the Courts to Balanchine
D454 Evolution of Modern Dance
Choose Elective Technique Courses .......................... 6
Beginning Modern, Ballet, Jazz or Tap or World Dance
Intermediate Modern, Ballet, Jazz or Advanced Modern
Electives in dance (3 hours must be upper division) ..... 5

EARTHA SCIENCE
Assistant Professors—Jeffrey Myers, Stephen Taylor, Jeffrey Templeton

Earth Science Major ........................................... 71-74
G201, 202, 203 Geology ...................................... 12
Choose one of the following sequences .................... 12
B110, 112, 113 General Biology
B121, 212, 213 Principles of Biology
PH201, 202, 203 General Physics
PH211, 212, 213 General Physics with Calculus
Choose an option ............................................. 10-12
A. CS121 Computer Applications on Business
   CS162 Computer Science I
   CS221 Advanced Computer Applications in Business
B. MTH251 Calculus I
   MTH252 Calculus II
G301 Introduction to Field Methods ......................... 3
G321 Structural Geology .................................... 3
G322 Geomorphology and Aerial Photo Interpretation .... 3
G392 Stratigraphy and Sedimentation ...................... 3
G450/550 Introduction to Petrology ......................... 3
G453/553 Geology of the Pacific Northwest ............... 3
G473/573 Environmental Geology ......................... 3
G497 Senior Seminar ........................................ 1
Choose two .................................................. 6
G331 Introduction to Oceanography
G351 Elements of Astronomy
G390 Basic Meteorology

Choose two .................................................. 6
G431/531 Paleobiology
G440/540 Fossils of Oregon
G454/554 Volcanology
G460/560 Geology of Mineral Resources
G476/576 Hydrology
G492/592 GB Applications in Earth Science
Choose one (or other approved Earth Science elective) ..... 3-4
B135 General Geology
B130 Environmental Science
CH130 Geochmistry
CH371 Environmental Chemistry
GS342 Coastal Oceanography
GS424 Astronomy
GEOG393 Soils Geology
GEOG490 Climatology

Note: The sequence CH221, 222, 223 is to be completed as the LACC Laboratory Science requirement. The BS requires CS161, MTH112, and MTH243. The BA requires MTH112, CS161, and completion of the third term of the second year of a foreign language course. The BS and BA require completion of the Cultural and Writing Intensive requirements. For this major, 3 hours of Writing Intensive course work should come from WR 321.

Earth Science Minor ........................................... 27
G351 Elements of Geology .................................. 3
G453 Geology of the Pacific Northwest ................... 3
G331 Introduction to Oceanography ......................... 3
G351 Elements of Astronomy ................................ 3
G390 Basic Meteorology .................................... 3
Approved upper-division electives in Earth Science .... 12

Geology Minor .................................................. 27
Choose one .................................................. 3-4
G201 Geology
G351 Elements of Geology
G450 Introduction to Petrology ............................. 3
G453 Geology of the Pacific Northwest ................... 3
Approved upper-division electives in Geology ............ 17-18

Geology/Resources Minor ...................................... 27
G201, 202, 203 Geology ...................................... 12
G450 Introduction to Petrology ............................. 3
G460 Geology of Mineral Resources ....................... 3
G473 Environmental Geology ................................ 3
G476 Hydrology .............................................. 3
Approved upper-division electives in Earth Science .... 3

ECONOMICS
Associate Professor—John Leadley, Assistant Professor—Zenon Zygmunt.

Economics Major .............................................. 60
EC201, 202, 203 Principles of Economics .................. 9
EC311 Intermediate Microeconomics ....................... 3
EC313 Intermediate Macroeconomics ...................... 3
EC315 Economic Analysis and Report Writing ............ 3
EC318 Money and Banking .................................. 3
EC319 Public Finance ........................................ 3
EC440 International Trade ................................... 3
EC444 Labor Economics ..................................... 3
Electives in Economics ..................................... 15
Related courses approved by advisor ...................... 15

Economics Minor .............................................. 18
EC311 Intermediate Microeconomics ....................... 3
EC313 Intermediate Macroeconomics ...................... 3
EC318 Money and Banking .................................. 3
EC319 Public Finance ........................................ 3
Upper division electives in Economics ................. 6
EDUCATION


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

The College’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 111, 199, 303, 358, 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.

Complete with Early Childhood, Early Childhood/Elementary, Elementary/Middle Level, Middle Level/High School Teaching Authorizations.

Professional Education Core .................................. 48
ED 411 Field Experience I .................................... 1
ED 412 Field Experience II ................................... 2
ED 413 Field Experience III .................................. 4
ED 418 Assessment and Instruction I ......................... 5
ED 419 Assessment and Instruction II ....................... 5
ED 421 Technology I ........................................... 1
ED 422 Technology II .......................................... 1
ED 423 Technology III ......................................... 2
ED 426 Professional Development I ......................... 1
ED 427 Professional Development II ......................... 1
ED 428 Professional Development III ....................... 1
ED 429 Professional Development IV ....................... 2
ED 431 Collaboration ......................................... 3
ED 432 Role of the Teacher .................................. 2
ED 433 Human Development/Classroom Learning ........ 4
ED 438 Foundations .......................................... 3
ED 498 Student Teaching .................................... 10

EARLY CHILDHOOD AUTHORIZATION
(Age 3 through Grade 4 in an elementary school only)

Professional Education Core .................................. 48
Early Childhood Teaching Authorization ..................... 63

Note: Test requirements: CBEST, MSAT. Courses and sequences to be taken to fulfill LACC, BA/BS and Basic Graduation requirements are: MTH 211, 212, 213, BI 101, GS 104 and 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).

Creative Arts ...................................................... 9
MUE 318 Music for the Classroom Teacher
ARE 433 Art Education (Prereq: A 115)
Choose one
D 491 Creative Dance for Children (Prereq: 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 367 Human Sexuality

Language Arts ................................................... 9
LING 110 Introduction to Language Study
WR 440 Teaching of Writing
Choose one
ENG 254 American Lit. Survey II
LING 214 Basic Grammar I
PHL 433 Philosophy for Children

Mathematics/Science .......................................... 9
MTH 391 Manipulatives in Mathematics (Prereq: MTH 213)
MTH 396 Elementary Problem Solving (Prereq: MTH 213)
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 ........................ 1
PE 310 Motor Learning ....................................... 3
PE 433 Physical Education in the Elementary School .... 3
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
CI 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

EARLY CHILDHOOD/ELEMENTARY AUTHORIZATIONS
(Age 3 through Grade 8 in an elementary school only)

Professional Education Core .................................. 48
Early Childhood/Elementary Authorizations .................. 71

Note: Test requirements: CBEST, MSAT. Courses and sequences to be taken to fulfill LACC, BA/BS and Basic Graduation requirements are: MTH 211, 212, 213, BI 101, GS 104, 106, HST 101, 102, 103 or HST 104, 105, 106 or GEOG 105, 106, 107 and PSY 218 (or PSY 225, if already taken).

Humanities/Language Arts .................................... 12
LING 110 Introduction to Language Study
WR 440 Teaching of Writing
LING 215 Basic Grammar II (Prereq: LING 214)
Choose one
PHL 433 Philosophy for Children
SP 112 Interpersonal Communication
SP 321 Argumentation
SP 322 Persuasion
SP 326 Communication and Controversy

Mathematics/Science ......................................... 14
MTH 391 Manipulatives in Mathematics (Prereq: MTH 213)
MTH 396 Elementary Problem Solving (Prereq: MTH 213)
Choose one
BI 102 General Biology
GS 105 Physical Science
Choose one
GS311 Biological Science for Elementary Schools
GS312 Physical Science for Elementary Schools
GS313 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
CI 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
Choose A or B below

**A.** HE 351 Elementary School Health
PE 433 Physical Education in Elementary School
Choose one
HE 415 Child and Adolescent Health
PE 310 Motor Development and Learning
Choose two
ARE 433 Art Education (Prereq: A 255)
MUE 318 Music for the Classroom Teacher
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 (Prereq: A 255)
MUE 318 Music for the Classroom Teacher
D 491 Creative Dance for Children (Prereq: D 180, 181, 182, 183)
TA 240 Creative Dramatics

**Choose two areas below** ............................................. 18

**Creative Arts** ............................................................ 9
Choose one of the following:

**Art** ................................................................. 9
Prereq: A 115 or A 120
A 130 Beginning Drawing
Any 100 or 200 level Art Class
ARE 433 (taken last in sequence, or if taken to meet another requirement, take another 100 or 200 level art class)

**Dance** ................................................................. 9
Prereq: 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** ................................................................. 9
Select twelve credit hours, at least 3 cr. hrs. with MUE prefix:
MUE 318 Music for the Classroom Teacher
MUE 320* Introduction to Orff-Schulwerk
MUE 425* Orff-Schulwerk Level I
MUE 430 Technology in Music Education
MUS 101-108 Choral or Instrumental Ensemble
MUS 111 Beginning Musicianship
MUS 181 Class Voice
MUS 211/2111, Musicianship I
MUS 234, 235 Guitar Class
* offered as a one-week summer intensive only
** offered as a two-week summer intensive only
† offered Summer Session only

**Theatre** ............................................................... 9
TA 240 Creative Dramatics (unless used to meet another requirement)
TA 414 Children's Theatre

Choose one (two if TA 240 already taken) from the following:
TA 110 Introduction to Theatre
TA 250 Basic Movement & Vocal Development
TA 251 Elements of Acting
TA 253 Production Workshop
TA 244 Technical Theatre: Scenecraft
TA 245 Technical Theatre: Lighting
TA 246 Technical Theatre: Costuming
TA 252 Technical Theatre: Makeup
TA 350 Advanced Creative Dramatics: Puppetry
TA 353 Advanced Production Workshop
TA 442 Using Creative Dramatics to Teach Across the Curriculum

**Modern Language** .................................................... 9
French, Spanish, or German beyond second year or 203 equivalent

**Language Arts** ...................................................... 9
Choose three (at least two must be literature courses) from the following:
ENG 205, 206 British Literature Survey II, III
ENG 234 American Literature Survey II
ENG 325 Twentieth Century British Literature
ENG 332 Late 19th Century American Literature
ENG 333 Twentieth Century American Literature
ENG 387 Introduction to Mythology
LING 370 Grammar and Usage
SP 321 Argumentation
SP 322 Persuasion
SP 325 Intercultural Communication
SP 326 Communication and Controversy

**Mathematics** .......................................................... 9
Choose three
MTH 292 College Algebra for Elementary Teachers (Prereq: MTH 213)
MTH 392 Introduction to Abstract Algebra (Prereq: MTH 213)
MTH 393 Probability & Statistics for Elementary Teachers (Prereq: MTH 212)
MTH 394 Introduction to Geometry (Prereq: MTH 213)
MTH 395 Elementary Integrated Mathematics (Prereq: MTH 396)
MTH 398 Elementary School Mathematics (Prereq: MTH 391 and MTH 396)

**Science** ................................................................. 9
Choose one of the following:

**Earth Science** ....................................................... 9
Choose three
GS 351 Astronomy
GS 390 Meteorology
GS 331 Oceanography
G 473 Environmental Geology

**Life Science** ........................................................ 9
Choose three
BI 357 General Ecology OR BI 370 Environmental Science
BI 312 Animal Behavior
BI 317 Vertebrate Natural History
BI 321 Systematic Field Botany
BI 361 Marine Biology
BI 451 Invertebrate Zoology
BI 458 Field Biology
BI 471 Whales, Dolphins and Porpoises
BI 474 Entomology

**Environmental Science** ............................................ 9
CH 371 Environmental Chemistry
G 473 Environmental Geology
Choose one
BI 357 General Ecology
BI 370 Environmental Science

**Social Science** ....................................................... 9
Choose one of the following:

**Anthropology** ....................................................... 9
Choose three (at least one upper division)
ANTH 213 Introduction to Language and Culture
ANTH 214 Introduction to Physical Anthropology
ANTH 215 Introduction to Archeology
ANTH 216 Introduction to Cultural Anthropology
ANTH 310 World Prehistory
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<td>ANTH 380</td>
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<td>ANTH 494</td>
<td>Northwest Indian Cultures</td>
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<td>Survey of the U.S. Juvenile Justice</td>
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<td>CJ 241</td>
<td>Introduction to Community Crime</td>
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<td>Community Crime Prevention Studies</td>
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<td>GEOG 103</td>
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<tr>
<td>GEFG 380</td>
<td>Environmental Conservation</td>
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<td>GEFG 410</td>
<td>Global Issues</td>
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<td>GEFG 425</td>
<td>Urban Planning and Policy</td>
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<tr>
<td>History</td>
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<td>United States History</td>
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<td>Any three upper division United States history courses.</td>
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<tr>
<td>European History</td>
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<td>Any three upper division European history courses.</td>
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<td>Latin American History</td>
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<td>HST 350</td>
<td>Pre-Columbian and Colonial Latin</td>
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<td>HST 351</td>
<td>Mexico and the Caribbean since</td>
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<td>HST 352</td>
<td>South America since Independence</td>
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<td>Asian History</td>
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<td>HST 391</td>
<td>History of East Asia: Traditional</td>
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<td>HST 392</td>
<td>Japan</td>
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<tr>
<td>HST 393</td>
<td>Modern East Asia</td>
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<td>Political Science</td>
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<tr>
<td>Basic Political Science</td>
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<tr>
<td>PS 201</td>
<td>American National Government</td>
<td>9</td>
</tr>
<tr>
<td>PS 202</td>
<td>State and Local Government - or - PS</td>
<td>9</td>
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<tr>
<td>PS 203</td>
<td>International Relations</td>
<td></td>
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<tr>
<td>American Government</td>
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<td>Choose three</td>
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<tr>
<td>PS 201</td>
<td>American National Government</td>
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<tr>
<td>PS 414</td>
<td>Political Parties, Pressure Groups</td>
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<tr>
<td>PS 419</td>
<td>American Presidential Elections</td>
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<tr>
<td>PS 426</td>
<td>Federalism and Intergovernmental</td>
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<tr>
<td>PS 469</td>
<td>Congress and the Presidency</td>
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<td>State and Local Government</td>
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<td>PS 201</td>
<td>American National Government</td>
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<td>PS 202</td>
<td>State and Local Government</td>
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<td>Choose one</td>
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<tr>
<td>PS 409</td>
<td>Practicum: Administrative Internship</td>
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<td>PS 410</td>
<td>Political Science Internship</td>
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<td>PS 424</td>
<td>Policy making in the States</td>
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<tr>
<td>PS 426</td>
<td>Federalism and Intergovernmental</td>
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<tr>
<td>PS 490</td>
<td>Community Politics</td>
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<tr>
<td>International Relations</td>
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<tr>
<td>PS 203</td>
<td>International Relations</td>
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<td>Choose two</td>
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<td>PS 303</td>
<td>Politics and Governments of Europe</td>
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<td>PS 460</td>
<td>Governments and Politics of Asia</td>
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<td>PS 463</td>
<td>Governments and Politics of</td>
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<tr>
<td>PS 493</td>
<td>Developing Nations</td>
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<td>PS 497</td>
<td>International Organizations</td>
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<td>Psychology</td>
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<td>PSY 311</td>
<td>Developmental Psychology</td>
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<td>PSY 349</td>
<td>Introduction to Behavior Modification</td>
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<td>PSY 334</td>
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<td>Group Processes</td>
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<td>PSY 463</td>
<td>The Maladjusted Child</td>
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<td>PSY 480</td>
<td>Infancy and Early Childhood</td>
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<td>PSY 481</td>
<td>Middle and Late Childhood</td>
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<td>PSY 482</td>
<td>The Psychology of Adolescence</td>
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<tr>
<td>Sociology</td>
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<tr>
<td>SOC 338</td>
<td>Sociology of the Family</td>
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<td>SOC 360</td>
<td>Sociology of Gender</td>
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<td>SOC 390</td>
<td>Sociology of Education</td>
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<tr>
<td>SOC 437</td>
<td>Sociology of Race/Ethnic Relations</td>
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<td>Environmental Studies</td>
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<td>GEFG 380</td>
<td>Environmental Conservation</td>
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<td>HST 479</td>
<td>Environmental History</td>
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<td>EC 436</td>
<td>Environmental Economics and Public</td>
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<td>GEFG 425</td>
<td>Urban Planning and Policy</td>
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<td>HST 478</td>
<td>Pacific Northwest History</td>
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<td>PS 446</td>
<td>Land Resource Policies and Policy</td>
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<td>PS 447</td>
<td>Environmental Politics and Policy</td>
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<td>PS 449</td>
<td>Environmental Values and Political</td>
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<td>SP 439</td>
<td>Contemporary American Public Address</td>
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<tr>
<td>Gender Studies</td>
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<td>Choose three</td>
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<tr>
<td>SSC 201</td>
<td>Introduction to Gender Studies</td>
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<td>ANTH 370</td>
<td>Women in Cross-cultural Perspective</td>
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<tr>
<td>A 405 Art History: Women in Art</td>
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<td>D 310 Women in Dance and Music 1800-Present</td>
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<td>HST 410</td>
<td>Gender Issues in History</td>
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<td>Gender Issues in History</td>
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<td>PS 435</td>
<td>Women and Politics</td>
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<td>PSY 492</td>
<td>Psychology of Women</td>
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<td>SOC 360</td>
<td>Sociology of Gender</td>
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<tr>
<td>Legal Studies</td>
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<tr>
<td>PS 201</td>
<td>American National Government</td>
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<td>PS 202</td>
<td>State and Local Government</td>
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<td>PS 479</td>
<td>Constitutional Law</td>
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<td>Health/Physical Education</td>
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<tr>
<td>PE 246</td>
<td>Fundamentals of Movement</td>
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<td>HE 325</td>
<td>Nutrition</td>
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<td>Choose one</td>
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<td>HE 415</td>
<td>Child and Adolescent Health</td>
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<td>PE 310</td>
<td>Motor Learning</td>
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<td>Choose two</td>
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<tr>
<td>PE 170</td>
<td>Elementary PE Activities</td>
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<tr>
<td>PE 171</td>
<td>Elementary PE Activities</td>
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<tr>
<td>PE 172</td>
<td>Elementary PE Activities</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>PE 246</td>
<td>Fundamentals of Movement</td>
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<tr>
<td>PE 301</td>
<td>Basic Exercise Science</td>
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<td>Choose one</td>
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<tr>
<td>PE 310</td>
<td>Motor Learning</td>
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<tr>
<td>Upper division physical education elective</td>
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</table>
Choose two
PE 170 Elementary PE Activities
PE 171 Elementary PE Activities
PE 172 Elementary PE Activities

Health ................................................................. 9
HE 325 Nutrition
HE 415 Child and Adolescent Health
Choose one
HE 462 Contemporary Health Issues
HE 466 Drugs and Alcohol
HE 367 Human Sexuality
HE 491 Stress Management

ELEMENAY/MIDDLE LEVEL AUTHORIZATIONS
(Grade 3 through Grade 10 in an elementary or middle level school only) ................................................................. 48

Professional Education Core ................................................................. 64
HE 415 Child and Adolescent Health ................................................................. 3
Note: Test requirements: CBEST, MSAT. Courses and sequences to be taken to fulfill LACC, BA/BS and Basic Graduation requirements are: MTH 211, 212, 213, BI 101, GS 104, 106, HST 101, 102, 103 or HST 104, 105, 106 or GEOG 105, 106, 107 and PSY 218 (or PSY 225, if already taken).

Humanities/Language Arts ................................................................. 12
LING 215 Basic Grammar II
(Prereq: LING 214 Basic Grammar)
LING 310 Nature of the English Language
WR 440 Teaching of Writing
Choose one
PHL 433 Philosophy for Children
SP 112 Interpersonal Communication
SP 321 Argumentation
SP 322 Persuasion

Mathematics ................................................................. 12-13
MTH 391 Manipulatives in Mathematics (Prereq: MTH 213)
MTH 396 Elementary Problem Solving (Prereq: MTH 213)
Choose one
MTH 111 College Algebra
MTH 292 College Algebra for Elementary Teachers (Prereq: MTH 213)
MTH 392 Introduction to Abstract Algebra (Prereq: MTH 213)
MTH 393 Probability & Statistics for Elementary Teachers (Prereq: MTH 212)
MTH 394 Introduction to Geometry (Prereq: MTH 213)
MTH 395 Elementary Integrated Mathematics (Prereq: MTH 396)
MTH 398 Elementary School Mathematics (Prereq: MTH 391 and MTH 396)

Science ........................................................................ 13
BI 102 General Biology
GS 105 Foundations of 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 two courses in two different areas:
ANTH 310, 311, 312, 313, 360, 465, 494
CJ 214, 241, 451, 463
EC 201, 202, 203
HST 201, 202, 203, 478
HST 201, 202, 203, 478
PS 201, 202, 203
SOC 223, 225, 338, 360, 437

French .............................................................................. 12
FR 331 French Pronunciation and Phonetics
Choose one
FR 451 French Culture and Civilization
FR 452 French Culture and Civilization
FR 453 French Culture and Civilization
Two electives beyond FR 303

German ........................................................................... 12
GL 331 German Pronunciation and Phonetics
Choose one
GL 340 German Culture and Civilization I
GL 341 German Culture and Civilization II
GL 342 Deutsche Landeskunde
Two electives beyond GL 303

Spanish ........................................................................... 12
SPAN 350 Spanish Pronunciation and Phonetics
Choose one
SPAN 338 Hispanic Culture and Civilization: Spain
SPAN 339 Hispanic Culture and Civilization: Latin America
SPAN 340 Hispanic Culture and Civilization: Mexico
Two electives beyond SPAN 303

Art ............................................................................. 12
A 115 (if taken for LACC then take any 100 or 200 level art class)
A 130 Beginning Drawing
Any 100 or 200 Level Art Class
ARE 433 Art Education

Music .............................................................................. 12
Select twelve credit hours, at least 3 cr. hrs. with MUE prefix:
MUE 318 Music for the Classroom Teacher
MUE 320 Introduction to Orff-Schulwerk
MUE 425** Orff-Schulwerk Level 1
MUE 430† Technology in Music Education
MUS 101-108 Choral or Instrumental Ensemble
MUS 111 Beginning Musicianship
MUS 181 Class Voice
MUS 211/211L Musicianship 1
MUS 234, 235 Guitar Class
* offered as a one-week summer intensive only
** offered as a two-week summer intensive only
† offered Summer Session only

Theatre ........................................................................... 12
TA 240 Creative Dramatics
TA 414 Children's Theatre
TA 364 Play Direction
Choose one
TA 244 Technical Theatre: Scenecraft
TA 245 Technical Theatre: Lighting
TA 246 Technical Theatre: Costuming
TA 252 Technical Theatre: Makeup

Dance ............................................................................ 12
D 180, 181, 182 Beginning Modern Dance I-III
Elective technique course from ballet, jazz, tap, or world dance
D 491 Creative Dance for Children
Choose one
D 357 Dance in Musical Theatre
D 451 Dance Production
### Language Arts

WR 224 Writing About Literature
Choose three (at least two must be literature)
- ENG 205, 206 British Literature Survey II, III
- ENG 254 American Literature Survey II
- ENG 325 Twentieth Century British Literature
- ENG 326 Late 19th Century American Literature
- ENG 353 Twentieth Century American Literature
- ENG 387 Introduction to Mythology
- LING 370 Grammar and Usage
- SP 250 Listening
- SP 321 Argumentation
- SP 322 Persuasion

### Science

- G 351 Elements of Geology
- GS 351 Elements of Astronomy
- GS 390 Basic Meteorology
- GS 391 Oceanography

### Mathematics

Choose four (cannot be same courses used to meet other requirements)
- MTH 292 College Algebra for Elementary Teachers
- MTH 392 Introduction to Abstract Algebra
- MTH 393 Probability & Statistics for Elementary Teachers
- MTH 394 Introduction to Geometry
- MTH 395 Elementary Integrated Mathematics
- MTH 398 Elementary School Mathematics
- ED 475 Innovation in General Mathematics Education
- CSE 436 LOGO as a Learning Tool

### Anthropology

Choose four (at least two upper division)
- ANTH 213 Introduction to Language and Culture
- 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 380 Peoples and Cultures of Africa
- ANTH 463 Culture and Education
- ANTH 494 Northwest Indian Cultures

### Community Crime Prevention

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

### Juvenile Justice System

- CJ 213 Survey of the U.S. Criminal Justice System
- CJ 214 Survey of the U.S. Juvenile Justice System
- CJ 451 Juvenile Delinquents: Prevention and Control
- CJ 463 Juvenile Issues

### Economics

- EC 318 Money and Banking
- EC 319 Public Finance
- EC 436 Environmental Economics and Public Policy
- EC 440 International Trade

### Cultural Geography

- GEOG 411 Cultural Geography
- GEOG 413 Urban Geography
- GEOG 415 Geography of Religion
- GEOG 433 Political Geography

### Regional Geography

Any four upper division regional geography courses.
Multi-cultures ................................................................. 12
SOC 405 International Development
SOC 427 Revolutionary Social Movements
SOC 437 Sociology of Race/Ethnic Relations
SOC 450 Latin American Society

Gender and Family ....................................................... 12
SOC 338 Sociology of the Family
SOC 360 Sociology of Gender
SOC 440 Women and Development
SOC 460 Feminist Theory

History and Development ............................................ 12
SOC 320 Industrial Sociology
SOC 400 International Development
SOC 410 Historical Sociology: Origins of Capitalism

Choose one
SOC 427 Revolutionary Social Movements
SOC 350 Food and Hunger

Environmental Studies ................................................. 12
GEOG 380 Environmental Conservation
HST 470 Environmental History

Choose two
EC 438 Environmental Economics and Public Policy
GEOG 425 Urban Planning and Policy
HST 478 History of the Pacific Northwest
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 and Communication

Gender Studies ............................................................ 12

Choose four
SSC 201 Introduction to Gender Studies
ANTH 370 Women in Cross-cultural Perspective
A 405 Art History: Women in Art
D 310 Women in Dance and Music
HST 410 Gender Issues in History: Pre-modern
HST 411 Gender Issues in History: Modern
PS 435 Women and Politics
PSY 492 Psychology of Women
SOC 360 Sociology of Gender

Legal Studies .............................................................. 12
PS 201 American National Government
PS 202 State and Local Government
PS 479 Constitutional Law
PS 480 Administrative Law

Physical Education ...................................................... 12
PE 170 Games and Relays
PE 172 Basic Rhythms: Elementary
PE 246 Fundamentals of Movement
PE 301 Basic Exercise Science
PE 310 Motor Learning
PE 433 Physical Education in the Elementary School

Health ................................................................. 12
HE 250 Personal Health
HE 325 Nutrition
HE 466 Drugs and Alcohol

Choose one
HE 367 Human Sexuality
HE 462 Contemporary Health Issues
HE 491 Stress Management

Health and Physical Education Combination .................... 12
PE 170 Games and Relays
PE 172 Basic Rhythms: Elementary
PE 246 Fundamentals of Movement
PE 433 Physical Education in the Elementary School
HE 250 Personal Health
HE 325 Nutrition

MIDDLE LEVEL/HIGH SCHOOL AUTHORIZATIONS
(Grade 5 through Grade 12 in a middle level or high school only)

Professional Education Core ....................................... 48

Middle Level/High School Teaching Authorizations .............. 63

Note: Test requirements: CBEST, MSAT. For programs in academic specialty areas, see listings under the academic area, e.g. Biology, Language Arts, Social Science, etc.

ENGLISH (BA only)

Professors—Dennis Eddings, Cornelia Paraskevas, Thomas Rand, Associate Professors—Kit Andrews, Ann Bliss, Carol Harding, Marjory Lange, Uma Shrestha, Curtis Vehnert, Assistant Professors—Dean Betha, David Hargreaves, Gavin Koulkas.

English/Language Arts Common Core ................................. 31-37
ENG 223 Approaches to Literature .................................. 3
ENG 204, 205, 206 Survey of British Literature I, II, III ............ 9
ENG 107, 108 Literature of the Western World .................... 6
ENG 253, 254 Survey of American Literature ..................... 6
ENG 301 Shakespeare ................................................... 3
LING 214, 215 Basic Grammar I, II ................................ 6
WR 224 Writing About Literature .................................. 3
HUM 450 Senior Portfolio .............................................. 1

BA in English/Literature ................................................ 64-70

Common Core ............................................................. 31-37
Two 300-level courses each from three of the following areas .... 18
ENG 320-325 Periods of British Literature
ENG 331-333 Periods of American Literature
ENG 340-345 Periods of European Literature
ENG 380-389 Special Topics
LING/WR courses Writing and Language
ENG 415 topics in Theory and Criticism ............................ 3
Three 400-level literature courses ................................ 9
One upper-division elective in Linguistics or Writing ............ 3

BA in English/Linguistics ................................................ 64-70

Common Core ............................................................. 31-37
One 300-level course each from three of the following areas .... 9
ENG 320-325 Periods of British Literature
ENG 331-333 Periods of American Literature
ENG 340-345 Periods of European Literature
ENG 380-389 Special Topics
Writing courses
LING 310 Nature of the English Language .......................... 3
LING 312 Language and Society ...................................... 3
LING 370 Grammar and Usage ....................................... 3

Choose four ................................................................. 12
LING 450 Grammar and Writing
LING 470 Modern American Usage
LING 490 History of the English Language
LING 492 The Structure of the English Language
LING 496 Special Topics in Linguistics
One elective in 400-level Literature or Writing .................. 3

BA in English/Writing .................................................. 64-70

Common Core ............................................................. 31-37
One course each from two of the following areas ................. 6
ENG 320-325 Periods of British Literature
ENG 331-333 Periods of American Literature
ENG 340-345 Periods of European Literature
ENG 380-389 Special Topics

Choose four ................................................................. 12
WR 321 Business and Professional Writing
WR 323 Intermediate Exposition
WR 341 Intermediate Creative Writing: Fiction
WR 342 Intermediate Creative Writing: Poetry
WR 399 Special Studies
J 311 Journalism II: Writing and Editing
One 400-level English or Linguistics course ....................... 3
Choose four ................................................................. 12
WR 409 Practicum
WR 412 Writing Center Internship
WR 414 Advanced Composition
WR 421 Technical Writing
WR 450 Teaching of Writing
WR 441 Advanced Creative Writing
WR 450 Writing for Publication

**English Minor** ........................................................... 21
ENG 223 Approaches to Literature .................................... 3
WR 224 Writing About Literature .................................... 3
Approved upper-division literature courses ................... 15

**Linguistics Minor** .......................................................... 21
LING 214, 215 Basic Grammar I, II ................................ 6
Approved upper-division Linguistics courses ................. 15

**Writing Minor** .............................................................. 21
LING 215 ............................................................................ 3
WR 222 OR WR 224 ......................................................... 3
Approved upper-division Writing courses .................... 15

Students planning a minor in English, Linguistics, or Writing need to be aware of prerequisites for upper-division courses. Students with a major in one of these areas and a minor in another need to plan with an advisor additional classes in the minor to replace courses taken in the common core. Planning with an advisor is essential.

**ENTREPRENEURSHIP**

*Associate Professor—Martha Sargent.*

**Entrepreneurship Minor** .................................................. 18
BA 310 Principles of Marketing ....................................... 3
ENT 320 Accounting and Finance for Entrepreneurs ........... 3
ENT 330 Planning and Creating New Ventures ................. 3
(was BA 301) need EC 201
ENT 350 Small Business Management .......................... 3
(was BA 493)
ENT 460 Entrepreneurship in Action ............................ 3
(was BA 464)
Choose three from the following one-credit courses ....... 3
ENT 380 Entrepreneurs Today
ENT 381 Creativity and Entrepreneurs
ENT 382 Innovation and Strategy
ENT 383 Entrepreneurs and Society

**ENVIRONMENTAL STUDIES**

*Associate Professor—Mark Henkels.* Assistant Professors—Stephen Taylor, Mark Van Steeter

**Environmental Studies Minor** ......................................... 27-28
HST 470 Environmental History ...................................... 3
BI 357 General Ecology or ................................. 3
BI 370 Environmental Science ...................................... 4
Social Sciences: Choose one course from any two prefixes ... 6
GEOG 380 Environmental Conservation
GEOG 392 Physical Geography
GEOG 425 Urban Planning and Policy
HST 407 Green Politics
PS 447 Environmental Politics and Policy
PS 449 Environmental Values and Political Action
Earth Sciences: .............................................................. 6
CH 371 Environmental Chemistry
G 473 Environmental Geology
Electives (To be approved by advisor) .......................... 8-10
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 310 Geochemistry
CH 412 Advanced Inorganic Chemistry
EC 436 Environmental Economics and Public Policy
GEOG 240 Map and Air Photo Interpretation
GEOG 340 Cartography
GEOG 385 Quantitative Methods in Geography
GEOG 390 Meteorology
GEOG 391 Biogeography
GEOG 393 Soils
GEOG 394 Landform Processes
GEOG 440 Geographic Information Systems
GEOG 490 Climatology
G 322 Geomorphology
G 440 Fossils of Oregon
G 453 Geology of Pacific Northwest
G 454 Volcanology
G 460 Geology of Mineral Resources
G 476 Hydrology
G 492 GIS Applications in Earth Sciences
GS 331 Introduction to Oceanography
GS 390 Basic Meteorology
HST 472 History of the West
PS 409 Administrative Practicum
PS 446 Land Resource Politics and Policy
SOC 290 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.

**FIRE SERVICES ADMINISTRATION**

**Fire Services Administration Major** .................................. 72
Community College Professional Courses ..................... 24
FSA 311 Principles of Fire Protection Management .......... 3
FSA 313 Fire Personnel Management ............................ 3
FSA 315 Organization for Fire Protection ....................... 3
FSA 317 Fiscal Management in Fire Protection ............... 3
FSA 319 Legal Aspects of Fire Protection ...................... 3
FSA 321 Fire Protection Master Planning ....................... 3
Elective professional course (consult your WOU advisor) .... 3
Related courses in Social Science and/or Business (Selected with your advisor’s help) ........................................... 27

Note: WOU requires a minimum grade point average of 2.5 in the 72-hour major and a minimum GPA of 2.0 in all college work. At least 45 credit hours must be completed through WOU or Eastern Oregon University’s FSA courses. Acceptance into the program is limited to persons who are Oregon Firefighter II or equivalent, and who have completed the required 24 hours of core curriculum lower division fire science course work prior to transferring into the program.

Those in the program must also complete the Liberal Arts Core Curriculum.

WOU has established cooperative agreements with other institutions and agencies throughout Oregon and several other states. The participation of these other organizations provides various distance education opportunities for individuals to work towards a BA or BS in Fire Services Administration. Participating institutions include: National Fire Academy, Eastern Oregon University, Oregon Department of Public Safety Standards and Training, Alaska Commission on Post Secondary Education, Washington State Higher Education Coordinating Board, and several community colleges throughout the U.S. For more information on how these agreements may help the student in higher education pursuits, please contact: Division of Extended Programs, 345 N. Monmouth Ave., Monmouth, OR 97361; 1-800-451-5767; email: extend@wou.edu; or Internet: www.wou.edu/extendedprograms.
FRENCH
French Teacher Education Major .................................................. 52
(52 hours beyond first year language)
FR 201, 202, 203 Second Year French ...................................... 12
FR 301, 302, 303 Introduction to French Composition and Conversation ... 12
FR 331 French Pronunciation and Phonetics ................................ 3
FR 416 Language Teaching Practicum ......................................... 2
Choose two ................................................................................. 6
FR 431 French Culture and Civilization ......................................... 
FR 432 French Culture and Civilization ......................................... 
FR 433 French Culture and Civilization ......................................... 
Choose two ................................................................................. 6
FR 311, 312, 313 Intro to French Literature .................................. 
FR 411, 412, 413 French Literature .............................................. 
FR 423, 424 Studies in French Literature .................................... 
Electives (upper-division) ............................................................ 11
French Minor ............................................................................... 15
Approved upper division hours in French.

GENDER STUDIES
Associate Professor—Kimberly Jensen.

Gender Studies Minor ................................................................ 27
HST 410 Gender Issues Part I ...................................................... 3
HST 411 Gender Issues Part II ..................................................... 3
SOC 360 Sociology of Gender .................................................... 3
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 ...........................................
ANTHR 340 Mothers and Daughters ..................................
ANTHR 370 Women in Cross-Cultural Perspective ..................
ANTHR 375 Women Anthropologists ......................................
CA 310 Women in Dance and Music: 1800-Present ............... 
ENG 445/545 Women Writers ................................................
HE 467 Human Sexuality ....................................................... 
PS 435 Women and Politics ..................................................... 
PS 436 Gender and Politics ..................................................... 
PSY 292/592 Psychology of Women ........................................
SOC 338 Sociology of the Family .............................................
SOC 437 Sociology of Race/Ethnic Relations .............................
SOC 440/ANTHR 440 Women and Development ....................
SOC 460 Feminist Theories ......................................................
SP 435 Rhetoric of the Women's Movement ............................
SPAN 445 Hispanic Women Writers ......................................
Note: SOC 201, SOC 403, and SOC 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
Associate Professor—Audrey Clarke, Michael McGlade. Assistant Professors—Mark Van Steeter, Adrian Mulligan.

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 .............................................................
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 Physiography of North America
Choose one ............................................................................... 3
GEOG 370 Human Migration
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 Urban Planning and Policy
GEOG 433 Political Geography
Choose one ............................................................................... 3
GEOG 211 Geography of U.S. and Canada
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 432 Geography of Africa
GEOG 450 East Asia
GEOG 451 South Asia
GEOG 461 South America
GEOG 463 Geography of Mexico and Central America
Electives in Geography (planned with advisor) .......................... 15
Approved Electives (planned with advisor) .............................. 22
Note: For the BS degree in Geography, students must take the following courses:
MTH 111 (or other Math course above 111n with consent of instructor), CS 161, GEOG 385.
See pg 47 for declaration of math requirement.

Geography Minor ...................................................................... 27
GEOG 105, 106, 107 Introductory Geography ........................... 9
GEOG 240 Map and Air Photo Interpretation ................................ 3
Choose one ............................................................................... 3
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
GEOG 492 Regional Physiography of North America
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 Urban Planning and Policy
GEOG 433 Political Geography
Choose one ............................................................................... 3
GEOG 211 Geography of U.S. and Canada
GEOG 313 The Pacific Northwest
GEOG 314 The Pacific Basin
GEOG 414 Geographic Backgrounds of American History
GEOG 417 Global Economic Geography
GEOG 426 Geography of Europe
GEOG 432 Geography of Africa
GEOG 450 East Asia
GEOG 451 South Asia
GEOG 461 South America
GEOG 463 Geography of Mexico and Central America
Upper division elective in Geography ........................................ 3
### GEOGRAPHY

**Planning (Geography) Minor**
- GEOG 105, 106 Introductory Geography .......................... 6
- GEOG 321 Field Geography ........................................ 3
- GEOG 413 Urban Geography ........................................ 3
- GEOG 425 Urban Planning and Policy ............................ 3

Choose one .............................................................. 3
- GEOG 240 Map and Air Photo Interpretation .................. 3
- GEOG 340 Cartography ............................................... 3

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

**GERMAN**

*Professor—Frank Balk, Associate Professor—Gudrun Hoobler.*

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

**German Teacher 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
- GL 342 Deutsche Landeskunde

Choose two ................................................................ 6
- GL 411, 412 German Literature
- GL 423 Studies in German Language/Literature
- GL 441 German Drama
- GL 416 Language Teaching Practicum ............................ 2

Electives (upper-division) .............................................. 14

### HEALTH

*Professors—Norm Eburne, Jerry Braza, Linda Stonecipher, Assistant Professor—Louise Muscat.*

**Health Major**
- HE 250 Personal Health ............................................... 3
- HE 252 First Aid ......................................................... 3
- HE 325 Nutrition ......................................................... 3
- PE 230 First Aid, CPR and Safety ................................. 3
- PE 463 Computer Applications in PE and Health ............ 3
- BI 218 Elements of Microbiology .................................. 4
- HE 327 Community and Public Health .......................... 3
- HE 367 Human Sexuality .............................................. 3
- HE 369 Human Sexuality .............................................. 3
- HE 369 Human Sexuality .............................................. 3
- HE 409 Practicum ....................................................... 4
- HE 415 Child and Adolescent Health ............................. 3
- HE 415 Child and Adolescent Health ............................. 3
- HE 434 Drugs and Alcohol ........................................... 3
- HE 462 Contemporary Health Issues ............................. 3
- HE 466 Drugs and Alcohol ........................................... 3
- HE 467 Program Planning, Methods and Evaluation .......... 3
- HE 467 Program Planning, Methods and Evaluation .......... 3
- HE 475 Epidemiology .................................................. 3
- HE 491 Stress Management .......................................... 3

Electives ...................................................................... 9

**Health Teacher Education Major**
- HE 250 Personal Health ............................................... 3
- HE 252 First Aid ......................................................... 3
- HE 325 Nutrition ......................................................... 3
- PE 230 First Aid, CPR and Safety ................................. 3
- PE 231 Introduction to PE and Health ............................ 2
- PE 463 Computer Applications in PE and Health ............ 3
- BI 218 Elements of Microbiology .................................. 4
- PSY 311 Developmental Psychology ............................. 4
- PSY 328 Mental Health ............................................... 3
- PSY 341 Introduction to Behavior Modification .............. 3
- HE 327 Community and Public Health .......................... 3
- HE 367 Human Sexuality .............................................. 3
- HE 415 Child and Adolescent Health ............................. 3
- HE 433 School Health Program .................................... 3
- HE 434 Drugs ............................................................. 3
- HE 462 Contemporary Health Issues ............................. 3
- HE 466 Drugs and Alcohol ........................................... 3
- HE 475 Epidemiology .................................................. 3
- HE 491 Stress Management .......................................... 3

Approved Electives .................................................... 9

**Note:** 15 credits of upper division course work is required.

### HISTORY

*Professors—Narasimha Sil, John Rector, Associate Professors—Max Geier, Kimberly Jensen. Assistant Professor—Ben Lowe, Bau Hwa Sheieh.*

**History Major**
- HST 101, 102, 103 History of Western Civilization or .... 72
- 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

Select 9 hours from four of the five areas below ............... 36

*Consult with History Department advisor. (This may include History 407 seminars on topical/regional areas offered on a periodic basis)*

**Europe/Russia**
- HST 304, 305, 306 English History ............................... 3
- HST 421 Early Middle Ages ......................................... 3
- HST 422 High and Late Middle Ages ............................. 3
- HST 423 The Renaissance ............................................ 3
- HST 424 The Reformation ............................................ 3
- HST 425 Early Modern Europe ..................................... 3
- HST 431 Tudor and Stuart England ............................... 3
- HST 437, 438, 439 Modern German History ................. 3
- HST 440 Modern France: Revolution and Napoleon ......... 4
- HST 441 Modern France: The Nineteenth Century ........... 4
- HST 442 Modern France: The Twentieth Century ............ 4
- HST 443 Nineteenth Century Europe ......................... 4
- HST 444 Twentieth Century Europe: The Two World Wars ... 4
HST 445 Twentieth Century Europe: Postwar Period through the Present
HST 447, 448, 449 Russia/Eastern Europe
HST 452, 453 History of Spain
HST 454 Modern Italy
HST 485 British Constitutional History

North American Studies
HST 351 Mexico and the Caribbean
HST 363 Mexico Since Independence
HST 455 Colonial America
HST 456 Revolutionary America
HST 457 Jacksonian America
HST 458 Civil War
HST 459 Business America: 1877-1900
HST 460, 461 Multicultural America in Historical Perspective
HST 462 American Voices: Autobiography, Biography and Memoir in American History
HST 463 America and the World Wars
HST 464 Cold War America
HST 465 Health, Medicine and Gender in Historical Perspective
HST 466 Canada to Confederation
HST 469 Canada since Confederation
HST 470 Environmental History
HST 476 U.S. West to 1900
HST 477 U.S. West in the Twentieth Century
HST 478 Pacific Northwest
HST 486 North American Constitutional History
HST 487 American Constitutional Law

Comparative/Methods
HST 401 History and the Internet
HST 410/411 Gender Issues in History
HST 416 Archival Science
HST 417 Oral History
HST 418 Historical Editing
HST 419 Introduction to Public History
HST 460/461 Multicultural America in Historical Perspective
HST 462 American Voices: Autobiography, Biography and Memoir in American History
HST 465 Health, Medicine and Gender in America
HST 470 Environmental History
HST 478 Pacific Northwest
HST 485 British Constitutional History
HST 486 North American Constitutional History
HST 487 American Constitutional Law
HST 491 History of Inter-American Relations
HST 492 World Problems

Africa/Latin America
HST 350 Precolumbian and Colonial Latin America
HST 351 Mexico and Caribbean Since Independence
HST 352 South America Since Independence
HST 426 West Africa: Democracy and Dictatorships
HST 427 East Africa: Democracy and Dictatorships
HST 436 Mexico Since Independence
HST 490/590 20th Century Latin America

East and West Asia
HST 391, 392, 393 History of East Asia
HST 394 South East Asia: Imperialism to Independence
HST 395 South East Asia: Second World War to Cold War
HST 396 South East Asia: Cold War to Present
HST 446 Arab World in Transition

Select an additional 9 hours from one of the four areas selected above or other Social Science electives in consultation with History Department advisor

History Minor

Choose an elective in United States history
Choose an elective in Western European history

Check an elective in World History
Check a method or topics elective
Five additional electives in any two areas above

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.

HUMANITIES

Humanities Major

Courses in two or more of the following fields: English, French, German, linguistics, Spanish, philosophy and religious studies, speech communication, or writing. The emphasis in the major is determined with the help of an advisor. Possible emphases include communications, modern languages, and philosophy/religion/mythology.

Note: Basic Graduation, Cultural Diversity, and Writing Intensive Requirements must be completed for either the BA or BS

Humanities Minor

Approved upper division hours in Humanities

INFORMATION SYSTEMS

Information Systems Major

BA 217 Accounting for Non-Accountants OR
BA 211 Fundamentals of Accounting I
BA 310 Principles of Marketing
BA 361 Organizational Behavior
CS 161 Survey of Computer Science
CS 162 Computer Science I
CS 260 Computer Science II
CS 340 Ethics and Information Management
CS 350 Network Administration
CS 420 Database Fundamentals
IS 453 Data Mining and Data Warehousing
IS 470 Applied Operating Systems
IS 520 Data Structures
IS 599 Practicum
IS 421 Database Administration
IS 431 Web Based Application Development
IS 452 Internet
IS 483 Systems Administration
MTH 231 Elements of Discrete Mathematics
MTH 243 Introduction to Probability and Statistics

Note: Information Systems majors must have a grade of C or better in courses that are used to satisfy the major requirements.

INTEGRATED SCIENCE

Integrated Science Teacher Education Major

CH 221, 222, 223 General Chemistry
Choose one

PH 201, 202, 203 General Physics
PH 211, 212, 213 General Physics with Calculus
G 351 Elements of Geology
G 351 Astronomy
GS 390 Meteorology
GS 331 Oceanography
MTH 112 Elementary Functions
GS 314 Classroom & Laboratory Resources in Science
Choose one

G 440 Fossils of Oregon
G 450 Introduction to Petrology
G 453 Geology of the Pacific Northwest

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 General 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. BA/BS: MTH 111 College Algebra.

INTERRDISCIPLINARY 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 College of Liberal Arts and Sciences, Western Oregon University, Monmouth, OR 97361, (503) 838-8226.

INTERNATIONAL STUDIES

International Studies Major: 63
(The major should include 45 hours of upper-division courses.)
International Studies Core: 18
Choose at least three hours in each discipline
ANTH 312 Social Anthropology: 3
GEOG 310 World Regional Geography: 3
GEOG 418 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. Students need to consult an advisor in their language.)

Social Science Specialization: 15
(Choose one of the study areas below)

French Studies: 15
ANTH 216 Cultural Anthropology
GEOG 426 Geography of Europe
PS 403 Politics and Government of Europe
Choose two:
HST 442 Modern France: Revolution/Napoleon
HST 450 Modern France: 19th Century
HST 451 Modern France: 20th Century

German Studies: 15
ANTH 216 Cultural Anthropology
GEOG 426 Geography of Europe
PS 403 Politics and Government of Europe
Choose two:
HST 437 Modern Germany
HST 438 Modern Germany
HST 439 Modern Germany

Asian Studies: 15
ANTH 216 Cultural Anthropology
GEOG 425 East Asia
PS 460 Politics and Government of Asia
Choose two:
HST 391 History of the Far East
HST 392 History of the Far East
HST 393 History of the Far East

Latin American Studies: 15
ANTH 216 Cultural Anthropology
GEOG 461 Geography of South America
Choose one:
PS 497 American Foreign Relations
HST 491 History of Inter-American Relations
Choose two:
HST 350 Pre-Colombian and Colonial Latin America
HST 351 Mexico and Caribbean Since Independence
HST 352 South America Since Independence
HST 453 History of Spain
HST 490 History of Latin America

Note: WOU 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
   Modern 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 an International Studies advisor 12

LANGUAGE ARTS (BA only)

Language Arts Teacher Education Major: 73-79
ENG 223 Approaches to Literature: 12
ENG 204, 205, 206 British Literature: 9
ENG 107, 108 Language of the Western World: 6
ENG 253, 254 Survey of American Literature: 6
ENG 301 Shakespeare: 3
LING 214, 215 Basic Grammar I, II: 6
WR 224 Writing About Literature: 3

Literature: 18
Choose one from ENG 380, 385, 387, 389
Choose two 300-level period courses (ENG 320-345)
Choose Three 400-level literature courses

Language: 6
LING 310 Nature of the English Language
Choose one from LING 470, 490, 492

Writing: 9
Choose one from WR 321, 323, 341, 342
Choose one from WR 414, 430
WR 440 Teaching of Writing

Communication: 9
SP 112 Interpersonal Speech Communication
Choose two:
SP 239 Oral Interpretation of Literature
SP 211 Introduction to Mass Communication
SP 250 Listening
SP 321 Argumentation
SP 322 Persuasion
SP 323 Groups Discussion and Leadership
SP 325 Intercultural Communication
LATIN AMERICAN STUDIES

Proressors—John Rector, Maureen Dolan.

Latin American Studies Minor ........................................... 27
HST 350 Pre-Columbian and Colonial Latin America .................. 3
SOCI 450 Latin American Societies ..................................... 3
Choose one ........................................................................... 3
HST 351 Mexico and the Caribbean Since Independence ............. 3
HST 352 South America Since Independence ............................. 3
Choose one ........................................................................... 3
GEOG 461 South America......................................................
GEOG 463 Geography of Mexico and Central America .............
Electives .............................................................................. 15
(Choose courses from at least two departments)
ANTH 492 Middle American Cultures ....................................
EC 417 Problems of Economic Development of Nations ............
GEOG 425 Human Migration ..............................................
GEOG 466 South America......................................................
GEOG 467 Geography of Mexico and Central 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 ...........
SOCI 350 Food and Hunger ..................................................
SOCI 400 International Development ...................................
SOCI 407 Topical Courses on Latin America ..........................
SOCI 427 Revolutionary Social Movements ............................
SOCI 440 Women and Development .....................................
SPAN 339 Hispanic Culture and Civilization: Latin America ......
SPAN 340 Hispanic Culture and Civilization: Mexico ..............
SPAN 361 Hispanic Poetry ....................................................
SPAN 362 Hispanic Drama ..................................................
SPAN 363 Hispanic Drama ..................................................
SPAN 370 Introduction to Latin American Literature ............... 3
SPAN 371 Introduction to Latin American Literature ............... 3
SPAN 441 20th Century Latin American Literature ...................
SPAN 442 20th Century Latin American Literature ..................
SPAN 443 20th Century Latin American Literature ..................
SPAN 445 Hispanic Women Writers ......................................
SPAN 491 Studies in Latin American Literature ........................

LAW ENFORCEMENT

Professor—Stephen Gibbons. Associate Professor—Richard Greenleaf, Carl Stevenson.

Law Enforcement Major ..................................................... 72
CJ 211 Introduction to Careers in Criminal Justice ....................
CJ 212 History and Development of American Law Enforcement .
CJ 213 Survey of the U.S. Criminal Justice System ................
CJ 327 Introduction to Research Methods in Criminal Justice ....
CJ 331 Police and the Community ........................................
CJ 351 Police Organization and Administration ......................
CJ 450 Criminology ...........................................................
CJ 452 Legal Aspects of Law Enforcement ..............................
CJ 454 Parole and Probation ............................................... 3
CJ 456 Contemporary Issues in Criminal Justice ....................
CJ 407 Seminar ...............................................................
CJ 409 Practicum (four, three-hour practica) ...........................
Electives in Social Science ................................................ 27

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 practica is a block placement in a law enforcement-related agency.

The minor should be selected with an advisor. Students interested in Criminalistics should consider Forensic Science or Computer Science as a minor. Those with an interest in administrative 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 modern language is strongly advised.

LEGAL STUDIES

Professor—Roshani Shaj, Associate Professor—Mark Henkels.

Legal Studies Minor .......................................................... 27
PS 201 American Government ............................................
PS 202 State and Local Government ....................................
BA 230 Intro to Business Law ............................................
PS 479 Constitutional Law ..............................................
PS 480 Administrative Law ..............................................
PS 484 American Jurisprudence .......................................
PS 485 Legal Research and Writing ...................................
Choose two ........................................................................ 6
ANTH 475 Anthropological Approaches to Law
BA 211 Fundamentals of Accounting I .................................
BA 212 Fundamentals of Accounting II ............................
CI 213 Survey Juvenile/Criminal Justice System ..................
CI 452 Legal Aspects of Law Enforcement ..........................
HST 304 English History ..................................................
HST 305 English History ..................................................
PRL 231 Introduction to Formal Reasoning .........................
PRL 232 Introduction to Non-formal Reasoning ..................
PRL 253 Social and Political Philosophy ............................
PRL 340 Professional Ethics: the Law .................................
PS 409 Administrative Internship ......................................
PS 410 Legislative/Political Internship ............................... 3
PSY 334 Social Psychology ............................................... 3
SOC 225 Social Problems ..................................................
SOC 399 American Society .............................................
SP 312 Influencing through Argument .............................
SP 326 Communication and Controversy: Freedom of Speech in the US
SP 327 Communication in the Legal Field

MATHEMATICS

Professors—Leon Roland, Michael Ward, Associate Professor—Steven Douglass.
Assistant Professors—Hamid Behmard, Laurie Burton Mung Fung.

Mathematics Major .......................................................... 72
MTH 251 Calculus I ............................................................
MTH 252 Calculus II ...........................................................
MTH 253 Calculus III Sequences and Series .........................
MTH 254 Multivariate Calculus ........................................
MTH 280 Introduction to Proof .......................................... 3
(MTH 280 may be waived for qualified transfer students)
MTH 311 Advanced Calculus I ...........................................
MTH 312 Advanced Calculus II .......................................... 3
MTH 341 Linear Algebra I ..................................................
MTH 344 Group Theory ...................................................
MTH 345 Ring Theory ......................................................
MTH 365 Mathematical Probability ....................................
MTH 366 Mathematical Statistics .....................................
MTH 403 Senior Project ....................................................
Choose One ........................................................................ 3
MTH 410 Advanced Topics in Analysis .............................
MTH 410 Advanced Topics in Applied Mathematics ..........
MTH 430 Advanced Topics in Geometry .........................
MTH 440 Advanced Topics in Algebra ............................
MTH 460 Advanced Topics in Probability and Statistics ....
Upper Division Electives in Mathematics .........................
CS 162 Computer Science I .............................................

Computer Science/ Mathematics Major ................................ 106-107
MTH 251 Calculus I ............................................................
MTH 252 Calculus II ...........................................................
MTH 253 Calculus III Sequences and Series .........................
MTH 254 Multivariate Calculus ........................................
MTH 280 Introduction to Proof .......................................... 3
(MTH 280 may be waived for qualified transfer students)
MTH 341 Linear Algebra I ..................................................
MTH 344 Group Theory ...................................................
MTH 345 Ring Theory ......................................................
MTH 355 Discrete Mathematics .......................................
MTH 365 Mathematical Probability ....................................
MATH 366  Mathematical Statistics .......................................................... 3
Choose four electives ................................................................. 12-13
MTH 311  Advanced Calculus I ............................................................. 5
MTH 314  Differential Equations I ...................................................... 5
MTH 346  Number Theory ................................................................. 5
MTH 351  Introduction to Numerical Analysis ................................. 5
MTH 344  Differential Equations II .................................................... 5
MTH 420  Advanced Topics: Applied Mathematics ......................... 5
MTH 441  Linear Algebra II .............................................................. 5
MTH 451  Numerical Analysis .......................................................... 5
MTH 460  Advanced Topics: Probability & Statistics ....................... 5
CS 161  Survey of Computer Science ................................................ 5
CS 162  Computer Science I ............................................................. 5
CS 260  Computer Science II ........................................................... 5
CS 262  Programming Languages .................................................... 5
CS 271  Computer Organization ....................................................... 5
CS 311  Data Structures I ............................................................... 5
CS 313  Data Structures II ............................................................. 5
CS 315  Assembly Programming Languages ................................... 5
CS 335  Theory of Computation ....................................................... 5
CS 372  Operating Systems ............................................................. 5
CS 420  Data Management Systems ................................................ 5
CS 425  Systems Analysis & Design ............................................... 5
CS 430  Software Implementation & Testing .................................... 5
CS 406  Senior Seminar ................................................................. 5
Mathematics Teacher Education Major ............................................. 64
MTH 251  Calculus I ................................................................. 5
MTH 252  Calculus II ................................................................. 5
MTH 253  Calculus III ................................................................. 5
MTH 254  Multivariate Calculus ..................................................... 5
MTH 280  Introduction to Proof ....................................................... 5
MTH 311  Advanced Calculus ......................................................... 5
MTH 341  Linear Algebra ............................................................... 5
MTH 344  Group Theory ............................................................... 5
MTH 345  Ring Theory ................................................................. 5
MTH 365  Mathematical Probability ................................................ 5
MTH 366  Mathematical Statistics .................................................. 5
MTH 357  Geometry ................................................................. 5
MTH 346  Number Theory ............................................................. 5
MTH 355  Discrete Structures ........................................................ 5
Upper Division Electives in Mathematics .................................. 5
(300-400 level mathematics classes selected with your math advisor) 5
CS 162  Computer Science ............................................................ 5
Mathematics Minor ................................................................. 25-27
MTH 251  Calculus I ................................................................. 5
MTH 252  Calculus II ................................................................. 5
MTH 253  Calculus III or MTH 254  Multivariate Calculus .......... 5
Approved upper-division electives in mathematics .................. 12
(Determined with advisor and in relation to the major)

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 ........................................ 3
MS 311, 312, 313  Military Science III ........................................ 3
MS 314  Advanced Summer Camp ............................................. 3
MS 411, 412, 413  Military Science IV ....................................... 3
Choose one course from each of the three categories: 3
History/Political Science
HST 354  American Military History ........................................ 3
HST 481  The United States in the 20th Century ........................ 3
PS 497  American Foreign Policy ............................................. 3
PS 423  Issues in National Policy ............................................. 3
Any Computer Science course offered at WOU ........................... 3
Any Writing or Speech course offered at WOU ......................... 3

Note: Students interested in obtaining an officer's commission may contact the Army ROTC department. Classes may be taught at WOU or Oregon State University in Corvallis. Further information about Army ROTC scholarships and other aspects of the program may be obtained from Western Oregon University. Military Science Department, MOD 107, Monmouth, OR 97361, (503) 838-8090 or 838-8295, 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


BA/BS Music
Music Major ................................................................. 76
MUS 211, 212, 213 plus labs Music History I .................................. 12
MUS 211, 212, 213 plus labs Music History II ................................. 12
MUS 320, 321 Conducting I & II .................................................. 12
MUS 360, 361, 362, 363 Music History ......................................... 12
MUP 171-293 Music Performance ............................................... 12
MUP 371-393 Music Performance ............................................... 12
MUS 405 Senior Seminar & Project ............................................. 12
Contracted upper division courses chosen with an advisor ........ 12

Note: 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.

Bachelor of Music in Contemporary Music .................................. 120
MUS 101-109 Ensemble .............................................................. 12
MUS 211, 212, 213, 311, 312, 313 Music History ......................... 21
MUS 211L through 513L Music History Lab ............................... 6
MUS 314 Form and Analysis ...................................................... 6
MUS 414 Jazz Theory ............................................................... 6
MUS 240, 340, 440 Improvisation ............................................... 6
MUS 320, 321 Conducting .......................................................... 6
MUS 360, 361, 362 Music History (Western Europe 1200-2000) .... 6
MUS 363 Ethnomusicology ........................................................ 6
MUS 364 Ethnomusicology ........................................................ 6
MUS 365 Jazz Styles and Analysis .............................................. 6
MUS 366 Music since 1950 ........................................................ 6
MUS 415 Jazz Arranging ............................................................ 6

Note: 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.
PHYSICAL EDUCATION

Associate Professor—Marita Cardinal, Jon Carey, Brian Caster. Assistant Professors—Robert Bass, John Knight, Judith Lovret.

Physical Education Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HE 250</td>
<td>Personal Health</td>
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<tr>
<td>HE 252</td>
<td>First Aid, CPR and Safety</td>
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<tr>
<td>HE 325 Nutrition</td>
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<tr>
<td>HE 466 Drugs and Alcohol</td>
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<tr>
<td>PE 300 Introduction to Health and PE</td>
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<tr>
<td>PE 453 Computer Applications in PE and Health</td>
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<tr>
<td>PE 161 Aquatics I (or higher)</td>
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<tr>
<td>PE 171 Gymnastics and Self-Testing</td>
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<tr>
<td>PE 114 Aerobics</td>
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<td>Choose one:</td>
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<td>PE 206 Teach: Folk and Square Dance</td>
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<td>PE 210 Teach: Social Dance</td>
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<td>PE 209 Teach: Basic Rhythms</td>
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<td>PE 217 Teach: Weight Training and Conditioning</td>
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<tr>
<td>PE 246 Fundamentals of Movement</td>
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<tr>
<td>PE 310 Motor Learning</td>
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<td>PE 359 Care and Prevention of Athletic Injuries</td>
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<tr>
<td>PE 371 Kinesiology</td>
<td></td>
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<tr>
<td>PE 440 Legal Issues in PE and Sport</td>
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<td>PE 444 Adaptive and Corrective Application in PE</td>
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<td>PE 446 Tests and Measurements in PE</td>
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<tr>
<td>PE 473 Physiology of Exercise</td>
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<tr>
<td>PE 483 Biomechanical Analysis</td>
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<tr>
<td>Choose one of the following three areas of emphasis:</td>
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</table>

General

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HE 211 Techniques of Relaxation</td>
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<tr>
<td>PE 343 Organization and Administration of PE</td>
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<tr>
<td>PSY 415 Psychology of Sport</td>
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<tr>
<td>Selected activity courses</td>
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<tr>
<td>Approved electives</td>
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</table>

Sports Leadership

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PE 375 Athletics: Coaching and Administration</td>
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<tr>
<td>PE 361 Coaching Youth Sports</td>
<td></td>
</tr>
<tr>
<td>PSY 415 Psychology of Sport</td>
<td></td>
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<tr>
<td>Choose one:</td>
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<tr>
<td>PE 320 Fitness and Recreation Programs for the General Population</td>
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<tr>
<td>PE 343 Organization and Administration of Physical Education</td>
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<tr>
<td>PE 409 Practicum in Coaching</td>
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</table>

Coaching courses or practicum                         |

Fitness Management

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PE 320 Fitness and Recreation Programs</td>
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<tr>
<td>PE 343 Organization and Administration of Physical Education</td>
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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 443 Group Processes                                |
|PSY 445 Organizational Psychology                      |

NOTE: It is recommended that students take BI 102, 103, 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. Students electing to complete the BS degree in Physical Education will meet the math, computer science and statistics requirements by completing the following courses: MTH 111 (or higher), CS 121 and 121L (or higher), PE 446.
Physical Education Teacher Education Major ........................................... 63
PE 230 Introduction to PE and Health ................................................ 2
HE 250 Personal Health ........................................................................ 3
HE 252 First Aid, CPR and Safety ......................................................... 3
HE 325 Nutrition .................................................................................. 3
PE 463 Computer Applications in PE and Health ............................... 3
PE 310 Motor Learning .......................................................................... 3
PE 359 Care and Prevention of Athletic Injuries ................................. 3
PE 371 Kinesiology ................................................................................ 3
PE 440 Legal Issues in Physical Education and Sport ......................... 3
PE 444 Adaptive and Corrective Application of Physical Education .... 3
PE 445 Physical Education Curriculum ................................................ 3
PE 446 Tests and Measurement in Physical Education ....................... 3
PE 473 Physiology of Exercise .............................................................. 3
PE 483 Biomechanical Analysis ............................................................ 3
PE 433 Physical Education in the Elementary School (K-6) .............. 3
PE 496 Physical Education Methods and Materials (K-12) ................. 3
PE 138 Self Defense ................................................................................ 3
PE 171 Gymnastics and Self Testing ..................................................... 1
PE 246 Fundamentals of Movement ..................................................... 1
PE 217 Teach: Weight Training and Conditioning ............................... 1
PE 161 Aquatics II (or higher level) ...................................................... 1
Choose one ......................................................................................... 1
  PE 130 Archery ................................................................................... 2
  PE 137 Racquetball ............................................................................ 2
  PE 133 Bowling ................................................................................... 2
  PE 208 Teach: Recreational Games ................................................... 2
Choose two .......................................................................................... 2
  PE 134 Golf ......................................................................................... 2
  PE 202 Teach: Badminton ................................................................. 2
  PE 213 Teach: Tennis .......................................................................... 2
  PE 214 Teach: Track and Field ........................................................... 2
Choose one .......................................................................................... 1
  PE 205 Teach: Field Sports ............................................................... 2
  PE 211 Teach: Soccer ......................................................................... 2
Choose two .......................................................................................... 2
  PE 203 Teach: Basketball ................................................................. 2
  PE 212 Teach: Softball ....................................................................... 2
  PE 216 Teach: Volleyball ................................................................. 2
  PE 207 Teach: Games and Relays ...................................................... 2
Choose two .......................................................................................... 2
  PE 114 Aerobics ................................................................................ 1
  PE 142 Backpacking ......................................................................... 1
  PE 141 Fishing .................................................................................. 1
  PE 112 Jogging/Walking .................................................................. 1
Choose one .......................................................................................... 1
  PE 206 Teach: Folk and Square Dance ........................................... 1
  PE 210 Teach: Social Dance ............................................................. 1
  PE 209 Teach: Basic Rhythms ........................................................... 1
Approved Elective ................................................................................ 2

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 102, 103, 334 and 335 to fulfill the Science Lab requirement within the Liberal Arts Core Curriculum.

Students electing to complete the BS degree in Physical Education Teaching will meet the math, computer science and statistics requirements by completing the following courses: MTH 111 (or higher), CS 121 and 121L (or higher), PE 446.

Physical Education Minor ................................................................. 26-27
PE 250 Introduction to Physical Education and Health ...................... 2
PE 310 Motor Learning ....................................................................... 3
Selected activity courses ................................................................... 6
Approved electives in theory ............................................................. 9
Choose one of the following three options: ....................................... 6-7
  A. BI 334 Human Anatomy and Physiology ................................ 6-7
     PE 371 Kinesiology ...................................................................... 6-7
  B. PE 301 Basic Exercise Sciences ................................................. 6-7
     PE 246 Fundamentals of Movement ......................................... 6-7
     PE 483 Biomechanical Analysis ............................................... 6-7

C. PE 301 Basic Exercise Sciences .................................................... 6
   PE 343 Organization and Administration of Physical Education .... 6

Sports Leadership Minor ................................................................. 27
HE 252 First Aid, CPR and Safety ..................................................... 2
PE 361 Coaching Youth Sports ......................................................... 2
PE 375 Athletics Coaching and Administration ............................... 2
PE 359 Care and Prevention of Athletic Injuries ............................... 2
PE 301 Basic Exercise Science .......................................................... 2
PE 310 Motor Learning ..................................................................... 2
PSY 415 Psychology of Sport ............................................................. 2
Activity course .................................................................................. 2
Choose one ......................................................................................... 2
  Three coaching classes ................................................................. 2
  Two coaching classes and a 2-hour practicum .............................. 2

PHYSICS

Physics Minor ................................................................. 27
PH 211, 212, 213 General Physics with Calculus ................................ 12
PH 311, 312 Introduction to Modern Physics .................................. 8
Upper-division chemistry, physics or mathematics electives ............ 7

POLITICAL SCIENCE

Professors—Edwin Dover, Roshani Shyam, Associate Professor—Mark Henkens.

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 .................................... 6
PS 460 Governments and Politics of Asia ........................................... 6
PS 461 Politics and Governments of Communist Nations .............. 6
PS 463 Governments and Politics of Developing Nations ............... 6
PS 478 Political Fiction ....................................................................... 6
PS 492 Ideologies of the Twentieth Century ................................... 6
PS 493 International Organizations ................................................. 6
PS 497 American Foreign Relations ................................................ 6
(depending on content, PS 199, 399, 406, 407, 409, 410) .......... 6
Choose two in Administration and Political Processes .................... 6
PS 325 Democracy in Theory and Practice ..................................... 6
PS 414 Political Parties, Pressure Groups and Elections ............... 6
PS 415 Politics and Psychology ......................................................... 6
PS 416 Politics and Communication ................................................ 6
PS 419 American Presidential Elections ......................................... 6
PS 426 Federalism and Intergovernmental Relations ....................... 6
PS 454 Public Personnel Administration ........................................ 6
PS 466 Governmental Budgeting ..................................................... 6
PS 469 Congress and the Presidency ................................................ 6
PS 490 Community Politics .............................................................. 6
(depending on content, PS 199, 399, 406, 407, 409, 410) ............. 6
Choose two in Public Policy and Law .............................................. 6
PS 423 Issues in National Policy ....................................................... 6
PS 424 Policy making in the States .................................................. 6
PS 430 Aging Society ........................................................................ 6
PS 435 Women and Politics ............................................................. 6
PS 436 Gender and Politics ............................................................... 6
PS 445 Introduction to Policy Analysis .............................................. 6
PS 446 Land Resource Politics and Policy ....................................... 6
PS 447 Environmental Politics and Policy ....................................... 6
PS 479 Constitutional Law ............................................................... 6
PS 480 Administrative Law ............................................................... 6
PS 484 American Jurisprudence ....................................................... 6
PS 485 Legal Research and Writing ............................................... 6
(depending on content, PS 199, 399, 406, 407, 409, 410) .......... 6
Electives in Political Science .............................................................. 12
Electives in Social Science/Political Science ..................................... 27
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

Students interested in any of the preprofessional programs in the health sciences should NOT use just the listed courses in the catalog to construct their class schedules, since efficient completion of many preprofessional programs requires knowledge of the prerequisites and scheduling of classes two or three years in the future. A faculty advisor with expertise in each of these programs is available and must be consulted before building a class schedule. Please contact the Natural Sciences and Mathematics Division office at 838-8206 for the name and phone number of the faculty advisor for the preprofessional program of interest to you.

Dental Hygiene ........................................... 98-101
First Year
ANTH 216 Introduction to Cultural Anthropology .................... 3
Choose one of the following sequences ................................. 12-15
  BI 101, 102, 103 General Biology 
  BI211, 212, 213 Principles of Biology 
  CH 104, 105, 106 Introductory Chemistry 
  PSY 201 General Psychology 
  SP 111 Fundamentals of Speech 
  WR 135 English Composition 
  Physical Education activity courses .................................. 3
  Electives 8
Second Year
BI 218 Elements of Microbiology .................................. 4
HE 250 Personal Health ........................................ 3
HE 325 Nutrition ........................................ 3
PH 201, 202, 203 General Physics ................................ 12
SOC 225 Social Problems .................................... 3
Writing Elective or Humanities courses ............................... 6
Electives 14

Pre-dentistry and Pre-medicine

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

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

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

Predental and premedical students may major in Biology, Natural Science (including customized options), or other disciplines. WOU students who plan to enter dental school before receiving their bachelor's degree should arrange their courses so that they may qualify for the WOU bachelor's degree in Natural Sciences after they enter dental school. This can be accomplished if the three-year preprofessional program includes at least 144 credit hours and meets all degree requirements except for upper-division sciences courses. These may be transferred from the OHSU Dental School to complete the Natural Sciences major and the total number of hours needed for graduation.

First Year
WR 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
MTH 251 Calculus I (not needed for pre-dentistry) .................. 5
SP 111 Fundamentals of Speech .................................... 3
Physical Education activity courses .................................. 3
Electives 4
Second Year
CH 334, 335, 336 Organic Chemistry ............................... 12
Sequence in Psychology ............................................ 9
Sequence in Literature ............................................. 9
MTH 252 Calculus II (not needed for pre-dentistry) ................ 5
PH 201, 202, 203 General Physics ................................ 12
PE 131 Individual Health and Fitness ................................ 2
Electives 3
Third Year
Sequence in Social Science ......................................... 9
BI 334, 335 Human Anatomy and Physiology ....................... 8
BI 341 Genetics .................................................. 4
CH 450, 451 Biochemistry ........................................ 6
Courses counting toward a major .................................... 21

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.

Premedical Technology: Clinical Lab Science

WOU offers the courses required for application for admission into the Oregon Health Science University's Clinical Lab Science/Medical Technology Program. The OHSU program requires successful completion of at least 113 quarter hours (about 3 years) before entrance into the 15 month, 40 hour per week, Clinical Lab Science/Medical Technology Program at the OHSU campus in Portland. A student interested in this program must submit a completed application to OHSU by December 1 of his/her third year at WOU.

Medical Technology schools strongly urge the undergraduate student to complete 1 to 3 credits of BI 409 Practicum. Each credit of Practicum requires 33 hours of observation of an appropriate professional and prior approval of the appropriate WOU advisor.

Interested students should contact WOU's Premedical Technology advisor for information on recommended elective courses.
First Year
BI 211, 212, 213 Principles of Biology ........................................... 12
CH 221, 222, 223 General Chemistry ........................................... 12
WR 135 English Composition ...................................................... 3
Writing Elective ............................................................................ 3
Humanities and/or Social Science electives .................................. 9

Second Year
BI 341 Genetics ............................................................................. 4
BI 388 Cell Biology ....................................................................... 4
CH 334, 335, 336 Organic Chemistry ........................................... 12
MTH 111 College Algebra ............................................................. 4
MTH 112 Elementary Functions ................................................... 4
MTH 251 Calculus I ....................................................................... 5
Humanities and/or Social Science electives .................................. 6

Third Year
BI 331 General Microbiology ...................................................... 4
BI 432 Immunology ....................................................................... 4
BI 334, 335, 336 Human Gross Anatomy and Physiology .......... 12
CH 451, 452 Biochemistry (recommended) ................................ 6
MTH 234 Statistics (recommended) ............................................. 4
Humanities and/or Social Science electives .................................. 9

Also Recommended
CH 312 Quantitative Analysis ...................................................... 4
CH 440, 441, 442 Physical Chemistry ......................................... 9
PH 211, 212, 213 General Physics with Calculus ....................... 12

Pre-nursing .................................................................................. 96

First Year
BI 202, 203 General Biology ...................................................... 10
MTH 111 College Algebra ............................................................. 4
CH 104, 105, 106 Introduction Chemistry .................................. 12
HE 325 Nutrition ........................................................................... 3
WR 135 English Composition ...................................................... 3
WR 321 Business and Technical Communication ..................... 3
WR 323 Intermediate Exposition ................................................. 3
English Literature ......................................................................... 3
PSY 201 General Psychology ..................................................... 4
Elective 3 ..................................................................................... 9

Second Year
ANTH 216 Introduction to Cultural Anthropology .................... 3
BI 218 Elements of Microbiology ............................................... 3
BI 334, 335 Human Gross Anatomy and Physiology ............... 8
BI 336 Human Histology & Physiology ........................................ 4
MTH 243 Introduction to Probability and Statistics .................. 3
PSY 202 General Psychology ..................................................... 4
PSY 311 Developmental Psychology .......................................... 4
SOC 223 Theoretical Foundations of Sociology ...................... 3
SP 111 Fundamentals of Speech .................................................. 3
SP 112 Interpersonal Speech Communication .......................... 3
Social Science Elective ................................................................. 3
Arts, Literature, or Humanities Electives .................................. 9

Pre-occupational Therapy ......................................................... 66

Applied Art .................................................................................. 9
BI 211, 212 Principles of Biology ............................................... 8
BI 334, 335 Human Gross Anatomy and Physiology ............... 8
CS 101 Computers and Society ................................................... 2
GS 409 Practicum .......................................................................... 2
MTH 111 College Algebra ............................................................. 4
MTH 112 Elementary Functions ................................................... 4
PH 201 General Physics ............................................................... 4
PSY 201, 202 General Psychology ............................................... 8
PSY 217 Introduction to Research Methods ............................... 4
PSY 311 Developmental Psychology .......................................... 4
PSY 340 Abnormal Psychology .................................................. 3
SOC 223 Theoretical Foundations of Sociology ...................... 3
SP 111 Fundamentals of Speech .................................................. 3
Choose one ................................................................................ 4
PSY 467 Quantitative Methods .................................................. 4
MTH 243 Introduction to Probability and Statistics ................. 4

Pre-optometry ............................................................................. 109
BI 211, 212, 213 Principles of Biology ........................................ 12
BI 331 General Microbiology ................................................... 4
BI 334, 335 Human Gross Anatomy and Physiology ............... 8
BI 336 Human Histology and Physiology ................................... 4
CH 221, 222, 223 General Chemistry ........................................ 12
CH 334, 335, 336 Organic Chemistry ......................................... 12
CH 450 Biochemistry I (recommended) ................................... 3
PH 201, 202, 203 General Physics .............................................. 12
MTH 251 Calculus I ..................................................................... 5
Approved course in statistics .................................................... 4
PSY 201, 202 General Psychology .............................................. 8
WR 135 English Composition ..................................................... 3
Writing Electives ......................................................................... 3
Electives in Social Science and Humanities ............................ 18

Pre-physician Assistant
WOU offers the courses required to apply for admission to Pacific University's or Oregon Health Science University's Physician Assistant (PA) Programs. The OHSU PA program requires a Bachelor of Science degree and at least one year of health care experience involving direct patient contact prior to admission. The OHSU PA program is a rigorous and comprehensive 26 month course of full time study leading to a Masters of Physician Assistant Studies. Admission is extremely competitive. Therefore, students should arrange their courses so that they may receive a Bachelor's degree of their choice from WOU.

Interested students should contact WOU's pre-PA advisor for further information. Following is WOU's recommended schedule of pre-PA classes based on OHSU's prerequisites:

First Year
English Composition ..................................................................... 3
Humanities electives ................................................................. 9
Social Science electives ............................................................. 9
MTH 111 College Algebra ............................................................. 4
BI 211, 212, 213 General Biology ............................................... 12
Electives depending on major .................................................... 4

Second Year ................................................................................ 50
MTH 243 Statistics ....................................................................... 4
English Composition ..................................................................... 3
BI 334, 335 Human Anatomy and Physiology ........................ 8
BI 336 Human Histology and Physiology .................................... 4
BI 331 General Microbiology .................................................... 5
General or Developmental Psychology ....................................... 3
Electives depending on major .................................................... 24

Third and Fourth Years
300 or 400 level courses in Organic Chemistry and Biochemistry are recommended by OHSU and required by Pacific University
Complete requirements for a BS at WOU

Pre-pharmacy ............................................................................. 90-96

Three years of pre-pharmacy followed by three years in pharmacy at Oregon State University results in a BS from WOU and a Pharm.D. from Oregon State University.

First Year
CH 221, 222, 223 General Chemistry ........................................ 12
EC 201 Principles of Economics .................................................. 3
MTH 111 College Algebra ............................................................. 4
MTH 112 Elementary Functions ................................................... 4
MTH 251 Calculus I ..................................................................... 5
PSY 201 General Psychology ..................................................... 4
SP 111 Fundamentals of Speech .................................................. 3
WR 135 English Composition ..................................................... 3
WR 321 Business and Technical Communications .................. 3
Social Science Elective ................................................................. 3

Second Year
BI 211, 212, 213 Principles of Biology ........................................ 12
BI 334, 335, 336 Organic Chemistry ......................................... 12
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:

BI 341 Genetics ........................................... 4
CH 334, 335, 336 Organic Chemistry .................. 12
CH 450, 451 Biochemistry I & II .......................... 6
PH 201, 202 General Physics .............................. 8
Upper division Biology courses that include laboratory ........ 6

PSYCHOLOGY


Psychology Major ........................................ 52

PSY 201, 202 General Psychology .......................... 8
PSY 217 Introduction to Research Methods ............... 4
PSY 311 Developmental Psychology ...................... 4
PSY 334 Social Psychology ................................ 4
PSY 360 Cognitive Psychology ............................. 4
PSY 467 Quantitative Methods ............................. 4
PSY 468 Research Methods in Human Behavior ......... 4
Electives (Chosen with an advisor’s assistance) ............ 20

Note: Formal admission is required for all students seeking the BA/BS degree in Psychology. Normally, students will apply for admission to the psychology major in 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 BS 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*.

* See page 47 for declaration of math and computer science requirements.
PUBLIC POLICY AND ADMINISTRATION

Professor—Ed Dover, Associate Professor—Mark Henkels.

Public Policy and Administration Major........................................... 74

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 201</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>PS 202</td>
<td>State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>PS 330</td>
<td>Introduction to Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PS 351</td>
<td>Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PS 454</td>
<td>Public Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>PS 466</td>
<td>Governmental Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>PS 480</td>
<td>Administrative Law</td>
<td>3</td>
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<tr>
<td>EC 201</td>
<td>Principles of Economics</td>
<td>6</td>
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<tr>
<td>CS 121</td>
<td>Computer Applications in Business</td>
<td>5</td>
</tr>
<tr>
<td>Choose one</td>
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<tr>
<td>BA 361</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BA 390</td>
<td>Management</td>
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<tr>
<td>WR 321</td>
<td>Business and Technical Communications</td>
<td>3</td>
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<tr>
<td>SP 324</td>
<td>Business and Professional Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Choose one</td>
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<td></td>
</tr>
<tr>
<td>PSY 334</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 334</td>
<td>Self and Society</td>
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</tr>
<tr>
<td>SOC 337</td>
<td>Introduction to Social Research</td>
<td>3</td>
</tr>
<tr>
<td>Choose an area of concentration from the following options</td>
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Corrections/Law Enforcement Concentration

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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>CJ 211</td>
<td>Introduction to Careers in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ 212</td>
<td>History and Development of American Law Enforcement</td>
<td>3</td>
</tr>
<tr>
<td>CJ 241</td>
<td>Introduction to Community Crime Prevention</td>
<td>3</td>
</tr>
<tr>
<td>CJ 451</td>
<td>Juvenile Delinquency: Prevention and Control</td>
<td>3</td>
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<tr>
<td>CJ 453</td>
<td>Penology</td>
<td>3</td>
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<tr>
<td>CI 145</td>
<td>Parole and Probation</td>
<td>3</td>
</tr>
<tr>
<td>PS 424</td>
<td>Policy Making in the States</td>
<td>3</td>
</tr>
<tr>
<td>PS 426</td>
<td>Federalism and Intergovernmental Relations</td>
<td>3</td>
</tr>
<tr>
<td>PS 479</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>PS 490</td>
<td>Community Politics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 454</td>
<td>Deviant Behavior</td>
<td>3</td>
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<tr>
<td>PS 409/410</td>
<td>Practicum or Internship</td>
<td>3-6</td>
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Management Concentration

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BA 315</td>
<td>Financial Management I</td>
<td>3</td>
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<tr>
<td>BA 316</td>
<td>Financial Management II</td>
<td></td>
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<tr>
<td>BA 370</td>
<td>Business and Society</td>
<td>3</td>
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<tr>
<td>BA 392</td>
<td>Management of Diversity</td>
<td>3</td>
</tr>
<tr>
<td>BA 416</td>
<td>Government Regulation</td>
<td>3</td>
</tr>
<tr>
<td>BA 424</td>
<td>Capital Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>BA 484</td>
<td>International Management</td>
<td>3</td>
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<tr>
<td>BA 491</td>
<td>Business Ethics</td>
<td>3</td>
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<tr>
<td>PS 423</td>
<td>Issues in National Policy</td>
<td>3</td>
</tr>
<tr>
<td>PS 424</td>
<td>Policy Making in the States</td>
<td>3</td>
</tr>
<tr>
<td>PS 426</td>
<td>Federalism and Intergovernmental Relations</td>
<td>3</td>
</tr>
<tr>
<td>PS 445</td>
<td>Introduction to Policy Analysis</td>
<td>3</td>
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<tr>
<td>BA/PS 409/410</td>
<td>Practicum or Internship</td>
<td>3-6</td>
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Human Resources Concentration

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BA 361</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SOC 420</td>
<td>Political Sociology</td>
<td>3</td>
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<tr>
<td>EC 444</td>
<td>Labor Economics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 423</td>
<td>Interviewing and Appraisal</td>
<td>3</td>
</tr>
<tr>
<td>PSY 443</td>
<td>Group Processes</td>
<td>4</td>
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<tr>
<td>PSY 445</td>
<td>Organizational Psychology</td>
<td>4</td>
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<tr>
<td>PSY 446</td>
<td>Strategic Human Resources Planning</td>
<td>4</td>
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<tr>
<td>PSY 465</td>
<td>Motivation</td>
<td>4</td>
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<td>PSY 472</td>
<td>Psychological Assessment</td>
<td>4</td>
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<tr>
<td>SOC 320</td>
<td>Industrial Society</td>
<td>3</td>
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<tr>
<td>SOC 338</td>
<td>Sociology of the Family</td>
<td>3</td>
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<tr>
<td>SOC 347</td>
<td>Sociology of Race/Ethnic Relations</td>
<td>3</td>
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<tr>
<td>SP 323</td>
<td>Group Discussion and Leadership</td>
<td>3</td>
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<tr>
<td>PS 415</td>
<td>Politics and Psychology</td>
<td>3</td>
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<tr>
<td>PS 416</td>
<td>Politics and Communication</td>
<td>3</td>
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<tr>
<td>PS 426</td>
<td>Federalism and Intergovernmental Relations</td>
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International Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PS 350</td>
<td>The Aging Society: Policy Dimensions</td>
<td>3</td>
</tr>
<tr>
<td>PS 355</td>
<td>Women and Politics</td>
<td>3</td>
</tr>
<tr>
<td>PS 409/410</td>
<td>Practicum or Internship</td>
<td>3-6</td>
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State and Federal Government Concentration

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PS 414</td>
<td>Political Parties, Pressure Groups and Elections</td>
<td>3</td>
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<tr>
<td>PS 416</td>
<td>Politics and Communication</td>
<td>3</td>
</tr>
<tr>
<td>PS 419</td>
<td>American Presidential Elections</td>
<td>3</td>
</tr>
<tr>
<td>PS 423</td>
<td>Issues in National Policy</td>
<td>3</td>
</tr>
<tr>
<td>PS 424</td>
<td>Policy Making in the States</td>
<td>3</td>
</tr>
<tr>
<td>PS 426</td>
<td>Federalism and Intergovernmental Relations</td>
<td>3</td>
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<tr>
<td>PS 430</td>
<td>Aging Society: Policy Dimensions</td>
<td>3</td>
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<tr>
<td>PS 445</td>
<td>Introduction to Policy Analysis</td>
<td>3</td>
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<tr>
<td>PS 446</td>
<td>Land Resource Politics and Policies</td>
<td>3</td>
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<tr>
<td>PS 447</td>
<td>Environmental Politics and Policy</td>
<td>3</td>
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<tr>
<td>PS 469</td>
<td>Congress and the Presidency</td>
<td>3</td>
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<tr>
<td>PS 479</td>
<td>Constitutional Law</td>
<td>3</td>
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<tr>
<td>PS 490</td>
<td>Community Politics</td>
<td>3</td>
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<tr>
<td>SOC 343</td>
<td>Social Stratification</td>
<td>3</td>
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<tr>
<td>SOC 347</td>
<td>Sociology of Race/Ethnic Relations</td>
<td>3</td>
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<tr>
<td>PS 409/410</td>
<td>Practicum or Internship</td>
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City and County Government Concentration

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<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>BA 450</td>
<td>State and Local Government</td>
<td>3</td>
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<tr>
<td>BLD 155</td>
<td>Building Department Administration</td>
<td>3</td>
</tr>
<tr>
<td>CJ 331</td>
<td>Police and Community</td>
<td>3</td>
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<tr>
<td>Choose one or two</td>
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<tr>
<td>GEOG 105</td>
<td>Introductory Physical Geography</td>
<td>3</td>
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<tr>
<td>GEOG 106</td>
<td>Introductory Economic Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 107</td>
<td>Introductory Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 312</td>
<td>Oregon</td>
<td>3</td>
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<tr>
<td>GEOG 321</td>
<td>Field Geography</td>
<td>3</td>
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</table>
Choose any two economics courses ............................................ 6
PS 201 American National Government .................................... 3
Choose one .............................................................................. 3
PS 202 State and Local Government ........................................ 3
PS 203 International Relations .................................................. 12
Choose six hours in two of the following areas ......................... 12
Anthropology .........................................................................
Criminal Justice ....................................................................
Psychology ...........................................................................
Sociology ..............................................................................
Area of Concentration .......................................................... 21
The student may choose to concentrate in any one of the following disciplines: History, Geography, Economics, Political Science, or in one of the two disciplines used to satisfy the immediately preceding requirements.

Note: 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 of the major on the WOU campus.

SOCIOLoGY

Professors—Peter Callero. Associate Professors—Dean Braa, Maureen Dolan.

Sociology Major ....................................................................... 72
SOC 223 Theoretical Foundations of Sociology ......................... 3
SOC 224 Empirical Foundations of Sociology ......................... 3
SOC 225 Social Problems ....................................................... 3
SOC 300 Proseminar ............................................................... 3
SOC 327 Introduction to Social Research .................................. 3
SOC 328 Introduction to Social Data Analysis ......................... 3
SOC 471 Classical Sociological Theory .................................... 3
SOC 472 Contemporary Sociological Theory .......................... 3
SOC 492 Senior Seminar I ..................................................... 3
SOC 493 Senior Seminar II .................................................... 3
SOC 494 Senior Seminar III ................................................... 3
Electives in Sociology .............................................................. 39

The Sociology Department encourages the development of interdisciplinary specialties within their sociology major. With permission, sociology majors may use courses from other disciplines to fulfill their electives. See Sociology advisor.

Note: For the BS degree in Sociology, students must take the following courses: MTH 111, CS 121.

Sociology Minor ...................................................................... 27
SOC 223 Theoretical Foundations ............................................. 3
SOC 327 Introduction to Social Research ............................... 3
SOC 471 Classical Sociological Theory ................................... 3
Electives in sociology ............................................................. 18
(Must be selected in consultation with a Sociology advisor. At least 15 hours must be upper division.)

Community Services (Sociology) Minor ................................ 27
SOC 225 Social Problems ....................................................... 3
SOC 310 Service Learning and Community Praxis ................. 3
Choose two ................................................................. 6
SOC 315 Social Inequality ....................................................... 3
SOC 338 Sociology of the Family ........................................... 3
SOC 454 Sociology of Deviant Behavior ............................... 3
May choose one in Race and Ethnic Studies ........................ 3
SOC 434 African American Studies; Social Issues, Social Movements .........................................................
SOC 435 Latinos@Latino@ Studies: Social Issues, Social Movements .........................................................
SOC 436 Native American/Asian Studies; Social Issues, Social Movements ................................................
SOC 437 Sociology of Race/Ethnic Relations ......................... 3
Electives in sociology ............................................................. 15
(To be selected in consultation with a Sociology advisor. At least 15 hours must be upper division.)
### SPANISH (BA only)

**Professors**—Eduardo González-Viña, Cheryl Strand. **Assistant Professors**—Jeffrey Diamond, Juanita Heredia, Gianna Martella.

#### Spanish Major

- (54 hours beyond first year language)  
- SPAN 201, 202, 203 Second Year Spanish ................................................. 12  
- SPAN 301, 302, 303 Third Year Spanish ..................................................... 12  
- Bilingual/heritage speakers of Spanish may replace Intermediate Spanish Composition and Conversation with SPAN 317, 318 and 319, Spanish for Bilingual/Heritage Speakers.
- SPAN 338 Hispanic Civilization and Culture: Spain ...................................... 3  
- SPAN 339 Hispanic Civilization and Culture: Latin America ........................... 3  
- Choose one ......................................................................................... 3  
- SPAN 340 Civilization and Culture of Mexico  
- SPAN 342 Introduction to Chicano® Life and Culture
- Choose seven Spanish electives .................................................................. 21  
  - (four must be 400 level)  
  - SPAN 320 Business Spanish
  - SPAN 328 Introduction to Chicano® Literature
  - SPAN 350 Spanish Pronunciation and Phonetics
  - SPAN 361 Hispanic Poetry
  - SPAN 362 Hispanic Drama
  - SPAN 363 Hispanic Novel
  - SPAN 370 Introduction to Latin American Literature
  - SPAN 371 Introduction to Latin American Literature
  - SPAN 380 Applied Linguistics
  - SPAN 401, 402, 403 Advanced Spanish Composition and Conservation
  - SPAN 407 Seminar
  - SPAN 411 Spanish Literature I: Medieval
  - SPAN 412 Spanish Literature II: Golden Age
  - SPAN 413 Spanish Literature III: 18th and 19th Century
  - SPAN 414 Spanish Literature IV: Generation of 1898
  - SPAN 415 Spanish Literature V: 20th Century
  - SPAN 441, 442, 443 20th Century Latin American Literature
  - SPAN 445 Hispanic Women Writers
  - SPAN 480 History of the Spanish Language
  - SPAN 490 Studies in Spanish Literature
  - SPAN 491 Studies in Latin American Literature

#### Spanish Minor

- Approved upper division courses in Spanish.  
- SPAN 338 Hispanic Civilization and Culture: Spain
- SPAN 339 Hispanic Civilization and Culture: Latin America
- Choose one ......................................................................................... 3  
  - SPAN 340 Civilization and Culture of Mexico
  - SPAN 342 Introduction to Chicano® Life and Culture
- Choose six Spanish electives ................................................................. 18  
  - SPAN 320 Business Spanish
  - SPAN 328 Introduction to Chicano® Literature
  - SPAN 361 Hispanic Poetry
  - SPAN 362 Hispanic Drama
  - SPAN 363 Hispanic Novel
  - SPAN 370 Introduction to Latin American Literature
  - SPAN 371 Introduction to Latin American Literature
  - SPAN 380 Applied Linguistics
  - SPAN 401, 402, 403 Advanced Spanish Composition and Conversation
  - SPAN 411 Spanish Literature I: Medieval
  - SPAN 412 Spanish Literature II: Golden Age
  - SPAN 413 Spanish Literature III: 18th and 19th Century
  - SPAN 414 Spanish Literature IV: Generation of 1898
  - SPAN 415 Spanish Literature V: 20th Century
  - SPAN 441, 442, 443 20th Century Latin American Literature
  - SPAN 445 Hispanic Women Writers
  - SPAN 480 History of the Spanish Language
  - SPAN 490 Studies in Spanish Literature
  - SPAN 491 Studies in Latin American Literature

### SPECIAL EDUCATION/REHABILITATION

**Associate Professors**—Hank Bersani, Robert Brownbridge, John Freeburg, Sandra Gish, Linda Keller, Mickey Pardew. **Assistant Professors**—Bevery Cannon, Mary Anne Linden, Jaki Smith.

#### Special Education/Rehabilitation Minor

- SPED 200 Intro to Careers in Special Education and Rehabilitation *  
- SPED 414 Curriculum and Structure of General Education
- SPED 418 Survey of Special Education *
- RC 461 Disability and Its Effects on the Individual
- INT 420 Deaf History: Social and Cultural Issues
- Choose electives from the following ...................................................... 12  
  - SPED 409 Practicum
  - SPED 420 Introduction to Curriculum and Instructional Planning
  - SPED 447 Partnerships in Special Education
  - RC 440 Medical Aspects of Disability and Rehabilitation
  - ED 448 Developmentally Appropriate Practices
  - ED 467 Language Development and Reading
  - ED 485 Early Childhood Education
  - Choose up to two American Sign Language Classes (optional)
  - SPED 101 ASL I
  - SPED 102 ASL II
  - SPED 103 ASL III
  - SPED 201 ASL IV
  - SPED 202 ASL V
  - SPED 204 ASL VI
- Other courses as approved by an advisor

SKIPED 200 and 418 should be first courses taken in this minor.

### SPEECH COMMUNICATION

**Professors**—Robert Martin, Molly Mayhead. **Associate Professor**—Frank Nevius. **Assistant Professor**—Claire Ferraris.

#### Speech Communication Major

- Choose three ............................................................................................ 9  
  - SP 112 Interpersonal Communication
  - SP 120 Communicative Voice and Articulation
  - SP 250 Effective Listening
- SP 325 Intercultural Communication
- SP 431 Nonverbal Communication
- Choose four .................................................................................................. 12  
  - SP 239 Oral Interpretation of Literature
  - SP 260 Communication in Organizations
  - SP 321 Influencing Through Argument
  - SP 322 Persuasion
  - SP 323 Group Discussion and Leadership
  - SP 324 Business and Professional Speaking
- 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 432 Rhetoric of Western Thought
  - SP 435 Rhetoric of the Women’s Movement
  - SP 439 Contemporary Public Address
- Choose four .................................................................................................. 12  
  - SP 211 Introduction to Mass Media
  - 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

* SKIPED 200 and 418 should be first courses taken in this minor.
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 Professional Writing, as a writing elective.

Note: Basic BA Graduation Requirements in addition to the 57 credits.
Suggested BS Graduation Requirements are: MTH 111, MTH 243, CS 121 and CS 221.

Speech Communication Minor ........................................................................ 27
27 approved hours, including 15 upper division hours.

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, 205 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

THEATRE ARTS

Professor—Richard Davis. Associate Professor—Scott Grim. Assistant Professor—David Janoviak.

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 Make-up ....................................................................................... 3
TA 253 Production Workshop (credit for participation in backstage or on-stage activities) .......................................................... 3
TA 301 History of the Theatre (Greece through 1650) ........................... 3
TA 302 History of the Theatre (1650-1850) ............................................... 3
TA 303 History of the Theatre (1850 to Present) ....................................... 3
TA 353 Advanced Production Workshop ................................................. 3
TA 364 Directing ..................................................................................... 3
TA 444 Theory and Criticism of Theatre Arts ......................................... 3
TA 406 Independent Study ....................................................................... 1

Choose one Theatre emphasis .................................................................... 17

Acting
TA 210 Oral Expression through Theatre .............................................. 3
TA 310 Elements of Acting II ................................................................. 3
TA 356 Theory of Acting ......................................................................... 3
TA 353 Advanced Production Workshop - Play .................................. 2
TA 407 Seminar - at least three credits of which must be in Acting area ... 6

Technical Theatre
TA 353 Advanced Production Workshop - Tech/ Costuming ................. 2
TA 407 Seminar - at least three credits of which must be in Tech Theatre or costuming ................................................................. 6

Additional Technical or Costuming Credit Hours ................................. 9

Theatrical Literature, History and Criticism
TA 353 or 406 Advanced Production Workshop or Special Individual Studies .......................................................... 2
TA 407 Seminar - all must be in Literature, History or Criticism ........... 6
Choose three ............................................................................................... 9
TA 308 History of Fashion
TA 330 Script Writing
TA 365 Comedy
TA 366 Tragedy
TA 375 Asian Theatre

TA 421 American Theatre
TA 427 Contemporary Theatre

General Theatre
Choose elective Theatre classes (at least 6 credits in TA 407 Seminars) ... 17
Choose electives from other allied fields in the creative arts .................. 12

Note: Students seeking the BS degree must complete the following: CS 121
Computer Applications in Business, MTH 111 College Algebra and either CS 161 or CS 406.

Each graduating senior with a degree in Theatre must complete a minimum of 1 credit hour capstone experience before they graduate (TA 399, TA 406, TA 409). The experience will be set up by the student working with a Theatre/Dance faculty member and evaluated by the Dept. of Theatre/Dance.

Theatre Minor ............................................................................................ 27
TA 110 Introduction to Theatre ................................................................. 3
TA 250 Basic Movement and 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
GRADUATE STUDIES

Joseph Sendelbaugh, Director

PROGRAMS

MA/MS in Correctional Administration

MA in Teaching (MAT)
  Health
  Humanities
  Mathematics
  Science
  Social Science

MA in Teaching: Initial Licensure
  High School Authorization

MS in Education (MS Ed)
  Continuing or Standard Licensure
  Information Technology
  Special Education
  Teacher Preparation: Deaf Education

MS in Rehabilitation Counseling

Non-degree, graduate level licensure programs
  Early Intervention/Special Education
  Handicapped Learner (Standard Endorsement)
  Special Educator

Endorsements
  Bilingual/ESOL Education
  Reading

PROGRAM OBJECTIVES

Graduate students are screened and admitted into the various level programs, each of which has admissions standards and designated graduate faculty. Campus-wide standards for admissions, selection of faculty, curricular revisions, operating policies and final examinations are established in accordance with recommendations of the faculty Committee on Graduate Study.

The graduate faculty consists of the President and Provost of WOU, the Academic Deans, the Director of Graduate Programs, the Colleges’ graduate coordinators and members of the faculty who have been named by their divisions and approved by the Provost.

Each graduate student at WOU is expected to meet these objectives pertinent to her/his specific graduate program:

- Demonstrate the advanced competence and skill in the mastery of concepts, principles, systems and practices which are in the context of the student’s specialty.
- Demonstrate advanced competence and skill in reading, interpreting and applying the research and literature of the professional studies component of the student’s graduate program.
- Demonstrate awareness and understanding of the ethical, philosophical and cultural issues that apply to the professional component of the student’s graduate program.
- Demonstrate the ability to synthesize and apply program skills and knowledge through their program exit requirements.

ADMISSION PROCEDURES

All persons wishing to enroll at WOU at the graduate level must be admitted to the university by the 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 WOU’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 all institutions attended.
- 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 the general Graduate Record Examination (verbal/quantitative/analytical scores) may be required.
- A health history report is required of all new full time students.
- International students must provide proof of proficiency in the English language. Graduate admission requires a TOEFL score of 550 (computer score 213).

Note: A student seeking either a master’s degree or a graduate license program must apply both to the University and to the program in which they are interested. An application to a specific program is available from that program. The Graduate web page at: www.wou.edu/provost/graduate and the catalog have current admission information. Each graduate program has unique program admission standards and processes.

Acceptance by the University does not guarantee or imply acceptance by an individual program; conversely acceptance by a graduate program does not assure admission by the University.

The health report form is mailed to students who are accepted for admission and must be completed and returned to WOU’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.

OFF-CAMPUS, EVENING AND SUMMER SESSION STUDENTS

Students who are working toward a planned program of graduate study on or off campus must file for admission as outlined above if they expect to complete licensure requirements or become candidates for a degree.

CLASSIFICATION

The 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/she intends to complete a planned program leading to a master's degree or a graduate licensure program and meets all of the following requirements:

- holds a bachelor's degree from a four-year accredited institution as defined by the American Association of Collegiate Registrars and Admissions Officers; AND
- has a grade-point average of not less than 3.00 for the last 60 semester hours or 90 quarter hours of undergraduate work attempted in the bachelor's degree program; OR
- has submitted a passing score of at least 40 on the Miller Analogies Test (MAT) or an average score of 450 on the three tests of the general Graduate Records Examination (GRE).

Students entering a graduate teacher license program must also submit unofficial copies of all previously granted teacher licenses.

A student with an undergraduate GPA of 2.50-2.99 during their last 90 quarter or 60 semester hours, who has not achieved the required score on either the MAT or GRE for regular admission, may petition to be admitted as a probationary student. If a student is granted probationary status, the following requirements must be met upon completion of nine graduate credit hours at WOU:

- a draft plan of study must be filed with the Graduate Office, AND
- a grade of "B" must be received in each course of the first nine hours of WOU graduate course work taken from an approved preliminary plan of study, AND
- three positive letters of recommendation must be submitted from appropriate faculty.

**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 university 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 earned between five and seven years prior to the completion of the program may be approved by action of the Graduate Study Committee. Credits more than seven years old will not be included in degree programs and must be replaced by more current course work.
A thesis is not required but is an option in most degree programs; it is recommended for students planning to go toward a doctorate. Students interested in writing a thesis must contact the Graduate Office to obtain the procedures to be followed.

**FINAL PROCEDURES**

Final evaluation procedures will consist of a written comprehensive examination or alternative research (thesis, field study, professional project, portfolio, or advanced proficiency document) and, where required, a final oral examination.

Candidates who elect to write a thesis in lieu of the final written comprehensive examination must follow the procedures outlined in the statement on thesis guidelines which are on file at the Graduate Office. The thesis must be comprehensive and designed to reflect competency developed in all components of the candidate's program. A final oral examination will be required of all candidates who elect alternative research in lieu of the final written comprehensive examination. The oral examination accompanying alternative research is not limited to the thesis or professional project, but may cover any aspect of the candidate's program.

Some divisions at WOU require comprehensive written examinations based on coursework in the content areas in addition to the completion of a thesis, project or portfolio.

Final written comprehensive examinations will be based upon the areas of study in the approved program. Subject area questions will be based upon the statement of components, objectives and requirements outlined in the Statement on Program Objectives. Candidates who fail one or more areas of the written comprehensive examinations will be advised by their advisor(s) as to a program of self-study and may retake the area(s) failed at the next scheduled comprehensive examinations time or later. Students who fail one area and score unsatisfactory in another area(s) will retake all failed or unsatisfactory areas. Students may retake the written comprehensive examinations only once. Candidates who score unsatisfactory on any component of the comprehensive examinations will be required to take a final oral examination on the section of the examination which was unsatisfactory. Final oral examinations will not be required of students who score a pass or above on all areas of the written comprehensive examinations.

A candidate is eligible to complete final evaluations after being admitted to candidacy for the master's degree, and all coursework has been completed or the candidate is in the final term of enrollment. Examinations are offered each winter, spring and summer term.

Each candidate must file an Application for Completion of the Master's Degree with the Graduate Office, which also serves as the application to complete the final evaluation procedures. The form is obtained from the Graduate Office and must be filed one term prior to the administration of the scheduled examination. General information concerning Graduate education is available on the web at www.wou.edu/Provost/Graduate.

**CONFERRING OF DEGREES**

All courses with marks of "I" (Incomplete) from previous terms must be finished and the grades filed with the Registrar's Office before the end of the term in which program requirements are expected to be completed, or graduation will be delayed until a later term. Incompletes received in the final term must be

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**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 may be required.

**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.
- The proposed program plan must be completed with the assistance of the appropriate advisor and submitted to the Graduate Office for final approval, including the thesis proposal, 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 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**—apply 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.
finished and the grades recorded in the Registrar’s Office within three weeks after the end of the final term, or the diploma will be invalidated. The diploma for the master’s degree will be conferred at the June commencement subsequent to the completion of all degree requirements.

**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 and other criminal justice agencies. Employment opportunities exist in private and governmental agencies that are responsible for supervision and treatment of juvenile and adult law offenders. Typical 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.

**Professional Core** ........................................... 24
- CJ516M Community-Based Corrections ................................... 3
- CJ517M Criminal Justice Administration & Organizational Behavior ................................... 3
- CJ518M Criminal Law & Corrections ................................... 3
- CJ519M Leadership in Criminal Justice/Organizations ................................... 3
- CJ520M Offender Treatment ................................... 3
- CJ521M Human Resource Management in Criminal Justice ................................... 3
- CJ522M Strategic Planning in Criminal Justice ................................... 3
- ED512M Quantitative Research 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 WOU are education and/or psychology, geography, history, and criminal justice.

**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

**MASTER OF ARTS IN TEACHING**

The objective of the Master of Arts in Teaching (MAT) degree at WOU is the development of in-depth academic preparation in these subjects:

- Health
- Humanities (Language Arts)
- Mathematics
- Science
- Social Science

The MAT is minimally a 45-hour program. At least one-half of the courses must be at the 500M level.

**MA in Teaching (MAT)** ........................................... 45

**Professional Education Courses** ........................................... 15

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>30</th>
</tr>
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<tbody>
<tr>
<td>Health</td>
<td>30</td>
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<tr>
<td>(At least one-half of the courses must be at the 500M level)</td>
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<tr>
<td>Required core:</td>
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<tr>
<td>- HE 515 Child and Adolescent Health</td>
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<td>- HE 520 Healthy Relationships</td>
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<td>- HE 523 Current Issues in Nutrition</td>
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<td>- HE 575 Epidemiology</td>
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<td>- HE 507 Seminar</td>
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<tr>
<td>Electives in health or related areas</td>
<td>15</td>
</tr>
</tbody>
</table>

**Humanities (Language Arts)** ........................................... 30
| (At least one-half of the courses must be at the 500M level) |
| Required core: | |
| - 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: | |
| - MTH 338M Transformational Geometry |
| - MTH 547M or 548M Abstract Algebra |
| - MTH 581M Foundations of Math |
| Choose two: | |
| - MTH 537 Topology |
| - MTH 541 Linear Algebra II |
| - MTH 552M Numerical Analysis |
| - MTH 547M or 548M Abstract Algebra |
| Electives in Mathematics or related areas | 15 |
| (at least 6 in Mathematics) |

**Science** ........................................... 30

Thirty hours leading to a concentration in Biology, or Integrated Science, or a combination of Biology and Integrated Science.

**Social Science** ........................................... 30
| Required core: | |
| - HST 520 Philosophies of History and |
| - HST 507M Seminar: History |
| - OR |
| GEOG 507 Seminar |
| Electives in History/Geography/Social Science | 24 |

**MASTER OF ARTS IN TEACHING:**

**INITIAL LICENSURE**

The Master of Arts in Teaching: Initial Licensure degree at WOU is designed for individuals who hold a bachelor’s degree in a subject area, and, in most cases, for individuals seeking licensure in teaching as a second career. The program culminates in a Master’s degree and Initial Licensure at the High School level only. The objective of the program is to provide in-depth preparation in the theory and pedagogy of teaching. WOU’s College of Education accepts applicants on a competitive basis for each cohort. Contact Division of Teacher Education at education@wou.edu for application materials.

The MAT: Initial Licensure is a 57-hour program. At least one-half of the courses must be at the 500M level.

Students obtaining the Master of Arts: Initial Licensure degree must, within 6 years, meet the requirements for and obtain a Continuing License.
MASTER OF SCIENCE IN EDUCATION

CONTINUING OR STANDARD LICENSURE

All Authorization Levels

The Master of Science in Education: Continuing or Standard Licensure degree is designed for individuals who hold Initial or Basic Licensure in Oregon and who plan to meet the requirements for Continuing or Standard Licensure in order to be employed as licensed teachers. A non-licensure program is also available.

This degree consists of 45 quarter hours of approved graduate-level courses in a combination of education and advanced content/specialty courses. The credits are distributed as follows:

- A minimum of 24 quarter hours in the Professional Education Core and Advanced Proficiency Documentation
- 21 hours of course work in advanced content/specialty from the following programs:
  - Bilingual/English as a Second Language
  - Creative Arts for Teachers
  - Drama/Theatre
  - Educational Media
  - Early Childhood Education
  - Early Childhood/Elementary Interdisciplinary Studies
  - Elementary Interdisciplinary Studies
  - Elementary/Middle Interdisciplinary Studies
  - English
  - Health
  - Integrated Science
  - Mathematics
  - Middle Level Education
  - Modern Languages: French, German, Spanish
  - Physical Education
  - Reading
  - Social Science
  - Special Education
  - Talented and Gifted Emphasis

M.S. in Education: Continuing or Standard Licensure

Professional Education Core

- Foundations (Choose one)
  - ED 560M Contemporary Foundation of Education
  - ED 566M Philosophy of Education
- Research
  - ED 512M Quantitative Research in Education
  - ED 534M Qualitative Research in Education
- Technology (Choose one)
  - CSE 520 Computer as a Management Tool
  - CSE 524 Internet for Educators
  - CSE 525 Creating an Internet Website
  - LIB 586M Emerging Information Technology

*Note: If the course selected in this section is not designated as an “M” course, the candidate must take another 3 credit course, probably in the Content/Specialty courses, that does have the “M” designation.

Advanced Content/Specialty

This portion of the degree is planned by faculty in Liberal Arts and Sciences and the faculty in Education. Students may continue graduate-level work in their academic areas—OR—additional endorsement courses may be added. Students seeking to complete a new authorization level or endorsement within the 21 credit hours portion of the program are required to complete a 90 clock hour practicum in the appropriate authorization level or endorsement.

Advanced Proficiency Documentation

Advanced Proficiency is required only for students seeking a continuing license. Students not seeking a continuing license may take 6 hours of electives as approved by the advisor.

This course is designed as a year long on-the-job demonstration of competency. The student-candidate must be employed as a teacher in an early childhood, elementary, middle level, high school or special education setting. This documentation, prepared by the student with the guidance of faculty members and peer teachers, is designed to demonstrate the student’s ability to teach and work with others at an advanced level of performance. Activities and requirements specifically address Teacher Standards and Practices Commission requirements for Continuing License as well as National Council for Accreditation of Teacher Education, National Board for Professional Teaching Standards, and Northwest Association of Schools and Colleges.

Note: Some divisions may require a comprehensive examination in addition to the College of Education requirements for the degree.

INFORMATION TECHNOLOGY

The program leading to the Master of Science in Education degree with a specialization in Information Technology is designed to develop competence in curriculum research design, evaluation of communications techniques, selection of instructional materials, information organization and management, and program administration.
The program prepares students 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 Teacher Education program for Information Technology. The application must include a copy of college transcripts and three letters of recommendation. The applicant will receive a questionnaire concerning personal and professional goals which must be completed and returned prior to scheduling an interview with the admission committee. The successful applicant will be assigned an advisor who will meet with the applicant and administer an evaluation; results will be used for advisement purposes. The student may then register for courses approved by the advisor. Normally, by the end of the student’s first term, a graduate program contract will be filed with the Graduate Office.

Upon completion of 18 hours of the approved program, a mid-program evaluation session is held with the advisor to assess the student’s progress. At this time a student must formally choose the type of final evaluation. If the thesis option is selected, the student, with the concurrence of an advisor, must choose a thesis committee composed of the advisor, another faculty member from within the division and one faculty member from outside the division. The student will then submit a formal thesis proposal to the committee. The thesis will carry nine 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. The other option available consists of final written comprehensive examinations in professional education and in information technology.

M.S. in Education: Information Technology ..........................45-48

Professional Education Core ...........................................9
ED 512M Quantitative Research in Education
ED 546M Philosophy of Education
PSY 520M Learning and Memory for Instruction

Information Technology Core .......................................9
ED 526M Instructional Design
LIB 598M Communication Theory
LIB 598M Emerging Information Technology

Electives ...............................................................18-24
Courses to extend knowledge and skill in such areas as computer applications, media center management and media for classroom teachers.
Practicum ............................................................3
Thesis (optional) .....................................................9

SPECIAL EDUCATION

The Master of Science in Education: Special Education requires a minimum of 45 graduate credits of which the majority are in Special Education. Students entering this program may include content from 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 WOU, 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.

M.S. in Education: Special Education ........................................45

Professional Education Core ...........................................9
Special Education Core .............................................27
SPED 582M 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 Programs.)

Graduate electives as approved by advisor ................................9

TEACHER PREPARATION: DEAF EDUCATION

The Teacher Preparation: Deaf Education (TPD) program is designed to reflect an American Sign Language/English approach to the education of deaf and hard of hearing children in various school settings. All students admitted to this graduate program must meet the entrance standards established by both the University and College of Education and demonstrate American Sign Language proficiency by taking the ASLPI test. The TPD program requires practicum or student teaching at all four levels of teacher authorization (early childhood, elementary, middle school and high school). All TPD core courses are taught in ASL.

TPD: Option I is designed for teachers who hold or are eligible to hold a valid teaching license. Six quarters of training are required to complete the program.

TPD: Option II is designed for students who do not hold a teaching license. Seven quarters are required to complete this program.

M.S. in Education: Teacher Preparation: Deaf Education ..................74-85

Professional Education Core (Option I) ................................6
Previously Licensed Teachers ..........................................3
ED 512M Quantitative Research in Education ..........................3
ED 546M Philosophy of Education ..............................or-PSY 520M Learning and Memory for Instruction .................3

Professional Education Core (Option II only) ..........................17
No Previous Teaching License .........................................17
ED 512M Quantitative Research in Education ..........................3
ED 546M Philosophy of Education ..............................or-PSY 520M Learning and Memory for Instruction .................3
PSY 588 Theories/Development ..............................or-PSY 521M Developmental Psychology: Concepts and Applications ..........................3
SPED 509M Practicum in General Education .........................2
SPED 526C Curr/Struct General Education ..........................3
CSE 510 Computers in Education ....................................3
Common Deaf Education Core (Both Options I and II) .................. 65
RC 562M Measure and Assess Process in Deafness and Rehabilitation 3
SPED 518 Survey of Special Education ................................. 3
SPED 546M Law and Special Education ................................. 3
SPED 571M Intro to Early Intervention/Early Childhood Spec Ed - or
SPED 572M Transition Planning and Programming .................. 3
TPD 507M Seminar: Professional Development ...................... 1
TPD 509M Practicum I: Observation .................................. 1
TPD 509M Practicum II: Academic/Functional ........................ 3
TPD 539M Student Teaching: Deaf/Hard of Hearing ............... 15
TPD 541M Diag/Presch Tch: Deaf/Hard of Hearing ................. 3
TPD 542M Curr Dev/Instruct Methods for Deaf/Hard of Hearing 3
TPD 556F First/Second Lang Acquisition: Deaf/Hard of Hearing 3
TPD 557M ASL/English Teaching Methods: Deaf/Hard of Hearing 3
TPD 576M Past and Present Issues in Deaf Education ........... 3
TPD 578M Speech Developments in Deaf/Hard of Hearing ....... 3
TPD 579M Meth of Teaching Math & Science: Deaf/Hard of Hearing 3
TPD 580M Language and Literacy: Deaf/Hard of Hearing ........ 3
TPD 581M Contrastive Linguistic Analysis: ASL/English .......... 3
TPD 592 M Communication Systems: Deaf/Hard of Hear .......... 3
TPD 593M Audiological Measurements & Technology ............ 3

MASTER OF SCIENCE IN REHABILITATION COUNSELING

The Master of Science in Rehabilitation Counseling program at WOU was established on the belief that individuals with disabilities have a right to lead fulfilling, independent, and productive lives. Trained professionals are an important component 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 counselors to work with persons who are deaf or who have some type of physical or mental disability. Graduates are prepared for positions in a variety of agencies where the counselor is part of a team of specialists providing comprehensive services to persons of disability. Employment opportunities that are within the scope of training include: career and vocational counselor, personal issues and social skills counselor, case manager with local vocational and mental health agencies, community services coordinator, disabled student services or employee assistance program counselor, client advocate, and group or supported living coordinator.

The program emphasizes five major academic components:

- Individual and group counseling theory and technique
- The influence of career selection and personal independence on the daily lives of persons with disabilities
- The social and psychological impact of disability, social/cultural differences, and/or deafness on an individual and family
- The federal, state, and private service delivery systems for persons with disabilities
- Self-awareness on the part of the counselors-in-training.

The program offers two tracks: 1) the general Rehabilitation Counseling (RC) track offers a wide range of experiences with persons who have a variety of disabilities; 2) the Rehabilitation Counseling with Deaf persons (RCD) emphasis maintains a national reputation, and is one of only five national programs in deafness. The two tracks share several core classes, but those students specializing in deafness are assigned to a specifically focused internship experience coupled with additional required courses.

The program is accredited by the Council on Rehabilitation Education (CORE). All students must complete at least 72 graduate credits of study. Training begins with the fall term each year and requires a minimum of seven sequential terms and includes one Summer term. Most full-time students complete the program by June of their second year.

M.S. in Rehabilitation Counseling ........................................ 72
RC 509M Practicum in Rehabilitation Counseling .................. 9
RC 510M Rehabilitation Counseling Internship .................... 15-18
RC 551M Theory and Techniques of Rehab. Counseling I ........ 3
RC 552M Theory and Techniques of Rehab. Counseling II ..... 3
RC 553M Theory and Techniques of Rehab. Counseling III .... 3
RC 555M Social and Cultural Counseling in Rehabilitation .... 3
RC 561M Disability & Its Effect on Individual Behavior .......... 3
RC 562M Measurement and Assessment Procedures in Deafness
and Rehabilitation ...................................................... 3
RC 564M Introduction to Rehabilitation Process ................... 3
RC 565M Placement & Use of Comm Resources in Rehab ....... 3
RC 571M Group Procedures ............................................ 3
RC 590M Professional Issues in Deafness Rehabilitation (RCD only) ................. 3
RC 596M Issues/Case Management .................................. 3
ED 512M Quantitative Research in Education ...................... 3
SPED 572M Transition Planning and Programming ............... 3
RC 540M Medical Aspects in Rehabilitation ....................... 3
Electives ................................................................. 6-9

Note: All RC 509M/510M sections will be P/NC grading only. A "P" grade represents work of at least "B" level.
Non-Degree Licensure Programs

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.

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 500M level 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 WOU 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.

Procedures

Teachers planning to accomplish 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 College of Education.

Early Intervention/Special Education I & II

The Early Intervention/Special Education Endorsement Program focuses on the special educational needs of children from birth to age 8; and strategies for meeting those needs.

The Initial License and 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 licensure 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 Special Education.

El/Se Endorsement - I

- Early Intervention Core
  - SPED 571M Introduction to Early Inter/Early Childhood Spec Ed
  - SPED 577M Assessment, Curriculum and Intervention Strategies in Early Intervention/Early Childhood Special Education
  - SPED 599M Practicum: Early Intervention/Early Childhood Special Education

- Students having an Elementary Education Endorsement will complete the following credits:
  - Special Education Core
    - SPED 518 Survey of Special Education
    - SPED 532M Medical Aspects of Low Incidence Disabilities
    - SPED 536M Managing Communication Systems

- Students having a Special Education Endorsement will complete the following credits:
  - Early Childhood Core
    - ED 550M Curriculum in Early Childhood Education
    - ED 548 Developmentally Appropriate Practices
    - ED 585 The Early Childhood Educator

El/Se Endorsement - II

- Early Intervention Core
  - SPED 571M Intro to Early Intervention/Early Childhood Special Ed
  - SPED 577M Assessment, Curriculum and Intervention Strategies in Early Intervention/Early Childhood Special Education
  - SPED 599M Practicum: Early Intervention/Early Childhood Special Education
  - SPED 507M Seminar: Comprehensive Examinations
  - SPED 546M Law and Special Education

- Special Education Core
  - SPED 518 Survey of Special Education
  - SPED 532M Medical Aspects of Low Incidence Disabilities
  - SPED 536M Managing Communication Systems

- Early Childhood Core
  - ED 548 Developmentally Appropriate Practices
  - ED 550M Curriculum in Early Childhood Education
  - ED 585 The Early Childhood Educator

Final Supervised Field Experience: EI/ECSE

- SPED 509M Final Supervised Field Experience

Standard Endorsement in Early Intervention and Special Education I & II

- Choose one
  - ED 519M Contemporary Development in Early Childhood Ed—or-SPED 582M Contemporary Issues: Special Education
  - Electives

- 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.
### HANDICAPPED LEARNER

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.

**Handicapped Learner Standard Endorsement**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 572M</td>
<td>Transition Planning and Programming</td>
<td>3</td>
</tr>
<tr>
<td>SPED 590M</td>
<td>Intelligence Testing and Reporting</td>
<td>3</td>
</tr>
<tr>
<td>Choose one</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SPED 584M</td>
<td>Emotional and Behavioral Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 586M</td>
<td>Autism: Issues and Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

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.

### SPECIAL EDUCATOR

The Special Educator initial endorsement program prepares teachers to work with students with mild disabilities and students with severe disabilities. The Oregon Teachers Standards and Practices Commission (TSPC) requires each student to be authorized to teach at one of two age-level authorizations: (1) early childhood/elementary or (2) middle school/high school. All endorsement coursework taken at the 500 level can be included in the M.S. in Education: Special Education degree.

Special Educator: Option I is designed for teachers who hold or are eligible to hold a valid teaching license. Six quarters of training are required to complete the program.

Special Educator: Option II is designed for students who do not hold a teaching license. Seven quarters are required to complete this program.

**Prerequisite**

CSE 410/510 Computers in Education

**General Education Sequence (Special Educator II only)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 520M</td>
<td>Learning and Memory for Instruction (MS/HS)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 521M</td>
<td>Developmental Psychology: Concepts &amp; Applications (EC/Elem)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 588</td>
<td>Theories of Development (EC/Elem)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 414/514</td>
<td>Curriculum and Structure of General Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 409/509</td>
<td>Practicum: General Education</td>
<td>2</td>
</tr>
</tbody>
</table>

**Common Core (Special Educator I and II)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 418/518</td>
<td>Survey of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 420/520</td>
<td>Introduction to Curriculum and Instructional Planning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 447/547</td>
<td>Partnerships in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 509M</td>
<td>Practicum I: Special Educator</td>
<td>3</td>
</tr>
<tr>
<td>SPED 522M</td>
<td>Academic Remediation I</td>
<td>3</td>
</tr>
<tr>
<td>SPED 523M</td>
<td>Behavior Management Strategies and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>SPED 528M</td>
<td>Academic Remediation II</td>
<td>3</td>
</tr>
<tr>
<td>SPED 530M</td>
<td>Low Incidence Disabilities: Methods I</td>
<td>3</td>
</tr>
<tr>
<td>SPED 532M</td>
<td>Medical Aspects of Low Incidence Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 533M</td>
<td>Low Incidence Disabilities: Methods II</td>
<td>3</td>
</tr>
<tr>
<td>SPED 536M</td>
<td>Managing Communication Systems</td>
<td>3</td>
</tr>
<tr>
<td>SPED 542M</td>
<td>Academic Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

SPED 546M | Law and Special Education | 3 |

SPED 580M | Program Management | 3 |

In addition to the common 42 hour core, each student must select an 18 hour block in an emphasis area.

**Early Childhood/Elementary**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED509M</td>
<td>Practicum II: Low Incidence</td>
<td>3</td>
</tr>
<tr>
<td>SPED509M</td>
<td>Practicum III: Academic</td>
<td>3</td>
</tr>
<tr>
<td>SPED539M</td>
<td>Student Teaching: EC/Elementary Special Educator</td>
<td>9</td>
</tr>
<tr>
<td>SPED571M</td>
<td>Intro to Early Intervention/Early Childhood Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Middle School/High School**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED509M</td>
<td>Practicum II: Low Incidence</td>
<td>3</td>
</tr>
<tr>
<td>SPED509M</td>
<td>Practicum III: Academic</td>
<td>3</td>
</tr>
<tr>
<td>SPED539M</td>
<td>Student Teaching: Middle/High School Special Educator</td>
<td>9</td>
</tr>
<tr>
<td>SPED572M</td>
<td>Transition Planning and Programming</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: This Endorsement may be part of an initial teaching license, or add-on endorsement to an existing teaching license. Although some course work may be completed at the undergraduate level, it requires graduate study for completion. The graduate program's content may be incorporated into a Master's Degree Program, which requires 9-13 additional credits. The Special Educator Endorsement qualifies teachers to serve students with both mild and severe disabilities. This endorsement was formerly called the Handicapped Learner and Severely Handicapped Learner Endorsements.

### ENDORSEMENTS

### BILINGUAL/ESOL EDUCATION

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. (Praxis exams may be required. Please discuss applicability with program advisor.)

**Endorsement in Bilingual/ESOL or ESOL**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 409/509</td>
<td>Practicum or verified equivalent teaching experience</td>
<td>3</td>
</tr>
<tr>
<td>ED 482/582</td>
<td>Bilingual/ESOL Education: Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>ED 483/583</td>
<td>Cultural and Community Needs of LEP Students in the Instructional Process</td>
<td>3</td>
</tr>
<tr>
<td>ED 484/584</td>
<td>First and Second Language Acquisition in the Bilingual/ESOL Program</td>
<td>3</td>
</tr>
<tr>
<td>ED 491/591</td>
<td>Curriculum Models and Instructional Strategies of Bilingual Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>ED 492/592</td>
<td>Classroom Strategies in First and Second Language Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>Technology Elective (approved by advisor)</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Note: For ESOL, no second language is required. For Bilingual/ESOL, Praxis exam for verification of language proficiency is required.
BILINGUAL/ESOL EDUCATION

Advanced Studies
This program is designed for students who have already taken basic courses in the field, and, preferably, have some experience teaching language minority students. Students taking these courses are preparing themselves to become consultants/specialists, program designers/coordinators, and/or special resources for their schools and districts. (No second language necessary, though preferred.)

Advanced Studies .......................................................... 12
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

READING
Students seeking an endorsement in reading must complete or have completed requirements for a teaching license. Reading is regarded as a support area to the teacher's area of original licensure. Courses in this program will enhance and broaden both reading specific knowledge and other responsibilities encountered by the classroom teacher, resource teacher, and reading specialist. All candidates for this endorsement must pass the Praxis specialty exam in Reading.

Endorsement .......................................................... 21
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 .................. 3
ED 509M Practicum: Reading .............................................. 3
ED 568M Assessment and Instruction in Reading ........... 3
ED 572M Curriculum and Material Designs in Reading .......................................................... 3
Approved Electives ....................................................... 6
COURSE DESCRIPTIONS

WESTERN OREGON UNIVERSITY
Anthropology

ANTH 199 Special Studies (3)

ANTH 213 Language and Culture (3)
Introduces students to the anthropological study of language and communicative behavior. Examines the basic concepts underlying linguistic analysis, and reviews anthropological studies of conversational practice and social variation in language and speech. Its central concern is to elucidate the complex interplay between language, culture, and social relations. Part of introductory sequence (ANTH 213, 214, 215 and 216) which may be taken in any order.

ANTH 214 Physical Anthropology (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. Part of introductory sequence (ANTH 213, 214, 215 and 216) which may be taken in any order.

ANTH 215 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 life styles and explain the processes of cultural evolution. Examines some of the major contributions of archeology and discusses the relevance of archeology to everyday life. Part of introductory sequence (ANTH 213, 214, 215 and 216) which may be taken in any order.

ANTH 216 Cultural Anthropology (3)
Examines the concepts and methodology of cultural anthropology through ethnographic case studies of people around the world. Focuses on culture, or the learned beliefs, behaviors, and symbols unique to each society. Part of introductory sequence (ANTH 213, 214, 215 and 216) which may be taken in any order.

ANTH 310 World Prehistory (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 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 Fieldwork and the Cross-Cultural Encounter (3)
Prepares students to conduct anthropological research in both American and non-Western settings. Teaches students an array of anthropological research methods including participant-observation, structured and unstructured interviews, and background research of anthropological literature. Will also familiarize students with issues of cultural difference by offering insightful readings by anthropologists who reflect upon their personal research experiences.

ANTH 326 Ethnographic Writing (3)
Examines how anthropologists organize their field data into ethnographic texts. Students read and critique a variety of anthropological works and genres. Reviews key issues that arise in the construction of ethnographies, including issues of truth, representation, reflexivity, and political agenda.

ANTH 330 Contemporary Chicano/Latin@ Culture (3)
Provides an overview of the culture and explores issues facing the community. Examines the relationship between Chicano/Latin@ culture and contemporary society in the U.S. Topics include history, immigration, language, gender, education, and contemporary cultural heroes.

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, mature partnerships, and role reversals in old age.

ANTH 350 Research Methods in Archaeology (3)
A survey of techniques and methods used in archeology, including research design, survey, sampling strategies, excavation methods, laboratory analysis and interpretation. Practical aspects of data recording and reporting, including computer applications.

ANTH 352 Laboratory Methods in Archaeology (3)
Techniques and their applications in the analysis of materials recovered from archaeological sites. Emphasis will vary according to ongoing research. PREREQ: ANTH 215 and permission of instructor.

ANTH 358 Tribal Art of the Eastern U.S. and Canada (3)
A survey of indigenous art in the Americas north of Mexico; a two-term sequence. Themes common to both terms include art in anthropological perspective, regional, group, and individual variations in style, and processes of acculturation and diffusion. This term covers the eastern half of the continent.

ANTH 359 Tribal Art of the Western U.S. and Canada (3)
A survey of indigenous art in the Americas north of Mexico; a two-term sequence. Themes common to both terms include art in anthropological perspective, regional, group, and individual variations in style, and processes of acculturation and diffusion. This term covers the western half of the continent.
ANTH 350 Museum Studies (3)
Covers principles and practices of museum work. Topics include the role of museums in the community, collections management, conservation of objects and artifacts, program development, exhibit development, marketing, and fund raising. Laboratory experience will be offered through the Jensen Arctic Museum on Campus.

ANTH 370 Women in Cross-Cultural Perspective (3)
Similarities and differences in women’s lives in a variety of cultures around the world. Evolutionary and historical precedents for contemporary patterns of gender role construction; economic, social and ideological challenges to women seeking change in existing gender hierarchies. PREREQ: ANTH 216.

ANTH 375 Women Anthropologists (3)
Examines women as practitioners of anthropology; survey of changing views of women in 19th/20th century Western society; obstacles in women’s professional careers; women pioneers in anthropology; contributions to and feminist critiques of the discipline. PREREQ: ANTH 216.

ANTH 380 Peoples and Cultures of Africa (3)
Examines case studies of contemporary African peoples. Explores issues of kinship and domestic life, marketing and trade, religious belief systems, ethnic identity and conflict, and environmental stress. Course readings will familiarize students with indigenous African social practices, while outlining how global processes of colonialism and capitalism have impacted life styles in local African settings.

ANTH 384 Modernity and Social Change (3)
Examines anthropological case studies of social change in diverse contemporary settings. It asks how individuals and groups confront modernity while maintaining elements of their traditional cultures. Course readings cover a range of globalization issues: How do Third World workers function in an industrialized work setting? How do formerly colonized peoples confront Western liberal policies advocating environmentalism, human rights, and democracy? We examine insider accounts of global economic and policy changes.

ANTH 386 Islam and Culture (3)
A general introduction to the anthropology of Islam through a series of ethnographic readings. It outlines orthodox, scriptural understandings of Muslim practice, while exploring how local people reinterpret and reshape the "world religion" of Islam into diverse local forms. Key themes include Sufi Islam and religious ritual, Muslim families and gender, and Islamic fundamentalism and modernity.

ANTH 388 Transnational Migration (3)
Examines the social and cultural aspects of transnational migration through ethnographic readings of migration in various parts of the world. Covers key theoretical issues pertaining to identity, locality, and the economics of migration. Case studies describe how migrants symbolically imbue their lives and livelihoods with cultural meaning, while offering first-hand accounts of the migration experience.

ANTH 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 410 Research Design (3)
Students identify and design an internship or field experience that will be written up as the Senior Project. In consultation with an advisor, students independently read background materials while they write a theoretically-grounded research proposal. PREREQ: Anthropology major, junior standing.

ANTH 411 Field Experience (3-12)
Individual research, volunteer work, internship, employment or other practical experience designed to use and challenge the student's anthropological knowledge. Consultation with anthropology faculty in advance and during the Field Experience is required. Planning takes place in ANTH 410 Research Design and a formal paper that analyzes the experience and summarizes outcomes is produced in ANTH 412 Senior Project.

ANTH 412 Senior Project (3)
Provides guidance in producing a written account of the Anthropology major's Field Experience (ANTH 411).

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 consent of instructor.

ANTH 451 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 463/563 Culture and Education (3)
Oriented toward application of anthropology to education. Focus is on the transmission of culture. Particular emphasis on values that are activated by educational events and settings. Western educational systems of different cultures and U.S. minority educational problems and solutions are examined.

ANTH 473 Main Currents in Anthropological Thought (3)
Examines several core questions that have guided anthropologists in their study of diverse peoples. Beginning with the birth of the discipline at the beginning of the century, it traces the development of key theoretical approaches that have come to characterize anthropology as a distinct social science, exploring how such approaches have undergone revision and reformulation.

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 Religion and Ritual (3)
Examines the religious rituals of diverse peoples living in various parts of the world. Outlines anthropological approaches to religion, while focusing on particular topics: How do non-Western religions incorporate spirit possession, animism, and ancestor worship into their belief systems? How do local peoples merge world religions such as Islam and Christianity with local traditions? How do religious rituals enable oppressed groups to resist powerful forces, such as colonists or corrupt states? Also examines links between religion, magic, witchcraft, and sorcery.
**Anthropology**

**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 482** Historical Archaeology (3)
Survey of the global and interdisciplinary field within archeology that specializes in the interpretation of the recent past. Methods of archival research and material culture interpretation are reviewed. Demonstrates the use of both documents and excavated artifacts to explore issues such as representation of ethnicity, development of class differences, and changing gender roles.

**ANTH 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 imagery and stereotyping, nativistic movements, education, tribal identity and sovereignty.

**Art**

**A100** Introduction to the Visual Arts (3)
An introduction to select themes, processes, and concepts in art of the past and the present for the non-art major. Focuses will include cultural diversity within the arts and a basic understanding of the various media used.

**A115** 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.

**A116** 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.

**A117** Beginning Design: Color (3)
Theory and studio practice in using theoretical concepts in the development and employment of color in the visual arts.

**A130** 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.

**A131** Beginning Drawing Systems (3)
Part two in the introduction to drawing and composition. Emphasis on drawing systems such as isometric, linear perspective and elevation, and skill development in depicting three-dimensional space.

**A135** Beginning Life Drawing (3)
A studio introduction to the structure and form of the figure. PREREQ: A130

**A199** Special Studies
Terms and hours to be arranged.

**A204** Art History: Prehistoric through Byzantine (4)
Survey of the meaning and function of art of the ancient world, including that of the Near East, the Aegyptian, the Roman Empire and Early Christianity.

**A205** Art History: Medieval through Renaissance (4)
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.

**A206** Art History: Baroque through Contemporary (4)
Art from the 17th to the mid-19th century within its historical and intellectual context. Examines issues in the development of modern aesthetics.

**A220** Introduction to Typography (3)
Studio introduction to typographical forms as design elements. Familiarity with type vocabulary and measurements. Introductory technical processes. PREREQ: A115, A 130.

**A221** 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.

**A255** Introduction to Ceramics (3)

**A256** Introduction to Ceramics (3)
Laboratory work in clay-forming processes with emphasis on glazing. Continue survey of clay origins and composition, drying, firing kilns, and glaze composition, to prepare students for intermediate level work in ceramics. PREREQ: A 115, A 130.

**A260** Basic Photography I (3)
Introduction to black and white photography. The course covers the aesthetics of composition and visual communications as well as techniques for shooting photos, developing, film, and making photographic prints. PREREQ: A 115.
A 261 Basic Photography II (3)
Continue work started in Introduction to Photography I. Students refine their ability to see and make images, at instructor’s discretion, special techniques may be included. PREREQ: A 115, A 260

A 270 Introduction to Printmaking (3)
Part one of an introductory printmaking course designed to acquaint students with relief, monotype, intaglio and colligraphy as visually expressive forms. PREREQ: A 115, A 130.

A 271 Introduction to Printmaking (3)
Part two of the introductory printmaking course designed to prepare students for intermediate level studio work in printmaking, screen printing and lithography. 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 281 Introduction to Painting (3)
Part two of the introductory course in painting. A studio course continuing work with color mixing, paint application, composition and studio practices to prepare students for intermediate level work in painting. 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 art forms. Medium emphasis wood. PREREQ: A 115, A 130.

A 291 Introduction to Sculpture (3)
Part two of the introductory studio course practicing traditional and modern sculptural techniques of 3-dimensional art forms. Medium emphasis stone. PREREQ: A 115, A 130.

A 304 Art History: Modernism I (4)
Modern art from the French Revolution to the end of the 19th century within the context of the political, social and aesthetic upheavals of that period.

A 305 Art History: Modernism II (4)
Movements in art from the late 19th century to surrealism in historical and critical context. Issues to be examined include art and mysticism, art and science, art as anti-art.

A 306 Art History: Modernism III (4)
Art and criticism since surrealism. Areas of inquiry include the expanded roles of art market and critic, the dematerialization of the art object, art and technology, and postmodernism.

A 315 Intermediate Design: Two-Dimensional (3)

A 316 Intermediate Design: Three-Dimensional (3)

A 320 Typographical Layout (3)

A 321 Graphic Design I (3)
Photography and symbols in visual communications. Introduction to continuous tone and graphic arts photography. PREREQ: A 320.

A 322 Graphic Design II (3)
Exploration of issues related to typography, image and audience. Continue work with print production processes and electronic media. PREREQ: A 321.

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 concentrated study of one of the following areas: Relief; serigraphy; intaglio; or lithography. PREREQ: A 115, A 116, A 270, A 130, A 135.

A 371 Intermediate Printmaking II (3)
An intermediate, concentrated study of one of the following: Relief; serigraphy; intaglio; or lithography. PREREQ: A 370.

A 372 Intermediate Printmaking III (3)
An intermediate, concentrated study of one of the following: Relief; serigraphy; intaglio; or lithography. PREREQ: A 371.

A 375 Intermediate Printmaking IV (3)
An intermediate, concentrated study of one of the following: Relief; serigraphy; intaglio; or 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 (3)

A 391 Intermediate Sculpture (3)
Intermediate studio course using traditional and modern techniques in the creation of sculptural art forms. Medium emphasis varies. PREREQ: A 390.

A 392 Intermediate Sculpture (3)
Intermediate studio course using tradition and modern techniques in the creation of sculptural art forms. Medium emphasis varies. PREREQ: A 391.
A 393 Intermediate Sculpture (3)
Intermediate studio course using tradition and modern techniques in the creation of sculptural art forms with emphasis on casting. PREREQ: A 392.

A 399 Special Studies (1-3)

A 404 Art History: Non-Western Art (4)
An introductory study of visual expression in cultural contexts that are representative of non-Western traditions. Writing intensive and diversity course.

A 405 Art History: Women in Art (4)
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 and diversity course.

A 406 Art History: Special Topics (4)
A course in art history offering the student the possibility to develop an in-depth study in a specialized area of art history. Writing intensive

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)
Exploration of issues related to typography, image and audience. Emphasis on a text-heavy environment. PREREQ: A 420.

A 422 Applied Design III (3)

A 430 Advanced Drawing (3)

A 435 Advanced Life Drawing (3)
Advanced study of media and methods of figure drawing. Individual projects explore formal and conceptual aspects of drawing. PREREQ: A 130, A 135, A 335.

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. Medium emphasis varies. PREREQ: Three 300 level sculpture courses in sequence.

A 491 Advanced Sculpture (3)
Advanced study of sculptural forms, concepts and mediums. Medium emphasis varies. PREREQ: A 490.

A 492 Advanced Sculpture (3)
Advanced study of sculptural forms, concepts and mediums. Medium emphasis varies. PREREQ: A 491.

A 498 Professional Concerns (5)
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 culmination might result in a field study project related to improving the quality of art education in his school, an experimental study, an historical study or other type of in-depth study which meets the candidate's specific objectives.

A 504M Graduate Art History (3)
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.

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 work in typography and visual communications. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of the instructors.

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 555M 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 art forms. 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.

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 or A 130 and junior standing.

ARE 434/534 Historical and Cultural Perspectives in the Visual Arts
Developing advanced level lessons in Art built upon the lives and works of fine, applied and folk artists, with a multi-cultural perspective and an interdisciplinary approach. PREREQ: Upper division or graduate standing.

ARE 450/590 Art in the Elementary School (3)
Designed to provide additional art experiences in the philosophy, materials and techniques of the visual arts for teachers and administrators. PREREQ: Upper-division or graduate standing.

Biology

BI 101, 102, 103 General Biology (5 each)
The major principles and methods of biology. BI 101 includes ecology, the diversity of life and an introduction to evolution. BI 102 considers cellular structure and function, energy transformations, genetics, evolution, reproduction and development. BI 103 emphasizes the anatomy and physiology of plants and animals along with a brief treatment of animal behavior. This sequence is designed for students not intending to pursue further study in the biological sciences. Three lectures, one two-hour laboratory period. BI 101 is not a prerequisite for BI 102. BI 102 is a prerequisite for BI 103.

BI 211, 212, 215 Principles of Biology (4 each)
An introduction to the science of biology, including morphological, physiological and developmental aspects of living organisms; the phylogeny, evolution and ecology of both plants and animals. Designed for the biology major. Three lectures and one three-hour laboratory period. PREREQ: 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. Emphasizes how microorganisms impact humans and the planet, host responses, and issues regarding the control of disease. Designed for students in health programs, pre-nursing, and pre-dental hygiene. Not open for credit to biology majors. Three lecture hours and one two-hour lab per week. PREREQ: BI 102. Offered winter term.

BI 301 Introduction to Computational Biology (4)
Introduction of computer applications to solve problems in selected areas of biology. Intended for students without computer programming experience (students with a desire to learn programming methods should take the more advanced courses in the Computer Science Department). Topics covered include, but are not limited to, computational molecular biology, ecological modeling and simulation, phylogenetic reconstruction, geographic information.
systems (GIS), bioinformatics, biostatistics, and biological imaging. Two one-hour lectures and two two-hour laboratory periods. PREREQ: BI 213, or consent of instructor.

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 underlying behavior, social behavior, and the nature and organization of animal societies. Three lectures, one three-hour laboratory. PREREQ: BI 101, 102, 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. Included are 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)
Designed to give practical experience in the identification of common plant families and species of the Willamette Valley. Includes the learning of major characteristics of plant families from a phylogenetic perspective and the use of tools for plant identification. Field collections that emphasize careful observation and records of ecological relations as plants are collected and field trips to selected sites are required. Three lectures plus one three-hour laboratory period. No prerequisite, but BI 101 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 analyses of selected problems in morphogenesis, differentiation and growth. Two lectures, two three-hour laboratory periods. PREREQ: BI 388 and one year of chemistry, or consent of instructor. Offered 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 an emphasis on structure, metabolism, genetics and evolution of microorganisms (including prokaryotes, eukaryotes, viruses, and prions). Designed to give a broad knowledge of microbiology in the context of the planet, humankind, and general biology. Three hours of lecture and one three-hour lab per week. PREREQ: BI 211, 212, and 213 or consent of instructor. Offered fall and spring terms.

BI 334 Human Gross Anatomy and Physiology (4)
A study of gross anatomy and physiology of the human body. Uses lecture and human cadaver laboratories and covers the following topics: metabolism, membrane transport, cellular communication, nervous system, sensory systems, endocrine control, muscle physiology. Three lectures, one two-hour laboratory. PREREQ: BI 102 and 103 or BI 212.

BI 335 Human Gross Anatomy and Physiology (4)
A study of gross anatomy and physiology of the human body. Uses lecture and human cadaver laboratories and covers the following topics: blood and circulatory system, excretory system, digestive system, male and female reproductive systems and human development, lymphoid system and immune defense mechanisms. Three lectures, one two-hour laboratory. PREREQ: BI 102 and 103 or BI 212.

BI 336 Human Histology and Physiology (4)
The study of microscopic anatomy of the human body integrated with the function of cells, tissues, and organs. Two lectures and two three-hour laboratories. PREREQ: BI 102, 103 or BI 211, 212 or consent of the instructor.

BI 341 Introductory Genetics (4)
Principles and mechanisms of inheritance, including consideration of patterns of inheritance, the nature of the gene, chromosome structure, gene action, population genetics and mechanisms of mutation. Three hours lecture plus one hour discussion section. PREREQ: BI 211 or consent of instructor.

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: introductory biology sequence.

BI 361 Marine Biology (4)
A survey of the plants and animals of the marine environment. Some attention devoted to the anatomies, 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: Introductory biology sequence.

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 principles, 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)
The morphology, anatomy and reproduction of seed plants from an evolutionary perspective. 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 402 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 (3)
A study of gross anatomy of the human body through the dissection of a cadaver. PREREQ: Upper division standing and permission of instructor.

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 student with principles of body function in selected animals. Systems covered include respiratory, nervous, excretory, endocrine, digestive and reproductive with emphasis on homeostatic mechanisms. Three lectures and one three-hour laboratory. PREREQ: BI 212 or consent of instructor. Offered alternate years.

BI 440/540 Emerging and Re-emerging Infectious Diseases (3)
Identification of factors that encourage the emergence and spread of infectious agents. Lectures provide basic information regarding the basic biology of microorganisms and focus on major infectious agents (including HIV, Mad Cow/CJD, Ebola, and Influenza). Students research, discuss, and present information on chosen emerging or re-emerging infections. PREREQ: Sequence in Biology or permission of instructor. BI 540 is designed for educators (health, elementary, or secondary school), emphasizing curriculum development for various levels of audiences.

BI 441/541 Human Heredity (3-4)
Basic principles of inheritance, including mendelian patterns of inheritance, molecular genetics, chromosomal aberrations, sex determination, gene mapping, genetic engineering, and population genetics as it relates to humans. The lab illustrates topics included in the lecture. PREREQ: BI 102 or BI 211.

BI 446 Evolution (3)
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 or consent of instructor.

BI 451 Invertebrate Zoology (4)
A systematic study of invertebrates, with a comparative approach to functional morphology, physiology, behavior, life history and evolution. Observation of living marine invertebrates is emphasized in the lab. Course includes field trips to the coast. Two one-hour lectures and 2 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: Introductory sequence in biology 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. Offered alternate years.

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)
Structure and function of the gene. Study of genome structure and selected cases of the regulation of transcription and translation in prokaryotes and eukaryotes. Includes the complexity, stability and alterations of the genome in order to understand molecular evolution and the action of viruses. Two lectures and one four-hour lab. PREREQ: BI 341, BI 388 and one year of chemistry or consent of instructor.

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 588M Cell Biology (4)
A course in molecular cell biology with emphasis on the study of structure and function of cells and cell organelles. Uses 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)
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. 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. PREREQ: BA 212.

BA 217 Accounting for Nonaccountants (3)
Provides 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.

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 BA 217 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 240 Quantitative Business Methods (4)
The use of functional forms to describe variables commonly encountered in business, such as sales revenue and financial asset value. Development and application of constrained and unconstrained optimization, including differential and integral calculus. PREREQ: MTH 111.

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.
A minimum of junior standing is required as a prerequisite for all 300 and 400 level Business courses.

BA 205 Business Analysis and Report Writing (3)
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)
Introduces the theories, concepts and terms that marketers use in their daily planning activities. Begins with an overview of strategic marketing planning. Strategic elements of the marketing plan (target definition, product strategy, distribution strategy, promotion strategy and price strategy) are examined in greater detail.

BA 311 Personal Selling (3)
Application of personal selling theories with a focus on basic steps in the selling process: prospecting, qualifying, presentation, objections, closing and follow-up. 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 211 or BA 217.

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 Portfolio Management (3)
Develops an understanding of 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 345 Internet and Electronic Commerce (3)
The Internet as a resource for researchers, investors, employers, and employees. Focus will be on information access and distribution. Topics will include Internet basics, search techniques and resource evaluation, marketing, electronic commerce, government regulation, job searching, and web page design.

BA 361 Organizational Behavior (3)
A survey of current theories about the behavior of individuals and groups within organizations, as well as the operation of the organization as a whole. Topics include individual differences, job attitudes, decision making, motivation, job design, group structure and process, communication, leadership, power and politics, organizational structure and design, and organizational change.

BA 367 Regression Analysis (3)
A second course in statistics. Coursework includes hypothesis testing, simple regression, multiple regression and the study of the validity of the assumptions used in regression models. PREREQ: BA 240 or MTH 241, and MTH 243.

BA 368 Introduction to Operations Research (3)
Study of quantitative techniques for decision support. Topics include linear programming, integer programming, project management, and dynamic programming, PREREQ: BA 240 or MTH 241, and 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 theory to current topics.

BA 391 Human Resource Management (3)
An introduction to personnel functions. Topics include personnel planning, recruitment, promotion and personnel development, employee compensation and motivation, job analysis and design, supplemental benefits, labor relations, and occupational health and safety. PREREQ: BA 361 and BA 390.

BA 392 Management of Diversity (3)
Focuses on managing diversity within organizations by addressing topics such as development and management of multi-cultural work teams, cross-cultural communication, and performance evaluation. PREREQ: BA 361 and BA 390.

BA 398 Personal Investment Analysis (3)
Provides student with an exposure to budgeting, investing, taxes and tax planning, estate planning, financial leverage, and stocks and bonds. PREREQ: BA 315.

BA 399 Special Studies (1-3)
Terms and hours to be arranged.

BA 406 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)
Students learn the process of creating effective marketing plans using (1) a situational analysis which is based on research of a company’s external and internal environments, and (2) tactical decisions regarding product strategies, pricing, distribution channels and communications for a product, idea, good or service. PREREQ: BA 310.

BA 415 Advertising and Promotion (3)
Introduces advertising as one variable in the overall marketing program. Covers advertising management, research, creative development, and media planning. Also addresses the economic and social consequences of advertising in society. PREREQ: BA 310.

BA 416 Government Regulation (3)
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)
Develops 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)
Suggests a logical framework for analysis of how much a firm should invest in plant and equipment, how the funds invested should be allocated to specific assets and how these expenditures should be financed. PREREQ: BA 315.

BA 427 Small Business Finance (3)
Utilizes the basic processes, principles, tools and concepts of finance within the parameters of a small business. The course centers around a project to develop a complete financial plan that projects the future flow of funds by analyzing and integrating the impact of investment decisions and financing decisions. 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 (4)
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 (4)
Study of individual income taxes, tax policies, state and local taxes, installment sales, and exploration of concepts in tax computation. PREREQ: BA 431 or consent of instructor.

BA 435 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 presentations, including subsidiary equity. PREREQ: BA 319.

BA 450 State and Local Government Finance (3)
Economics and policy analysis of government expenditures, taxes, and intergovernmental fiscal relations. The role of government in the economy and policy analysis. The division of functions and revenues between state and local governments; revenues, expenditures, and indebtedness of these governments. Analysis of state and local tax structures. Application to study of the Oregon system. 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. PREREQ: BA 319 or consent of instructor.

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, consumer behavior, or social marketing. May be repeated for different topics. PREREQ: BA 310.

BA 478 Topics in Finance (3)
These varied courses in finance would allow the student to investigate topics of special interest such as long term stock market expectations, risk on the equity markets, and advanced concepts in financial management. May be repeated under different subtitles. PREREQ: BA 315.

BA 484 International Management (3)
A study of the political, social, cultural, economic, and legal environment for engaging in trade between countries. Emphasis will be on management strategies for small business as participants in international business operations. 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 developed in the U.S. for implementation in foreign markets. 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 Strategic Management (3)
An integrative, capstone course that explores how firms can build competitive advantage. The focus is the strategic planning process, including analyzing the external environment, assessing internal strengths and weaknesses, establishing objectives and strategies, and implementing strategic plans. PREREQ: Senior standing, BA 310, BA 315, BA 361, and BA 390.

BA 492 Total Quality Management (3)
This course will focus on using quality practices within organizations by addressing topics such as: team development, statistical process control, problem solving, and organizational design. PREREQ: BA 361, BA 390, and MTH 243 or equivalent.

BA 494 Business Ethics (3)
Explores ways to think through ethical issues in business. The course applies frameworks for moral reasoning to business issues, including whistle-blowing, privacy in the workplace, employment at will, product safety, and international ethics. PREREQ: BA 361 and BA 390.

BA 495 Organization Design (3)
An analysis of the structure and behavior of the organization as a whole. The course examines the design of different types of organizations, including bureaucracy and nontraditional forms, in both the public and private sector. Topics include departmentation and coordination, the effect of environment and technology on structure, and organizational growth, change, and decline. PREREQ: BA 361 and BA 390.

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 equivalency, high school chemistry or CH 104; for CH 222 a passing grade in CH 221 is required; for CH 223 a passing grade in CH 222 is required.

CH 310 Geochemistry (5)
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 320 Introduction to Forensic Science (3)
An introduction into the theory and practice of physical evidence analysis. Topics include the recognition, identification, and evaluation of physical evidence such as hairs, fibers, drugs, blood, semen, glass, soil, fingerprints, documents. Three lectures. PREREQ: one year of college chemistry.
CH 340, 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 count for chemistry major credit only for students in the Forensic option. PREREQ: CH 223, PH 212, or consent of instructor.

CH 350 Chemical Literature (1)
A study of the methods of searching the chemical literature. One class meeting per week. PREREQ: 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 pesticides. PREREQ: CH 104, CH 105, CH 106 or consent of instructor.

CH 401 Research (1-3)
Terms and hours to be arranged. May be repeated for credit.

CH 407 Seminar (1)
Group study and discussions concerning the frontiers of chemistry, current research problems, and the interaction of chemistry with other disciplines. Students will be required to present a seminar. PREREQ: CH 350.

CH 409 Practicum (1-9)
Terms and hours to be arranged.

CH 411 Advanced Inorganic Chemistry (3)
An introduction to quantum mechanics covering atomic theory, periodic table, symmetry, group theory, molecular orbitals, ionic/covalent bondings, solid state and the molecular structure. Not sequential with CH 412. PREREQ: CH 223, MTH 252, PH 213 or consent of instructor.

CH 412 Advanced Inorganic Chemistry (3)
A study of the basic principles of inorganic chemistry and the main properties and reaction chemistry of inorganic elements and compounds within the framework of the periodic table. Not sequential with CH 411. PREREQ: CH 223, MTH 252, PH 213 or consent of instructor.

CH 420 Forensic Chemistry (4)
The applications of chemistry to the analysis of physical evidence. Included among the topics will be serology, analysis of arson debris, drugs, explosive residues, gunshot residues, papers and inks, paint chips and DNA. Laboratory techniques will include gas chromatography, mass spectroscopy, atomic absorption spectroscopy, electrophoresis, infrared spectroscopy, liquid and thin-layer chromatography. Two lectures and two laboratory periods per week. PREREQ: CH 313 or consent of instructor.

CH 430, 431, 432 Applications of Forensic Science (2 each)
An in-depth examination of subjects in modern forensic science as presented by experts in the field. Topics may be chosen from the following: fingerprinting, forensic serology, hair and fiber analysis, arson accelerant and explosives residues, glass comparisons, drug analysis, bullet and cartridge analysis, serial number restoration, document examination, voiceprint identification, polygraphy, DNA analysis, forensic botany, forensic meteorology, forensic toxicology, photography, and forensic psychology. The courses will be taught as topic modules incorporating both lecture and laboratory practice as appropriate. PREREQ: CH 320 or consent of instructor.

CH 440 Physical Chemistry I (3)
A study of the laws of thermodynamics with emphasis on their application to chemical systems. Topics considered include: thermo-chemistry, equation of states, kinetic-molecular theory, free energy and chemical equilibrium. PREREQ: CH 223, MTH 254, PH 213.

CH 441 Physical Chemistry II (3)
A study of solutions, heterogeneous equilibria, electrochemistry, chemical kinetics, elementary quantum and statistical mechanics. 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 Lab (3)
An introduction to the basic laboratory techniques used in biochemistry. Topics will include electrophoresis, spectrophotometry, chromatography, centrifugation techniques, and protein purification. One hour lecture and one four hour lab. A research project will be required for graduate credit. PREREQ: CH 336, CH 450, MTH 251 equivalent or consent of instructor.

CH 461, 462, 463 Experimental Chemistry (2 each)
An advanced laboratory course devoted to experimental techniques of analytical, inorganic and physical chemistry. PREREQ or Co-requisite: CH 313, CH 350, CH 440 or consent of instructor.

CH 471 Chemical Instrumentation (4)
Theory and operation of instrumentation, including the applications of computer technology, used in modern chemical laboratories. Three lectures and one laboratory. PREREQ: CH 313.

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 Computer Science I (3)
This course provides an introduction to the computer's role in society. Students will become familiar with computer terminology and use applications software, including a word processor. PREREQ: CS 101L must be completed concurrently.

CS 121 Computer Applications in Business (5)
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 not experience with a computer. PREREQ: 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 II (5)
Formulation of problem specifications, development of algorithms, program design, structured programming concepts, program execution and documentation. Three hours of laboratory is required in addition to the lectures. PREREQ: CS 161 or consent of instructor.

CS 199 Computer Science Topics (1-6)
Course content will vary. Topics are selected relative to new subject areas in Computer Science appropriate to freshmen level.

CS 221 Advanced Computer Application in Business (2)
An introduction to integration of software applications, advanced spreadsheets, macros, and relational databases. 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 260 Computer Science III (5)
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 272 Low Level Programming (3)
This class covers programming techniques that require the programmer to be aware of the computer's hardware organization. Approximately one-half of the class will be devoted to an introduction to assembly language programming, and the remaining of the class will consider aspects of the C programming language such as: pointers, dynamic memory allocation, the address operators, and the bitwise operators. PREREQ: CS 260.

CS 299 Topics in Computer Science (1-6)
Course content will vary. Topics are selected relative to new subject areas in Computer Science appropriate to sophomore level.

CS 311 Data Structures 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 data types 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 data type trees into AVL trees, B-Trees and B+Trees, the inclusion of external file manipulation algorithms, graph structures, and further study of complexity analysis and classes. 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 340 Ethics & Law (3)
Acquaint students with the contemporary or possible future moral problem that arises due to computerization. Give students a deeper understanding of the nature of morality or the nature of society. Help students understand the relationship between deep human needs, socioeconomic institutions, and technology.

CS 344 Discrete Structures (3)
This course is designed for students in Computer Science. Topics that will be covered include mathematical reasoning and methods of proof, sets, relations, functions, partially ordered sets and lattices, groups, boolean algebra, propositional and predicate calculus, recurrence relations, and graph theory. PREREQ: MTH 231.

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 350 Network Administration (3)
Develop an understanding of local area network protocols using the OSI model. Students will install system software and users into existing local area networks. Students will work in a variety of popular network environments. PREREQ: CS 260.

CS 355 Unix Fundamentals (5)
This course is an introduction to the UNIX operating system. The emphasis is on using a UNIX-based or a Linux-based computer and some basic system administration tasks. The course will cover fundamental UNIX commands and utilities, including the use of a text editor and a mail handler, configuring a shell, the UNIX file system organization, managing processes in a multiprocessing system, and writing simple shell scripts. Other topics that may be covered as time permits are: the X window system, C programming in a UNIX environment, and UNIX pattern matching utilities such as awk. This class assumes no previous experience with the UNIX operating system. PREREQ: CS 260.

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 399 Topics in Computer Science (1-6)
Course content will vary. Topics are selected relative to new subject areas in Computer Science appropriate to junior level.
CS 406 Special Topics (1-4)
Course is to be offered on an individual student basis. It is designed to support students in investigating the application of programming methods to problems related to their declared major.

CS 407 Seminar (1-4)
Terms and hours to be arranged.

CS 408 Workshop (1-4)
Terms and hours to be arranged.

CS 409 Practicum (1-9)
Offers practical experience working in a computer science department for area businesses and industries.

CS 420 Data Management Systems (3)
Database system architecture; relational, hierarchical, and network approaches. Security and integrity of data bases. PREREQ: CS 311.

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 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 is in the 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 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 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 313.

CS 447 Compiler Design (3)
This course includes the theoretical discussion of the complexities of a modern compiler, along with the examination of the algorithms necessary to implement the same. Programming tools such as LEX and YACC are used. All phases of a compiler are implemented. PREREQ: CS 345 and 313.

CS 449 Topics in Computational Theory (4)
This course covers topics of special or current interest in the area of computational theory that are not covered in other courses.

CS 450 Networks Fundamentals (3)
Develop an understanding of local area network protocols using the OSI model. Students will install system software and users into existing local area networks. PREREQ: CS 311.

CS 452 Internet Communications (3)
Comparing different network models. Focus on wide area networks and communication with routers, and switches. Management of web servers will also be covered. PREREQ: CS 450.

CS 453 Data Mining and Data Warehousing (3)
Develop the essential information and guidance on designing and building effective data warehousing systems. Data warehousing will develop the tools, concepts, and approaches to organize vast stores of information. This course explains what data warehousing is, how it works and why the survival of many businesses in the twenty-first century will depend on leading-edge information architectures. PREREQ: CS 420.

CS 459 Topics in System Management (3)
This course covers topics of special or current interest in the area of system management that are not covered in other courses.

CS 470 Human Machine Interfaces (3)
This course focuses on developing an understanding of the structure and use of GUI operating system services. This understanding involves the exploration of several key ideas: 1) the differences between classical vs. event-driven programming; 2) the structures common to all GUI systems; 3) direct system call level programming vs. Class library level programming; 4) Internet GUI systems (Active X and Java). Additionally, students will gain hands on experience programming GUI's using Visual C++ and the Microsoft Foundation Classes, Win32 api (C code), and Java AWT & Swing class libraries. PREREQ: CS 313.

CS 471 Metrics and Testing (3)
This course covers the principles of systematic testing of software systems, software verification, symbolic execution, software debugging, quality assurance, measurement and prediction of software reliability, project management, software maintenance, software reuse, reverse engineering. It emphasizes the process of software testing and different testing techniques and methodologies used in the industry. This course also covers topics related to the management of a testing project. PREREQ: CS 430.

CS 472 Operating Systems - Advanced Topics (3)
The advanced operating systems topics course is a project-oriented course for senior computer science majors who wish to explore advanced operating systems development techniques utilizing operating system services. Additionally, students will develop an understanding of the structure and purpose of distributed operating systems including process control, file systems, input/output systems, memory management within this framework. The project provides hands-on experience in the advanced development of applications using direct system calls to the operating focusing on the development of distributed and client/server applications. PREREQ: CS 372.

CS 474 Concurrent Systems (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 475 Applied Computational Intelligence (3)
This course introduces the student to the broad range of ideas that comprise the field of Artificial Intelligence. These include symbolic reasoning, first order logic, heuristic search, game playing, intelligent agents, planning, and machine learning. The major successes and
failures of the past, plus current predictions of the future of A.I. will be discussed. Students will complete short programming assignments that apply A.I. concepts. PREREQ: CS 315.

CS 479 Topics in Software Engineering (3)
This course covers topics of special or current interest in the area of software engineering that are not covered in other courses.

CS 481 Computer Graphics (3)
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 482 Modeling and Simulation (3)
This course is about the design and construction of computer models. Students will study the use of these models to simulate the behavior of the modeled system in order to try to better understand the system, to predict how it might behave under different circumstances, or find ways to improve the "performance" of the system. The course will cover both discrete and continuous system models. Of particular interest in this course is the process of "translating" ones mental models into a computer modeling language in order to perform the simulations. This conceptualization process is often the most difficult and elusive step, and tends to be more art than science. Contemporary simulation languages make it possible to create models on the computer, letting it keep track of the changes to the structure, equations, and data as the process unfolds. PREREQ: CS 311.

CS 483 Systems Administration (3)
The purpose of this class is to prepare a student to be a system administrator for an enterprise level server. For each occurrence of this class, the operating system and server to be studied will be chosen from among the currently available systems. PREREQ: CS 450.

CS 484 Neural Networks (3)
This course explores computation in massively interconnected networks of simple, autonomous processing elements. The course will examine the ideas motivating connectionist computation, plus how neural nets have been successfully applied to engineering tasks and cognitive modeling. Students will complete individual projects exploring the computational properties of neural networks. Students are expected to be comfortable with calculus and simple matrix operations. PREREQ: CS 313.

CS 500M Fundamentals of Computer and Information Systems (4)
The student will explore the history, current and future role of information systems. Topics include systems theory, computing systems components, and systems development.

CS 506M Special Topics (1-4)
Course is to be offered on an individual student basis. It is designed to support students who need to investigate topics not covered in existing courses. PREREQ: CS 500M and CS 510M.

CS 507M Special Topics (1-4)
Special course offerings. PREREQ: CS 500M and CS 510M.

CS 509M Practicum (1-9)
Offers credit for a practical work experience where advanced computer science skills are developed and/or utilized. Must be managed by a Computer Science faculty member. PREREQ: CS 500M and CS 510M.

CS 510M Programming Languages (4)
Become familiar with high level programming languages, and develop competency in an object-oriented programming language.

CS 520M Database and Information Systems (4)
Covers both database theory and applications of databases. Focus is on data modeling and data design. Relational databases and object-oriented databases will be examined. Students will construct an information system using current database tools. PREREQ: CS 500M and CS 510M.

CS 530M Software Engineering (4)
Student will become familiar with the techniques and methods for successful project analysis/design. Tools that are used to measure and track the stages of the project life cycle are examined. PREREQ: CS 500M and CS 510M (or equivalent).

CS 550M Networks and Communications (4)
The current and future role of the networked work place will be explored. Communication protocols will be explained and examined. PREREQ: CS 500M and CS 510M.

CS 560M Algorithms and Computational Theory (4)
Examines the foundational tools of computer science. Specific topics include what is possible to compute, and if possible, how reasonable is it to compute in terms of time and space. Examples will be described through the use of abstract mathematical models and machines. PREREQ: CS 500M and CS 510M.

CS 570M Computer Architecture and Operating Systems (4)
A survey course covering various aspects of operating systems and computer architecture. Students will develop an understanding of the structures and purpose of operating systems including process control, file systems, input/output systems, and memory management. Students will also study the components of a general-purpose computer system—CPU, memory, and peripherals—and how they connect to each other by means of buses. PREREQ: CS 500M and CS 510M.

CS 580M Knowledge Based Systems (4)
This course covers both theoretical and practical aspects of decision support and artificial intelligence and provides a detailed understanding of the broad issues in artificial intelligence and a useful survey of current AI technology. Included are broad coverage of innovative representational techniques, including neural networks, image processing, and probabilistic reasoning, alongside the traditional methods of symbolic reasoning. PREREQ: CS 500M and CS 510M.

CS 590M Modeling and Simulation (4)
A study of both discrete and continuous system simulation. Model design and model life-cycles will be explored. Students will build models using current simulation packages. PREREQ: CS 500M and CS 510M.

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.
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 Theatre. 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 401/501 Teaching Creatively and Collaboratively in the Arts (9)
This course integrates Art, Music, Theatre and Dance with other subject areas to demonstrate creative and collaborative teaching strategies for classroom teachers. PREREQ: A minimum of 9 hrs in one of the Creative Art areas (Music, Art, Theatre or Dance) or consent of instructor.

CA 406 Special Individual Studies (1-3)
CA 407 Seminar (1-3)
CA 408 Workshop (1-3)
CA 409 Practicum (1-3)

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 study and survey 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 213 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 procedure, 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 327 Introduction to Research Methods in Criminal Justice (4)
Students will study the development of research in the criminal justice professions. The focus is on basic methods and techniques of inquiry, data gathering and analysis and implications of the data for criminal justice agencies. Students will learn to analyze research and how to present their own research. PREREQ: Upper division standing or consent of the 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 (1-12)
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 (3-12)
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.

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 435/535 Gender, Crime and Justice (3)
A study of differences in offending and victimization by gender; explanations of gender-specific differences in criminality; societal reactions and justice system responses to offending by gender (including both punishment and programming); and the intersections of race, class, gender, crime and social control.

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 prevention of juvenile delinquency, focusing on synergistic collaboration and resource sharing.

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.

CJ 499/599 Special Studies in Community Crime Prevention (3)
Advanced study on special topics proposed by faculty at large grounded in the discipline of the faculty member. The focus is on youth and family, problem solving, team building, organizational behavior, and program development and evaluation. A committee of two criminal justice faculty and two faculty from other disciplines will select from proposals solicited from all university faculty. Enrollment is open to students in other disciplines at the discretion of the instructor.

CJ 501M Research (3-9)
Terms and hours to be arranged.

CJ 503M Thesis/Field Study (1-9)
Terms and hours to be arranged.
CJ 506M Special Individual Studies (1-15)
Term and hours to be arranged.

CJ 508M Workshop (1-15)
Term and hours to be arranged.

CJ 516M Community-Based Corrections (3)
Inventory, assessment and impact of community-based programs implemented for treatment and care of the juvenile and adult offenders.

CJ 517M Criminal Justice Administration and Organizational Behavior (3)
Designed to provide the student with administrative competence in problem identification and problem solving techniques as applied to agency and personnel roles within the adult and juvenile systems of justice.

CJ 518M Criminal Law and Corrections (3)
The substantive criminal law with its corresponding penalties. Review of recent court cases, with emphasis on their impact in the corrections process, including the legal rights of offenders.

CJ 519M Leadership in Criminal Justice Organizations (3)
This course draws upon various social science disciplines and focuses on models of leadership and research relevant to defining and achieving collective goals in a variety of criminal justice organizational settings.

CJ 520M Offender Treatment (3)
A study of the organization and administration of correctional treatment programs for the juvenile and adult offender.

CJ 521M Human Resource Management in Criminal Justice (3)
Students will explore the recruiting, selection, training, assignment, discipline and promotion of personnel in criminal justice. The emphasis is on the philosophy, theory, and practice of human resource management in the contemporary public safety agency.

CJ 522M Strategic Planning in Criminal Justice (3)
Students will explore the development and design of strategic planning to provide the competence to develop a strategic plan for a criminal justice agency. Strategic planning will be contrasted to tactical planning and intuitive planning. The strategies for future thinking, visioning, organizational values, environmental concerns, stakeholders and forecasting will be studied. Study and research will focus on the philosophy, theory, and application of strategic planning in criminal justice agencies.

CJ 556M Contemporary Issues in Criminal Justice (3)
A study of contemporary issues in criminal justice.

CJ 560M Theories and Research in Crime and Delinquency (3)
Basic introduction to criminological theory, research and policy. Students will read original essays and journal articles, focusing on the major criminological theories, including social learning, social control and conflict theories.

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 principals of modern dance technique exploring time, space and energy and how they relate to the body in motion. Included will be creative movement expression and an introduction to choreographic ideas. To be taken in sequence.

D 185, 186, 187 Beginning Ballet I - III (1 each)
Introduction to the basic concepts of body alignment, the technical movement vocabulary in traditional ballet, the accompanying French terminology and the basic movement sequences that will develop strength and flexibility. To be taken in sequence.

D 188, 189, 190 Beginning Jazz Dance I - III (1 each)
Introduction to the varied styles of contemporary jazz technique with an emphasis on the uses of rhythm, syncopation, isolation of the various body parts, and varied rhythmic accompaniment. To be taken in sequence.

D 196, 197, 198 Beginning Tap I - III (1 each)
Introduction to the basic elements of tap dancing steps and techniques in a variety of styles from military to rhythm or jazz tap to waltz clog. Improvisation will also be introduced. To be taken in sequence.

D 199 Special Studies (1-15)
Terms and hours to be arranged.

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 260 Dance improvisation (1)
Explorations to foster movement invention and spontaneity. Structures and open improvisations incorporating other media such as music, text, and props. Class participation informal discussion. Concurrent registration in a dance technique class is strongly advised.

D 280, 281, 282 Intermediate Modern Dance I - III (2 each)
Introduction to the elements of 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 (2 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 (2 each)
Intermediate level of contemporary jazz dance styles. Includes an introduction to a more advanced level of technique focusing on rhythm, syncopation and body isolations. Some emphasis will be placed on improvisatory jazz dance and compositional applications. PREREQ: Beginning 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 330 Rhythmic Awareness (2)
An exploration of the musical components of rhythm in relation to dance. Elements such as beat, meter, and form are studied and developed in the context of movement and choreography. Also explored is the potential for collaboration between dancers and musicians and basic elements of rhythmic notation.

D 351 Dance Composition I (3)
This course will explore choreographic concepts as they relate to the elements of space, time and force. Emphasis will be placed on solo compositions. 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. PREREQ: D 351 or consent of instructor.

D 357 Dance in Musical Theatre (3)
Introduction to various dance styles used in musical theatre choreography. Roles played by selected choreographers in the development of musical theatre 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 IV, V, VI (2 each)
For intermediate level students taking the Intermediate Modern sequence for a second year. A continuation of the work outlined under Intermediate Modern D 280, 281, 282 with emphasis on a higher level of technical, improvisational and expressive skills. PREREQ: D 280, D 281, D 282.

D 363, 364, 365 Intermediate Ballet IV, V, VI (2 each)
For intermediate level students taking the Intermediate Ballet sequence for a second year. A continuation of training the ballet student in traditional ballet and the accompanying technical movement vocabulary. PREREQ: D 285, D 286, D 287.

D 370, 371, 372 Intermediate Modern Dance VII, VIII, IX (2 each)
For intermediate level students taking the Intermediate Modern sequence for a third year. A continuation of the work outlined for Intermediate Modern with emphasis on an advanced level of technical, improvisational and expressive skills. PREREQ: D 360, D 361, D 362.

D 373, 374, 375 Intermediate Ballet VII, VIII, IX (2 each)
For intermediate level students taking the Intermediate Ballet sequence for a third year. A continuation of the training outlined for Intermediate Ballet with emphasis on an advanced level of training. PREREQ: D 363, D 364, D 365.

D 380, 381, 382 Advanced Modern Dance I - III (2 each)
Further develops the technical level of the student through advanced study in past and contemporary dance trends. Included will be individual and group improvisational explorations, focus on exploring personal expression through movement, as well as an emphasis on performance. PREREQ: Intermediate modern dance sequence or consent of instructor.

D 383, 384, 385 Advanced Modern Dance IV, V, VI (2 each)
For advanced level students taking the Advanced Modern sequence for a second year. A continuation of the work outlined under Advanced Modern D 380, 381, 382 with emphasis on a higher level of technical, improvisational, personal expression, and performance skills.

D 386, 387, 388 Advanced Modern Dance VII, VIII, IX (2 each)
For advanced level students taking the Advanced Modern sequence for a third year. A continuation of the previous advanced level work with emphasis on an advanced, pre-professional level of technical, improvisational, personal expression, and performance skills.

D 390 Kinesiology for Dance (3)
Survey of kinesiology principles as related to basic movement. The areas stressed are anatomy, physiology, bio-mechanics, movement behavior, and various alignment and conditionary techniques. Students become aware of their personal movement behavior and investigate ways of becoming movement efficient.

D 399 Special Studies: Dance Concert and/or Musical (1-3)
Participation, by performance or crewing, in a dance concert or musical theatre production. By audition only.

D 405 Senior Project (2)
Each graduating senior with a BA/BS in Dance or a BA/BS in The Arts with a Dance Emphasis will complete a final capstone experience on a selected topic in the field of dance. Students are responsible for the creation, rehearsal, research and the presentation of the project. PREREQ: Senior standing in dance.

D 406 Independent Studies in Dance (1-3)
For students who wish to study in depth selected topics in dance history, theory, education or criticism. Only 3 credit hours of D 406 and D 408, singly or combined, count as electives in the dance minor. 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 Dance Repertory (1-3)
Exposes the intermediate and advanced student in modern dance to more advanced and varied modern dance techniques with an emphasis on performance. Students will learn and perform dances in the WOU Dance Theatre repertory and in various theatrical venues throughout Oregon.

D 451 Dance Production (3)
Provides the practical and theoretical knowledge of the various areas of dance production. Included will be practical experience in sound production, lighting, costume, makeup, management and publicity.

D 455 Ballet History (3)
Covers the development of ballet from its roots in the Renaissance Courts through the Romantic and Classical eras to the late 20th century.

D 454 Evolution of Modern Dance (3)
Covers the development of modern dance and the philosophies of the leading modern dancers of the decade from Duncan to the present.

D 455 Crew Choreography (3)
Examines the use of groups of dancers as they relate to design, shape, focus, space and balance. Introduction to and experience with formal
dance structure will be included as well as analysis and evaluation of well-known choreographic works. Other special considerations of group choreography will also be addressed. PREREQ: D 351, D 352 or consent of instructor.

D 460 Dance and Technology (3)
Introduction to the use of desktop multimedia applications and peripherals applied specifically to dance production and the creative process.

D 491 Creative Dance for Children (3)
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.

D 493/593 Dance for the Classroom from Around the World (5)
Study and experience ethnic dances from various geographical and cultural areas of the world. These dances will be examined in relationship to their cultural context and relevance within the given society.

D 494 Dance Pedagogy (5)
Study and evaluation of methods and materials for teaching dance in a studio setting. The topics examined include: how to build a dance class, what to teach and methodology involved. Practical application of the methods will be emphasized.

D 496 Creativity (3)
Investigates why creativity is important to us personally and globally. How creativity works and how culture evolves as domains are transformed by creative individuals will be examined. Included will be experimentation with different ways to develop and enhance our own creativity, with a focus on how creativity can benefit our artistic expression as well as every area of our lives.

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 201 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 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) (5)
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 basics for international trade, balance of payments, international finance, exchange rates, trade policy and contemporary social issues.

EC 311 Intermediate Micro-economics (3)
Provides the student with a rigorous grounding in the methods and techniques of modern micro-economic analysis. The course develops

the standard neoclassical theories of consumption, exchange, and production under the assumption of perfect competition and full information. Situations in which information and markets are imperfect, including price discrimination, monopolistic competition, oligopoly, monopoly and cartels are also covered. PREREQ: EC 201, 202, and sophomore standing.

EC 313 Intermediate Macroeconomics (3)
Focuses on the behavior of the economy as a whole. Topics include: income and consumption, inflation, unemployment, investment, the rate of interest, monetary and fiscal policy, and modern theories of economic growth and business cycles. PREREQ: EC 201, 202 and sophomore standing.

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 321 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 333 Sports Economics (3)
Applies economic analysis to professional and collegiate sports. Topics include: public financing of arenas and stadiums; the impact of sports franchises on local and regional economies, labor issues such as free agency, salary caps, discrimination, and the "economics of superstars"; the market structure and performance of professional sports leagues; and the role of the National Collegiate Athletic Association. PREREQ: EC 201, EC 202 or consent of instructor.

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)
An introduction to the strategic way of thinking and a primer on game theory with applications likely to be encountered by business. Topics covered include the prisoner's dilemma; dominant and mixed strategies; sequential and simultaneous moves; Nash equilibrium; bargaining and collective action; uncertainty and information; threats, promises and negotiated games; and the evolution of cooperation. PREREQ: EC 201, EC 202.

EC 399 Special Studies (1-3)
Terms and hours to be arranged.

EC 406 Special Individual Studies (1-9)
Terms and hours to be arranged. A specialized or individualized course of study within the Economics discipline developed in consultation with the instructor.
EC 407 Seminar (1-3)
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 America and the African nations. PREREQ: EC 201, EC 202 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 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: EC 201, EC 202 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 uses of natural resources. PREREQ: EC 201, EC 202 or consent of instructor.

EC 440 International Trade (3)
Analyzes the causes and consequences of international trade. Topics covered include: the theory of comparative advantage, models of international trade under perfect and imperfect competition, strategic trade policy, the impact of trade on welfare, protectionism, trade and the environment, the role of trade in developing countries, the effects of free trade agreements, and the role of multinational institutions in facilitating trade. PREREQ: EC 201, EC 202 or consent of instructor.

EC 441 International Monetary Economics (3)
Examines the macroeconomic linkages between countries. Topics include: institutions of flexible and fixed exchange rates, the balance of payments, the choice of an exchange rate regime, international money markets, currency crises, international policy coordination, and international debt and direct investment. PREREQ: EC 201, EC 202 or consent of instructor.

EC 444 Labor Economics (3)
This course applies microeconomic theory to understand the behavior of labor market dynamics in the U.S. and in other industrialized countries. Topics include: the demand and supply of labor, human capital, compensation and risk differentials, minimum wage/living wage legislation, unemployment, collective bargaining and unions, and discrimination. PREREQ: EC 201, EC 202.

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: EC 201, EC 202 or consent of instructor.

EC 450 Comparative Economic Systems (3)
Theory, practice, and reform of economic systems other than capitalism. The course emphasizes socialist economics, the economies of the former Soviet Union, East Central Europe, and China. The course examines the origins of the socialist economy, how it is supposed to work, how it actually works, and how it can and cannot be reformed. PREREQ: EC 201, EC 202 or consent of instructor.

EC 451 Economic Systems in Transition (3)
Focuses on economics in transition, primarily the post-socialist economies in East Central Europe, the former Soviet Union, and China. Topics covered include: privatization and enterprise restructuring, labor markets and social insurance policies, household welfare, public finance, trade policy and regional integration, crime and corruption, entrepreneurship, environmental degradation, and macroeconomic issues. PREREQ: EC 201, EC 202 and EC 450.

EC 460 Industrial Organization (3)
This course will examine the relationship between market structure, the conduct of individual firms, and industry performance in the presence and absence of government regulation. Competitive, oligopolistic, and monopolistic market structures will be analyzed for their effects on the pricing, marketing, and investment behavior of representative firms. The course also studies the relationship between government and business through interactions such as regulatory and antitrust policy. PREREQ: EC 201, EC 202.

EC 470 History of Economic Thought (3)
Traces the development of economic thought from ancient times to the present. Contributions of individual writers and schools of thought are examined in their historical settings and as they influenced economic thought and policy. Major contributions to economic thought in the 20th century are examined in greater detail.

EC 480 Introduction to Mathematical Economics (3)
A review of relevant mathematical tools currently utilized in the economics profession, and an application of these tools to economic issues utilizing problem-solving procedures. PREREQ: EC 201, EC 202, EC 203, and MTH 111 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. Note: All students must attend an orientation meeting prior to registration to set up placement in a school for this practicum. Information on the time and place will be posted in the Education Building and Central Advising Office approximately two weeks prior to registration.

ED 199 Special Individual Studies (1-6)
Terms and hours to be arranged. Individual projects, practicum or special studies in a limited area of interest, under the guidance of a designated staff member. Note: All students must attend an orientation meeting prior to registration to set up placement in a school for this practicum. Information on the time and place will be posted in the Education Building and Central Advising Office approximately two weeks prior to registration.

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 301 Introduction to Chicano@ Studies (3)
An introductory course designed to assist students from diverse cultural and experiential backgrounds in addressing and understanding their heritage within the American society. Focus on Chicano@ history in the United States beginning with Spanish colonization and continuing with present day issues of assimilation and acculturation. Attention is paid throughout the course to the complex nature of language and culture and their roles within the educational and political systems.

ED 302 Multicultural Education and the American Experience (3)
Designed to assist students from diverse socio-economic, cultural, and experiential backgrounds in addressing the personal, social, academic, financial, and campus climate issues within a multicultural context. Students will be provided with opportunities to reflect on the culture of the institution as well as their own heritage. Instructional efforts will focus on increasing the awareness of cultural differences within the college community, self-assessment of possible prejudices, and desirable behavioral changes in becoming a confident multicultural person.

ED 303 September Experience (1-3)
One to three week pre-student teaching program required of all education students, who will select or be assigned to a school in the weeks prior to its opening in the fall. A one-day seminar will be held at or near the conclusion of this experience. Note: All students must attend an orientation meeting prior to registration to set up placement in a school for this practicum. Information on the time and place will be posted in the Education Building and Central Advising Office approximately two weeks prior to registration.

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. Note: All students must attend an orientation meeting prior to registration to set up placement in a school for this practicum. Information on the time and place will be posted in the Education Building and Central Advising Office approximately two weeks prior to registration.

ED 399 Special Studies (3)
Designed for an individual or group in a special interest area under the instruction and guidance of a designated staff member. This course may also be used for a field experience placement. Note: All students must attend an orientation meeting prior to registration to set up placement in a school for this practicum. Information on the time and place will be posted in the Education Building and Central Advising Office approximately two weeks prior to registration.

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 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 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 IV 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 College of Education and Liberal Arts Faculty.

ED 426 Professional Development (1)
Focuses 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. Includes on-campus seminars.

ED 431 Collaboration in Education (3)
Enables the preservice teacher to apply theories and models of collaboration to meet the needs of all students, including non and limited English proficient students, students with disabilities, and students who are identified as gifted and talented (TAG).

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 Human 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 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 Fig 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 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 at least one group studio color production.

ED 447/547 The Developing Child and the Environment (3)
Studies the developing child’s behaviors, attitudes, and abilities; integrates the contexts in which a child develops, including the relationships and interactions of the people in the environment; emphasizes skills to help children adapt optimally to the varied cultures in our changing world.

ED 448/548 Developmentally Appropriate Practices (3)
Exploration of the unique approach necessary to successfully teach children aged 3-8. Emphasis will be on matching teaching to the learning abilities of the young children, including non-English speakers.

ED 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 462/562 Encouraging Discouraged Children (3)
An eclectic approach to working with children is presented. Ideas from Dreikurs, Adler, Ellis, Glasser and other theorists are examined with a goal of applying these ideas in the classroom and/or home. The concept of discouragement and how discouragement influences the teacher, student and parent constitute the primary focus of this class.

ED 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 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 483/583 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 and limited English proficient students will be addressed. Emphasis will be placed on interdependence of first and second language reading and instructional decision-making of transitional reading programs.

ED 495 Diagnosis and Prescription in Basic Skills for LEP Students (3)
Assessment, instructional techniques and materials in basic skills in a bilingual classroom setting. Emphasis on individualizing instruction and monitoring procedures to determine student progress.

ED 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 501M Individual Study: Advanced Proficiency Documentation (6)
A campus and field based course designed to be completed within a one year period. Students will complete a series of activities with the aid of a collegial mentor from a school site and faculty advisor to demonstrate advanced professional knowledge in teaching. Campus based activities include seminars twice a term for three terms including training for collegial mentors and presentation of research to peers. Final grade to be awarded upon the completion of all projects. PREREQ: Successful completion MS Ed Graduate Core courses (18 credits); successful completion of 18 credits within endorsement, authorization, or specialization area; and admission to graduate candidacy.

ED 503M Thesis, Professional Project, or Field Study (1-9)
Terms and hours to be arranged.

ED 506M Special Individual Studies (1-15)
Terms and hours to be arranged. Individual surveys, evaluative studies, and special studies in a limited area of interest, under the guidance of a designated staff member.

ED 507M Seminar (1-6)
Terms and hours to be arranged.

ED 508M Workshop (1-15)
Terms and hours to be arranged.

ED 509M MAT: Preservice Practicum (3)
A practicum comprised of 90 hours in a public school site as well as an alternative education site. For the purposes of this practicum, the alternative site should be located outside traditional schools. Examples include: the Court School, Hillcrest, MacLaren, Chemawa, Farm Home, Kerr Youth Center, St. Mary's Home for Boys, Oregon School for the Blind, Oregon School for the Deaf, OSCI, or Janus-Cordero.

ED 509M MAT: Field Based Practicum (3)
Allows students the opportunity to observe the workings of a public school by interviewing school personnel, attending faculty meetings and extracurricular activities, and participating in the mentor's assigned duties. In addition to individual and/or small group tutoring, the preservice teacher will teach at least one formally planned lesson. The preservice teacher will also have the opportunity to visit an elementary and a middle school.

ED 510M Skills and Techniques of Supervision (3)
The supervisory process: group and individual processes and techniques; analysis of supervisory problems.

ED 512M Quantitative Research in Education (3)
Methods, techniques and tools of research. Development of a proposal for a study, and development of the criteria and methods for reading and evaluating research.
ED 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 515M Foundations of Education: Critical Theory (3)
A study of the historical, philosophical, and societal foundations of education. Current legal, financial, and governing aspects as they relate to education are also explored from a historical and philosophical perspective. PREREQ: Admission to MAT: Initial Licensure Program.

ED 516M MAT Student Teaching (5)
Students will continue their field work from the previous term. During this extended student teaching practicum, a work sample will be produced. The work sample will be comprised of, but not limited to, 15 hours of teaching.

ED 518M Multiple Intelligences and Multicultural Education (3)
Howard Gardner's multiple intelligences (MI) paradigm will be used as a foundation for studying multicultural issues in public schools. Students will study the impact of changing demographics and how that impacts curriculum and the classroom. Major topics include: understanding one's cultural patterns and the needs of culturally diverse students, equity pedagogy, content integration with culturally appropriate materials, prejudice reduction, and social reconstructionist theory. PREREQ: Admission to MAT: Initial Licensure Program.

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 children learn, curriculum development, method and administrative organization.

ED 520M Application of Learning and Developmental Theories to Early Childhood Education (3)
Focuses on the application of developmental theory and learning theory to planning instructional experiences for young children in the areas of motor and perceptual development, language and cognitive development, and social-emotional, as well as affective development.

ED 521M Teacher as Researcher: Action Research (3)
An introduction to the basic philosophy and methods of action research in schools. Students will learn how to conduct action research to help them make effective decisions about their teaching. Special emphasis will be placed on having students design a research project, i.e., Leadership Project, which will be conducted during the following term. PREREQ: Admission to MAT: Initial Licensure Program.

ED 522M Secondary School Curriculum (3)
Overview of the secondary school curriculum, with emphasis on the various subject fields; organization of the school for curriculum development; educational objectives; the course of study; evaluation of the secondary school curriculum.

ED 524M Special Populations Seminar (1)
In-depth study of mainstreamed, multicultural, TAG and at-risk students. Teaching strategies for meeting the needs of these students within the context of the regular classroom's curriculum will be considered.

ED 525M Classroom Discipline and Management (3)
Design, implementation and evaluation of all phases of effective classroom management. Special attention will be devoted to student motivations in a variety of settings and inclusive of all students. PREREQ: Admission to MAT: Initial Licensure Program.

ED 526M Instructional Design (3)
The application of the instructional design approach to the preparation of multimedia instructional products. The student will be guided through the development of instructional materials, including the application of the ID approach to the preparation of computer assisted instruction.

ED 527M Assessment of Teaching and Learning (3)
Development, administration and interpretation of curriculum aligned tests in the work sample methodology. Also, acquired knowledge in test construction, standardized testing and the use of data in formative/summative assessment design. PREREQ: Admission to MAT: Initial Licensure Program.

ED 529M The Classroom Teacher-Counselor (3)
Focuses on the classroom teacher's obligations and opportunities for guiding and counseling students in academic and personal areas. It acquaints the teacher with the varied needs and characteristics of children and adolescents, basic concepts and techniques of group and individual counseling and guidance, and means of incorporating these factors in a practical, functional classroom program. Particular emphasis is placed on the interrelationships of the classroom counselor with staff associates, parents and other specialized resource personnel.

ED 530M Culturally and Linguistically Different Students in the Schools (3)
Surveys 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 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)
Focuses on methodology of developing language arts in both the first and second language of language minority students. Second language teaching methodology (English as a Second Language, or ESL) involving speaking, listening, reading, and writing will be stressed. The course will also provide for ESOL methods to content teaching. PREREQ: ED 481.

ED 534M Qualitative Research in Education (3)
Presents the substance of qualitative research as well as the methods. By examining the traditions and theories of qualitative research, students will explore the principal methods, research techniques, and critical issues, applying their knowledge to their own research plans. PREREQ: ED 512M.
ED 538M Identification and Assessment of Talented and Gifted Students: K-3, 4-8, High School (4)
Assists Oregon school personnel in gaining the knowledge necessary to identify typical and nontypical talented and gifted students in accordance with current legal requirements. Law, policies, test issues, instruments, procedures, assessment guidelines, placement issues, student records, and parental involvement will be addressed.

ED 539M Curriculum and Planning: Work Sample Methodology (3)
Study of current curriculum and governing practice; instruction in planning and design of courses and work sample methodology. PREREQ: Admission to MAT: Initial Licensure Program.

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 completion of a special project.

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 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)
Covers developmental screening in physical, perceptual-motor, cognitive, 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 551M Critical Literacy & Metacognition Across Content Areas (3)
A research-based course on the use of language for thinking, problem solving, and communicating across subject areas. Includes best-practice, teaching strategies that will enable all students to become independent learners. PREREQ: Admission to MAT: Initial Licensure Program.

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 560M Contemporary Foundations of Education (3)
A study of how historical, sociological, philosophical events and research have influenced the contemporary role of the teacher in the classroom. Topics include the teacher’s role in adapting practices to meet the needs of special students (e.g., students from diverse cultures; pupils with advanced intellectual ability, or those with learning difficulties); collaborating with specialists, colleagues, parents, and social services; creating multiple paths to knowledge; aligning curriculum and assessment with standards-based education; and the acquisition of competencies required of those in the process of becoming school and community leaders.

ED 561M Leadership Project (3)
An extension of the action research class. In addition to conducting research, this course will provide a forum for sharing current literature on students’ Leadership Projects, essential actions for building leadership, as well as timely topics confronting educational leadership. PREREQ: Admission to MAT: Initial Licensure Program.

ED 566M Middle Level Literacy (3)
Study of methods and research appropriate for teaching literacy in middle schools. Emphasis is placed on diagnostic and assessment of literacy development including state Benchmark III; extending word recognition and vocabulary strategies; development of independent work-study skills including higher level thinking processes; content area reading; and young adult literature.

ED 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 569M Pedagogical Content Knowledge (1)
Provides students with a discipline specific methods course taught by subject area specialists. Research-based and best practice within an academic discipline will be the focus. PREREQ: Admission to MAT: Initial Licensure Program.

ED 570M Middle Level Curriculum and Instruction (3)
The philosophical and historical foundations of middle level schools are considered. Students will examine middle level curriculum and instruction particularly as it relates to special needs, interests, and the tremendous developmental diversity that characterizes the 10-14 year old learner. Emphasis will include: curricular and organizational patterns; the nature of the transient learner; interdisciplinary and/or integrated units of instruction that are developmentally and culturally sensitive; instructional models and authentic assessment instruments.

ED 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 577M Integrated Methods (2)
Focus is on cross-disciplinary, team teaching strategies. Simulated group processes will enable the participants to develop standard-based curricula for 21st Century schools. PREREQ: Admission to MAT: Initial Licensure Program.

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 curriculums 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 developmental, handicapped, multicultural/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 (5)
Assessment, instructional programming and materials in providing native language 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 595M Applied Research Seminar: Leadership Project (2)
Student will complete the final edits on their respective leadership project and prepare for their public presentation which will occur during finals week. Two large group sessions will be held during the term to inform students on career placement and interviewing for a job, application for initial licensure, continuing, licensure, liability and the teacher, and other special topics. PREREQ: Admission to MAT: Initial Licensure Program.

ED 597M Student Teaching (10)
An extended pre-service teaching experience within a public school setting in the student's primary level of authorization. A second work sample will be completed as well as the final requirements for licensure. PREREQ: Admission to MAT: Initial Licensure Program.

ENGLISH

ENG 104, 105, 106 Introduction to Literature (3 each)
A sequence in literary genres involving works in English and translation. 104, fiction; 105, drama; 106, poetry. Fulfills liberal arts core curriculum literature requirement. Not recommended for English and Language Arts majors and minors.

ENG 107, 108, 109 Literature of the Western World (3 each)
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. Fulfills liberal arts core curriculum literature requirement.

ENG 199 Special Studies
Terms and hours to be arranged.

ENG 204 Survey of British Literature (3)
A survey of British literature from Beowulf to 1660.

ENG 205 Survey of British Literature (3)
A survey of British literature from 1660 to 1832.

ENG 206 Survey of British Literature (3)
A survey of British literature from 1832 to the present.

ENG 223 Approaches to Literature (3)
A study of contemporary critical approaches to literature. Written and oral reports on specific literary works. English majors and minors should take this course before undertaking upper division coursework in literature.

ENG 253 Survey of American Literature (3)
A survey of American literature from the beginnings to 1865.

ENG 254 Survey of American Literature (3)
A survey of American literature from 1865 to the present.

ENG 301 Shakespeare (3)
A study of selected major works of Shakespeare.

ENG 320 Medieval British Literature (3)
An in-depth study of selected writers, forms, and themes in Medieval British literature. PREREQ: ENG 204, ENG 223, WR 224 or consent of instructor.

ENG 321 Renaissance British Literature (3)
An in-depth study of selected writers, forms, and themes in Renaissance British literature. PREREQ: ENG 204, ENG 223, WR 224 or consent of instructor.

ENG 322 18th Century British Literature (3)
An in-depth study of selected writers, forms, and themes in 18th century British literature. PREREQ: ENG 205, ENG 223, WR 224 or consent of instructor.

ENG 323 British Literature in the Age of Romanticism (3)
An in-depth study of selected writers, forms, and themes in British literature during the Romantic era. PREREQ: ENG 205, ENG 223, WR 224 or consent of instructor.

ENG 324 Victorian British Literature (3)
An in-depth study of selected writers, forms, and themes in British literature during the Victorian era. PREREQ: ENG 206, ENG 223, WR 224 or consent of instructor.

ENG 325 20th Century British Literature (3)
An in-depth study of selected writers, forms, and themes in 20th century British literature. PREREQ: ENG 206, ENG 223, WR 224 or consent of instructor.

ENG 331 American Literary Romanticism (3)
An in-depth study of selected writers, forms, and themes in American literary Romanticism. PREREQ: ENG 223, ENG 253, WR 224 or consent of instructor.

ENG 332 Late 19th Century American Literature (3)
An in-depth study of selected writers, forms, and themes in late 19th century American literature: PREREQ: ENG 223, WR 224, ENG 254 or consent of instructor.

ENG 333 20th Century American Literature (3)
An in-depth study of selected writers, forms, and themes in 20th century American literature. PREREQ: Eng 223, WR 224, ENG 254 or consent of instructor.

ENG 340 Greco-Roman Literature (3)
An in-depth study of selected writers, forms, and themes in Classical European literature. PREREQ: ENG 107 or ENG 208, ENG 223, WR 224 or consent of instructor.

ENG 341 Medieval European Literature (3)
An in-depth study of selected writers, forms, and themes in Medieval European literature. PREREQ: ENG 108 or ENG 208, ENG 223, WR 224 or consent of instructor.

ENG 342 European Literature in the Renaissance (3)
An in-depth study of selected writers, forms, and themes in Renaissance European literature. PREREQ: ENG 108 or ENG 208, ENG 223, WR 224 or consent of instructor.

ENG 343 European Literature in the Age of Enlightenment (3)
An in-depth study of selected writers, forms, and themes in Enlightenment European literature. PREREQ: ENG 109 or ENG 209, ENG 223, WR 224 or consent of instructor.

ENG 344 19th Century European Literature (3)
An in-depth study of selected writers, forms, and themes in 19th century European literature. PREREQ: ENG 109 or ENG 209, ENG 223, WR 224 or consent of instructor.
ENG 345 20th Century European Literature (3)
An in-depth study of selected writers, forms, and themes in 20th century European literature. PREREQ: ENG 109 or ENG 209, ENG 223, WR 224 or consent of instructor.

ENG 380 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. PREREQ: WR 135.

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. PREREQ: WR 135.

ENG 386 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. PREREQ: WR 135.

ENG 387 Introduction to Mythology (3)
An introduction to the materials and tools of mythical study and to major myths through history. PREREQ: WR 135.

ENG 389 Introduction to Minority Literature (3)
An introduction to the study of minority literature, with representative selections from various national and ethnic literatures. PREREQ: WR 135.

ENG 399 Special Studies (3)

ENG 409 Special Individual Studies (1-15)
Terms and hours to be arranged.

ENG 407/507 Seminar (1-3)
Terms and hours to be arranged.

ENG 415/515 Topics in Theory and Criticism (3)
Concentrated study of a school or schools of criticism or of a theoretical problem. Readings will include theoretical and practical criticism. Specific focus will be identified in each year's schedule of classes. PREREQ: ENG 223, WR 224 or consent of instructor.

ENG 421/521 Studies in British Literature (3)
A study of special issues and topics in British literature; specific focus will be identified in each year's schedule of classes. PREREQ: ENG 223, WR 224 or consent of instructor.

ENG 432/532 Studies in American Literature (3)
A study of special issues and topics in American literature; specific focus will be identified in each year's schedule of classes. PREREQ: ENG 223, WR 224 or consent of instructor.

ENG 435/536 Advanced Shakespeare (3)
An intensive study of the sources, background and texts of a selected few of Shakespeare's plays. PREREQ: ENG 223, ENG 301, WR 224 or consent of instructor.

ENG 441/541 Studies in European Literature (3)
A study of special issues and topics in European literature; specific focus will be identified in each year's schedule of classes. PREREQ: ENG 223, WR 224 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. PREREQ: ENG 223, WR 224 or consent of instructor.

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. PREREQ: ENG 223, WR 224 or consent of instructor.

ENG 460/560 Essay as Genre Studies (3)
An in-depth study of a major genre such as comedy, tragedy, satire, lyric, narrative. Specific focus will be identified in each year's schedule of classes. PREREQ: ENG 223, WR 224 or consent of instructor.

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 487/587 Studies in Mythology (3)
An in-depth study of a specific mythology, such as Greco-Roman, or of a recurrent myth in several mythologies. Specific focus will be identified in each year's schedule of classes. PREREQ: ENG 387.

ENG 489/589 Studies in Minority Literature (3)
An in-depth study of a specific minority or ethnic literature, such as Afro-American or Chicano. Specific focus will be identified in each year's schedule of classes. PREREQ: ENG 389.

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 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)
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.

**Entrepreneurship**

ENT 320 Accounting and Finance for Entrepreneurs (3)
Finance and accounting issues involved in starting and operating a business. Topics include sources and forms of financing, financial management of a business and financial reporting.
ENT 330 Planning and Creating New Ventures (3)
How to start a business, with emphasis on the assessment of business opportunities and the concepts, skills, information, and attitudes required to successfully create a new venture. Students will prepare a business plan. PREREQ: BA 211 or BA 217 or ENT 320, and BA 310, and EC 201.

ENT 350 Small Business Management (3)
Understanding the process of managing one's own business. Includes organizational controls, strategic planning, and human resource management in small firms. PREREQ: EC 201 and BA 390 or ENT 330.

ENT 380 Entrepreneurs Today (1)
Through attendance at national or regional conferences, or one-on-one interviews, students will explore the entrepreneurial process from the viewpoint of successful entrepreneurs.

ENT 381 Creativity and Entrepreneurs (1)
Interactive workshop designed to introduce students to the creative process, how ideas are generated, what blocks creative thinking, and how to establish an environment that fosters creativity.

ENT 382 Innovation and Strategy (1)
Interactive workshop exploring how to take a new idea to fruition, the barriers faced in the implementation stage, and how to overcome them.

ENT 383 Entrepreneurs and Society (1)
Interactive workshop exploring how entrepreneurs face ethical issues and the role of personal values in the development and operation of a small business.

ENT 460 Entrepreneurship in Action (3)
Students will gain practical experience of entrepreneurship by working on a consulting project for a business, performing an internship, writing a business plan for their own business idea, or through other projects approved by the instructor. PREREQ: ENT 350 or BA 390 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 307 Emergency Service Delivery of Fire and EMS (3)
Focuses upon management theory and practices of multi-agency planning, deployment and operations as they are related to multi-alarm incidents, target hazards and major disasters.

FSA 309 Fire Inspection and Investigation (3)
Focuses upon management theory and practices of the fire prevention, fire inspection, code enforcement, arson investigation, and public education functions of a comprehensive fire department delivery system.

FSA 311 Principles of Fire Protection Management (3)
An investigation of management and supervisory responsibilities, including motivation, discipline, human relations, training, communications, followership, planning, leadership, management-employee relations. A pre- or post-session project will be assigned as part of this course.

FSA 313 Fire Personnel Management (3)
Develops a perspective on specific personnel functions, including planning personnel needs and human resource development, job description and analysis, employment recruitment, selection and placement, promotions, transfers, separations, wage and salary administration, labor-management negotiations and contracts. A pre- or post-session project will be assigned as part of this course.

FSA 315 Organization for Fire Protection (3)
Develops an understanding of fire department organization, including fire defenses and insurance ratings, organization of fire suppression and prevention, the fire department and the municipality, inter-municipality for fire services. A pre- or post-session project will be assigned as part of this course.

FSA 317 Fiscal Management in Fire Protection (3)
The budget process, taxation and assessments, operations planning, financial aid and grant programs, allotment of resources, analysis of expenditures and productivity, management information systems. A pre- or post-session project will be assigned as part of this course.

FSA 319 Legal Aspects of Fire Protection (3)
Federal and state laws, codes and ordinances; legal responsibilities of fire service agencies; liabilities and civil law; enforcement procedures and police powers. A pre- or post-session project will be assigned as part of this course.

FSA 323 Fire 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. Compartment and building fire models.

FSA 335 Emergency Medical Services Administration (3)
An overview of the management of emergency medical services, including organization, budget determination, purchasing and communication. Emphasis on directing and delegation of decision-making including managing stress. PREREQ: EMT-1 or equivalent.

FSA 336 Managerial Issues of Hazardous Materials (5)
Examines federal and state regulations concerning hazardous materials. Topics include: Health and safety, the hazardous materials management system, the incident command system, politics of incident management, site management and control, hazard and risk evaluation, personal protective clothing and equipment 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.

FSA 421 Master Planning for Emergency Services (3)
Major emergency planning; defining problems and problem areas; involving other municipalities or district agencies; the planning process; implementation of plan objectives; review of programs. A pre- or post-session project will be assigned as part of this course.

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 or has had less than one year of high school French or its equivalent. Focuses on real-life language use, the integration of culture and language, and the four skills of reading, writing, speaking and listening. The acquired language skills are reinforced through active participation in group and pair work as well as the use of videos, audio tapes and computer assisted learning.

FR 199 Special Studies (1-15)
Terms and hours to be arranged.

FR 201, 202, 203 Second Year French (4 each)
Focuses on deepening and broadening students’ abilities to understand written and spoken French and to speak and write French, and provides students the opportunity to round out their knowledge of the basics of the French language. Grammar review and exercises are supplemented by situational dialogues, oral presentations, written essays and readings of authentic texts to provide comprehensive preparation in French language skills. By the end of this course sequence, students will have acquired sufficient knowledge in reading, writing, speaking and understanding French to move on to the third-year level at Western Oregon University or participate in a study abroad program in France. PREREQ: One year of college-level French or equivalent or consent of instructor.

FR 301, 302, 303 Intermediate French Composition and Conversation (4 each)
Refinement of writing and speaking skills in French. Literary excerpts provide models of writing styles as well as an opportunity for students to become acquainted with a variety of French authors. Exercises following each excerpt prepare students to be astute readers in French literature courses. Written assignments and oral presentations based on these excerpts, on French films, and on realia provide students the opportunity to actively apply the techniques and vocabulary learned in class. PREREQ: Two years of college-level French or equivalent or consent of instructor.

FR 311, 312, 313 Introduction to French Literature (5 each)
An initiation to the study of French literature in its various genres. Each of the courses in the series presents the basic concepts and development of a specific literary text type: FR 311 deals with prose fiction, FR 312 with drama, and FR 313 with poetry. Excerpts from famous French authors and works are used to illustrate the structure and evolution of each of these individual genres. PREREQ: Completion of or concurrent enrollment in the series FR 301, 302, 303, or consent of instructor.

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 (5)
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 340 Topics in French Fine Arts (5)
Focused study of various topics in the French fine arts. May follow any one of the following formats: a historical survey of one of the French fine arts, concentrated study of a single French artistic period or movement, study of a theme or concept through multiple periods and movements. Specific focus will be identified in the schedule of classes. The course may be taken twice (for a total of 6 credits) if content is not repeated. PREREQ: Two years of college-level French or equivalent or consent of instructor.

FR 399 Special Studies (5)
FR 401, 402, 403 Advanced French Composition and Conversation (3 each)
Discovery of different aspects of French culture and society through listening, speaking, reading, and writing activities that revolve around cultural themes. Students also learn to reflect on their own culture so
that they can better appreciate and understand the cultural similarities and differences that exist between France and the United States. Through the use of articles from the textbook and other sources, various audio recordings of French people, and occasional broadcasts of French news and TV productions, students acquire select vocabulary, idiomatic expressions and stylistic devices that help them express their ideas on specific cultural themes in debates, discussions, oral presentations and written compositions. PREREQ: Three years of college-level French or equivalent or consent of instructor.

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: Medieval and Renaissance (3)

FR 412 French Literature: Neo-Classical and Age of Enlightenment (3)

FR 413 French Literature: The Modern Period: Revolution to Present (3) 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) 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. Maximum of 6 hours. 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. 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 theatre. Analysis of works from the perspective of modern criticism. PREREQ: Three years of college-level French or equivalent.

FR 431/531 French Culture and Civilization: From la Gaule through the French Revolution (3) A survey of the historical, intellectual, philosophical, literary and artistic developments that took place in France from the time of what is known as la Gaule through the period of the French Revolution. The goal of this class is to present a general overview of the evolution of France from prehistoric times through the late 18th century. PREREQ: Three years of college-level French or consent of instructor.

FR 452/552 French Culture and Civilization: The Making of Modern France (19th & 20th Centuries) (3) Examines the origins, development and consequences of key events and trends in 19th and 20th century France that were largely responsible for shaping modern French society and culture. Rather than focusing on the memorization of historical names, places and dates, this class emphasizes the evolution of ideas and movements within their historical context. PREREQ: Three years of college-level French or consent of instructor.

FR 433/533 French Culture and Civilization: Contemporary France (3) A survey of contemporary French society. Offers insights into the geographical, political, economic, religious, cultural and social elements that make up modern France. For those students hoping to study abroad, the material presented in this course also provides basic preparation for life in French society. 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 (5 each) A survey of the various aspects of earth and physical sciences. GS 104, earth sciences; GS 105, chemistry of the environment; 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 511 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. PREREQ: Introductory biology course or consent of instructor.

GS 512 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 513 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 (2)  
Presents techniques for the preparation, handling, storage and disposal of laboratory materials. Topics may include laboratory safety regulations, selection of appropriate student laboratory activities, utilization of on-line and reference resources for selection of classroom and laboratory materials and basic instrument maintenance. Two 3-hour labs a week. 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. One three-hour lecture.

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. One three-hour lecture. 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. One three-hour lecture.

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 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 507M Seminar (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 551M 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.

Geography

GEOC 105, 106, 107 Introductory Geography (3 each)  
105 — Introductory Physical Geography.  
106 — Introductory Economic Geography.  
107 — Introductory Cultural Geography.

GEOC 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.

GEOC 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 ways of managing the land. A maximum of two terms (6 hours) may be included in each student’s degree program.

GEOC 211 Geography of U.S. and Canada (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 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, GEOG 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. PREREQ: CS 161 or consent of instructor.

GEOG 370 Human Migration (3)
International and internal migration since World War II. Factors important in the initiation and continuation of migration. Special focus on Mexico-US migration and settlement.

GEOG 380 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 interrelationships. PREREQ: GEOG 105 or consent of instructor.

GEOG 395 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 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 Urban 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 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 geographically, emphasizing both physical and cultural factors of the environment to assist in the interpreting of world affairs.

GEOG 440 Geographic Information Systems (4)
The mapping, monitoring and modeling of geographic data using computer technology. This is the culminating course for the techniques sequence in Geography. Class meets twice a week for (2) lab and lecture. PREREQ: GEOG 240 and GEOG 340 or consent of instructor.

GEOG 450 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 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 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 Mexico and Central America (3)
Contemporary physical and human landscapes and their genesis. Areas of focus include human migration, environmental change and social dynamics.

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 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 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

C 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.

C 301 Introductory Field Methods (3)
Introduction to the methods and techniques of geological observation and interpretation, with an emphasis on understanding earth processes in the field and reconstructing the physical history of the earth. Topics include techniques in geologic mapping, stratigraphy, petrology, structural geology, geomorphic analysis, hydrogeology, geotechnical testing, geological illustration, and report writing. Two hours of lecture plus one two-hour laboratory: required weekend field trips. PREREQ: G 201 and G 202, or consent of instructor.

C 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.

C 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. One two-hour lecture and one two-hour laboratory. PREREQ: Consent of instructor.

C 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 G 201 or GS 104.

C 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.

C 401 Research (1-15)
Terms and hours to be arranged.

C 406 Special Individual Studies (1-15)
Terms and hours to be arranged.

C 407 Senior Seminar (1)
Students will conduct in-depth study and research on a broad-ranging topic in the Earth Sciences. Assessment will be based primarily on a formal presentation, which each student will give on their sub-topic, and on student participation in weekly meetings in which the class will discuss the Earth Science topic/issue. Two hours of lecture. PREREQ: Senior standing in Earth Sciences.
G 408/508 Workshop (1-15)
Terms and hours to be arranged.

G 431/531 Paleobiology (3)
The evolution of terrestrial and marine ecosystems interpreted from the fossil record; the application of paleontological data to resolving problems in earth history. One two hour lecture plus one two hour laboratory. Offered in alternating years. PREREQ: A beginning biology course or consent of instructor. Recommended: G 203.

G 440/540 Fossils of Oregon (3)
An introduction to the marine and terrestrial fossil record and ecological evolution of Oregon; collection, documentation, preparation, and description of fossils. Two hours of lecture plus two hours of laboratory. Offered in alternating years. PREREQ: A general geology course or consent of instructor. Recommended: G 453/553 and G 431/531

G 450/550 Introduction to Petrology (3)
Focus on the textures, compositions and genetic associations of rocks. Emphasis is on the hand-sample study of diverse suites of rock types. Study of the structure, chemistry, physical properties, and occurrences of rock-forming minerals will augment the rock study. Two hours of lecture and one two-hour laboratory. PREREQ: G 201, G 351, 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.

G 454/554 Volcanology (3)
Study of the processes and products of volcanism. Focus will be on rock types, structures, field relations, tectonic settings, conditions of origin, and geologic history of volcanism with specific emphasis on the Pacific Northwest. Three hours of lecture. Offered in alternating years. PREREQ: Introductory Geology course, or consent of instructor.

G 460/560 Geology of Mineral Resources (3)
Study of the nature, origin and distribution of ores, fuels and industrial rock. One three-hour class meeting per week. Offered in alternating years. PREREQ: Consent of instructor.

G 473/573 Environmental Geology (3)
The study of contemporary environmental issues as related to geologic systems. Topics include geologic hazards, land use, groundwater-surface water-soil contamination, remediation technologies, environmental planning, habitat restoration, applied analytical techniques, and consulting practice. Two hours of lecture and two hours of laboratory per week. Supplemental field trips will be incorporated as needed. PREREQ: G 201, G 202, or consent of instructor.

G 476/576 Hydrology (3)
Investigation of near-surface hydrologic systems of the Earth. Topics include the hydrologic cycle, water budgets, introductory fluid dynamics, groundwater systems, watershed analysis, water quality, and water resource evaluation. One combined three hour lecture-lab period per week. Supplemental field trips will be incorporated as needed. Offered in alternating years. PREREQ: G 201, G 202, or consent of instructor.

G 492/592 GIS Applications in Earth Science (3)
Focus on the application of Geographic Information Systems to relevant problems in the Earth Sciences. Emphasis is placed on the use of computer technology in analyzing spatial and temporal relationships of geologic systems. Students will learn techniques in digital map compilation, digital image processing, and analysis of complex data sets. One combined three hour lecture-lab period per week. Offered in alternating years. PREREQ: G 201 or G 202 and CS 161, or consent of instructor.

G 501M Research (1-15)
Terms and hours to be arranged.

G 503M 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 555M Glacial Geology (3)
A study of glacial processes and products including those associated with alpine, continental and periglacial settings. Work with topographic maps, aerial photographs, and examples of glaciation in the Pacific Northwest. Appropriate term paper or project required.

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 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 502 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-level German proficiency or equivalent.
GL 305 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 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. PREREQ: 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 223 or equivalent.

GL 412 German Literature II: Naturalism to the Present (3)
Readings from representative German, Austrian or Swiss authors within the major genres of Naturalism to the present. PREREQ: Third-year German and ENG 223 or equivalent.

GL 416 Language Teaching Practicum (1-2)
Practice as a teaching assistant in the instructional processes and the administration of the first or second-year language courses. This course will give students an early beginning in their careers as professional educators and provide an opportunity to work as assistants in a language laboratory. Students may repeat course to a maximum of six hours. PREREQ: Consent of instructor.

GL 423/523 Studies in German Language and Literature (2-6)
An in-depth study of a literary figure, literary genre, or other relevant activity related to the study of German language, literature, and modern Germany, as identified in each year’s class schedule. Students may repeat the course and accumulate a maximum of 6 hours if the subject content is not repeated.

GL 424, 425, 426 Advanced German Composition and Conversation (3 each)

GL 440 German Drama of the 19th Century (3)
In-depth exposure to the dramatic works of 19th century Austrian, German, and Swiss authors. A representative number of dramas from Kleist to Hauptmann will be read in respect to life-styles, philosophies, social trends, ideologies, etc. of the 19th century.

GL 441 German Drama of the 20th Century (3)
In-depth exposure to the dramatic works of 20th century Austrian, German and Swiss authors. Appreciation and understanding of those dramas and their time period. A representative number of dramas from G. Hauptmann to Peter Handke will be read and discussed in respect to life-styles, philosophies, social trends, ideologies, etc. of the 20th century.

GL 481 History and Structure of German Language (3)
A study of the historical development and present day structure of the German language. Emphasis on comparing and contrasting the grammars of English and German.

GL 507M Seminar (1-6)
An in-depth study of a literary figure, literary genre or other relevant activity related to the German language.

GL 524M, 525M German Stylistics (3)
A study of spoken and written German, with special emphasis on syntax, style, structure and elements that characterize the style of a writer, a period or a movement.

Health

HE 199 Special Studies (1-15)
Terms and hours to be arranged.

HE 211 Techniques of Relaxation (3)
A survey of the prime stressors in modern society with emphasis on personal sources and vulnerability to stress. Each person will design a personalized relaxation strategy.

HE 250 Personal Health (3)
Basic scientific knowledge for healthful living: relation of the health of individuals to family and community welfare and to national vitality and progress; fundamental factors involved in intelligent living.

HE 252 First Aid, CPR and Safety (3)
Overview of emergency treatment of injuries and/or sudden illness in a variety of situations. It also presents methods of prevention to reduce or eliminate potentially dangerous situations. Major topics include medical legal liability, injury evaluation, standard first aid and cardiopulmonary resuscitation procedures. Students who demonstrate skill proficiency and pass the written tests pertaining to the skills, will receive a First Aid and CPR certificate through the National Safety Council (This includes standard first aid skills as well as CPR skills for the adult, child and infant.) Must also sign up for HE 252L.

HE 253 First Aid and CPR Instructor Lab (5)
The purpose of this instructor course is to train Instructor Candidates to teach standard First Aid and CPR courses. This instructor course covers the following topics: applying information from the Instructor Candidate Training (ICT) course to teaching First Aid and CPR; techniques in ensuring participant’s health and safety (including instruction in manikin decontamination); conducting practice sessions; evaluating participant’s performance; and explaining operational policies and procedures. Students who demonstrate instructor skill proficiency and pass the written tests (80%) pertaining
to Instructor Training will receive a First Aid and CPR Instructor Certificate through the National Safety Council. The class meets through both an hour and a half lecture along with an hour and a half lab setting. PREREQ: Each student must pass standard First Aid and CPR certification requirements at beginning of the course.

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 325 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 327 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 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 367 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 399 Special Studies (1-15)
Terms and hours to be arranged.

HE 406 Special Individual Studies (1-15)
Terms and hours to be arranged. Credit for HE 406 and 407, singly or combined, may not exceed six credit hours.

HE 407 Seminar (1-15)
Terms and hours to be arranged. Credit for HE 406 and 407, singly or combined, may not exceed six credit hours.

HE 409 Practicum (1-12)
Terms and hours to be arranged.

HE 410/510 Violence, Trauma and Grief in Children and Adolescents (3)
Designed for anyone who works with youth. It will address multiple aspects of violence, trauma, and grief and how they impact the overall health and well-being of children and adolescents. Preventive measures as well as actions to assist in coping with such incidents will be included.

HE 415/515 Child and Adolescent Health (3)
A study of the physical, emotional, social and environmental health issues affecting children from pre-school through adolescence. Emphasis will be on the impact of these health problems on learning and the role of the school in their prevention, discovery and referral for treatment.

HE 420/520 Healthy Relationships (3)
Increases awareness of the important role that relationships have on one’s health. Opportunities to assess, analyze, and enhance personal and professional relationships will be explored. Educators will learn how to model and promote healthy relationships for both students and colleagues.

HE 421/521 AIDS and Sexually Transmitted Diseases (3)
Provides students with a fundamental understanding of HIV/AIDS and sexually transmitted diseases and the evolution of epidemics from a global perspective. The history, etiology, epidemiology, and prevention strategies of HIV/AIDS and STD’s will be studied. In addition, a comparative analysis of how societies and cultures around the world are managing the HIV/AIDS epidemic from an economic, political, legal and ethical perspective will be explored.

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 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. PREREQ: BI 218, 334, and 335.

HE 462/562 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 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 503M Thesis (1-9)

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.
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 19th 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 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 national revolutions, political and economic problems of the new republics, and cultural trends. In the 20th century the themes of militarism, industrialization and social revolution are emphasized.

HST 351 History of East Asia: Traditional China (3)
To survey Chinese civilization from the earliest times to the mid-17th century, this course focuses on the aspects of history and culture that define the character of Chinese civilization. Special emphasis will be placed on the development of enduring institutions, intellectual and religious traditions, major change in demographic, social, economic, and political patterns during the Tang-Sung and Ming-Qing transitions.

HST 352 History of East Asia: Traditional Japan (3)
A general picture of Japanese history in the hope of furthering students' understanding of present-day Japan through the study of her past. The lecture and discussion will provide facts as well as analyses of significant events, conditions, and accomplishments of Japanese people.

HST 393 Modern East Asia (3)
Focuses on the historical process which witnessed the modernization of the major Asian civilization of China and Japan. Attention will be given to the different paths each of these countries has taken and the different problems each has faced in the attempt to build a modern state.

HST 394 Southeast Asia: Imperialism to Independence (3)
An introduction to the region's period of transition caused by Western colonialism and indigenous responses to it. European colonial history is examined through Southeast Asian ideas and reaction to Western expansion and intrusion.

HST 395 Southeast Asia: World War II to Cold War (3)
Surveys developments in the region's troubled era of war, rebellion, and revolution following independence after World War II. Highlights a comparative analysis of Southeast Asia's contemporary experience from indigenous point of view.

HST 396 Southeast Asia: Cold War to the Present (3)
Surveys Southeast Asia's attempts at political integration and economic recovery in the 1980s through the end of the century—the period generally recognized as the prelude to the 21st or the Pacific Century.

HST 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 401 History and the Internet (3)
This course will provide students with a critical foundation and research experience in the use of the Internet for the study of history. Students will learn about the history of the Internet and will analyze its use in the academy and for scholarly research, communication, and publication. Students will consider and evaluate the scholarly content of listservs, electronic texts and journals, and history links and web sites and will conduct research leading to a course project.

HST 405 Reading and Conference (3)
HST 407 Seminar (3)
Special seminar topic offerings in the history discipline.

HST 409 Practicum (1-6)
Students will be placed with private and/or governmental agencies where they will work in their capacity as an historian and become familiar with the requirements and the possibilities of applying their skills in the public sector.

HST 410 Gender issues in History, Part I (3)
In this first course in the sequence students will consider the history of women, men, and gender relations to the 19th century. The course will introduce students to themes and methodologies for the study of gender in history and will focus on comparative cultural ideas about gender and sexuality and how these shaped social roles. Students will use gender as a category of analysis to study the period of colonization, revolutions, and the impact of industrialization. Students will consider the way in which race, ethnicity, and class intersect with gender to shape women's and men's lives in this period.

HST 411 Gender issues in History, Part II (3)
In this second course in the sequence students will consider the history of women, men, and gender relations in the 19th and 20th centuries, with emphasis on cultural ideas about gender and gender roles, families, communities, and the state, and the way in which race, class, ethnicity, and sexuality intersect with gender to shape women's and men's lives. We will cover major processes such as suffrage, labor reform, the women's movement, the gay and lesbian liberation movement and study gender and politics, war and the economy, and the social and intellectual history of gender issues in this period.
HST 416 Archival Science (3)
An introduction to the methods and philosophy of preserving and collecting archival records and professional standards of organizing, indexing, and controlling access to printed materials of historical significance. Includes an overview of the archivist's responsibilities for acquiring, securing, and providing access to materials according to ethical and professional standards of stewardship.

HST 417 Oral History (3)
An introduction to the methods and philosophy of conducting and developing oral interviews with primary actors as a source for historical research and analysis. Includes an overview of the evolving standards of the oral interview as a primary source, historiographic traditions in the use and analysis of such interviews, comparative readings in oral history, and practical application of the method in consultation with the instructor and in collaboration with other students.

HST 418 Historical Editing (3)
An introduction to the methods and philosophy of editing and annotating historical documents and manuscripts with an emphasis on organizing and preparing primary sources to facilitate their later use by the professional and lay public. Includes hands-on experience with primary collections and project-oriented training in providing context while preserving the integrity and spirit of the original, unedited source.

HST 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 423 The Renaissance (3)
An examination of the origins and development of the Renaissance in Italy from the early 14th to the mid 16th centuries, noticing in particular the economic, social, political, intellectual and artistic manifestations of this movement. Another focus is on the effects of the Italian Renaissance in northern Europe in the 16th century, including the relationship between Renaissance Humanism and religious reform.

HST 424 The Reformation (3)
A close look at the origins and development of the Protestant Reformation in Europe from the 14th through the 15th and 16th centuries and the relationship between the Reformation and the rise of nation states. The religious wars of the 16th and 17th centuries and the Catholic Reformation will also be examined. The movement as a whole will be viewed in relation to its political, economic, social, and intellectual contexts and developments.

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 and problems of select West African nations, especially Ghana and Nigeria.

HST 427/527 East Africa: Democracy and Dictatorships (5)
This colloquium examines the history of Ethiopia (from Emperor Haile Selassie's reign in the 1960s thru the socialist regime of Mangistu Haile Mariam), Tanzania under Julius Nyerere, Somalia under Mohammed Said Barre, Uganda (from Milton Obote to Idi Amin), Kenya under Jomo Kenyatta, and Zambia under Kenneth Kaunda.

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-WWII 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 440 Modern France: Revolution and Napoleon (3)
The structure of the Ancient Regime, its demolition by the Revolution, the anatomy and the achievements of the Revolution, and its transformation by Napoleon.

HST 441 Modern France: 19th 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 442 Modern France: 20th Century (3)
France in two world wars with an interwar depression and the rise of Nazi Germany; her developments and readjustments since 1945.

HST 443/543 19th Century Europe (5)
Europe from the Congress of Vienna to the Treaty of Versailles, including the rise of liberalism, conservatism, nationalism, socialism, industrialism, imperialism, irrationalism and militarism culminating in World War I.

HST 444/544 20th 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 20th 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 20th Century.

HST 446 Arab World in Transition (3)
A critical examination of the history of the Middle East from the First World War to the Gulf War, based on a critique of the theory of modernization, emphasizing the political dimensions of human choices in "traditional settings." These dimensions are explored through a study of social, cultural, and political history of the Arab world.

HST 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' those 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 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 characterizing 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 454/554 Modern Italy (3)
This course will cover the entire history of Modern Italy from its origins in the 1860s to the present. Emphasis will be placed on Italy's path towards unification, the Liberal era prior to 1914, the rise of fascism, the transition from fascism to democracy, and the politics, culture, and society of the post-1945 Italian Republic.

HST 455 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 456 Revolutionary America (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 457 The Jacksonian America (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 460, 461 Multicultural America in Historical Perspective (3 each)
The history of ethnicity, race, and multicultural issues in the United States from the period of colonization to the present. HST 460 presents these themes from indigenous cultures prior to European colonization to the mid-nineteenth century. HST 461 considers the period from the late 19th century to the present.

HST 462 American Voices: Autobiography, Biography, and Memoir in American History (3)
This course will provide students with a critical foundation in the analysis of autobiography and biography as sources for the study of the American past. Students will consider a variety of texts, will study theory and methodologies for using these sources in scholarly analysis, and will consider gender, race, ethnicity, and class as categories of analysis for the course.

HST 463 America and the World Wars (3)
This course will examine the impact of World War I and World War II on Americans and American society. Students will consider such issues as gender and war, the home front, national and international policy, labor issues, race and ethnicity, and the transformation of American culture through mechanization, bureaucratization, and wartime shifts in production.

HST 464 Cold War America (3)
This course will examine the impact of the Cold War on Americans and American society. Students will consider such issues as national and international policy, McCarthyism, the Vietnam conflict, and the military-industrial complex.

HST 465 Health, Medicine, and Gender in Historical Perspective (3)
This course presents three key areas of analysis for the study of health, medicine and gender in historical perspective. The first concerns gendered ideas about sexuality, and gender roles and how these relate to health care history. The second is a comparative examination of women and men as health care providers in different cultures. The third is a focus on women and men as recipients of health care and as health care activists. Students will consider the ways in which difference—in race, ethnicity, class, sexuality, age, abilities, and other categories—has affected women’s and men’s experiences of health and healing in historical and contemporary terms. And they will compare ideas and practices concerning health care historically and across communities.

HST 466 Mexican Foundations of Chican@/Latin@ History: From the Olmecs to the Mexican Revolution (3)
An overview of Mexican history and culture from the invention of civilization to the creation of the modern Mexican state. Pre-Columbian themes include agriculture, trade, religion, art, architecture, and political expansion. Colonial themes include the conquest and fusion of Spanish and Native American cultures. Nineteenth century themes include independence, foreign invasion, civil war, and modernization. Emphasis of relevance to Chican@/Latin@ heritage.
HST 467 Chicano@ History (3)
A history of people of Mexican descent in the United States with emphasis on the origins of their constitutional status as citizens of the United States. The course explores the implications of various re-interpretations of that status for a people confronted with the Anglo-American culture of colonization from the early 19th century through the emergence of a culturally and politically self-conscious Chicano movement in the late 20th century, with attention to the implications of immigration trends in the late 20th century.

HST 468 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 469 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 U.S. 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 natural resource identification and allocation in relation to nationalist expansion and cultural conflict.

HST 477/577 U.S. West in the 20th Century (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)
This is a regional history course that explores how various events in the past shaped emerging traditions of community and government in the Pacific Northwest. The course 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 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 Baghot 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 (5)

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 328  Introduction to Chicano@ Literature  (3)
Introduction to texts representative of the Chicano@ literary heritage. Sampling of genres, as well as historical and geographical settings and perspectives, characteristic of work written by Chicano@s during the 20th century. PREREQ: When this course is conducted in English with a HUM prefix, no requirements necessary, but it will not count for the Spanish major.

HUM 340  Civilization & Culture of Mexico  (3)
A cultural survey of Mexico from the pre-Hispanic times to the present, including history, anthropology, literature, art, geography, politics, economics, and religion. Conducted in English.

HUM 342  Introduction to Chicano@ Life & Culture  (3)
A cultural survey of the Chicano@ presence in the Southwest, including art, geography, history, folklore, politics, and current trends in the contemporary period. Students will acquire an understanding of experiences and preoccupations pertinent to Chicano@s from the 1960s to the contemporary period. PREREQ: When this course is conducted in English with a HUM prefix, no requirements necessary, but it will not count for the Spanish major.

HUM 399  Special Studies  (3)

HUM 406  Special Individual Studies  (1-6)
Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest, under the guidance of a designated faculty member.

HUM 407  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 ad agency, as a master of ceremonies for a club's program).

HUM 450  Senior Portfolio  (1)
Provides guidance in producing and assembling the Senior portfolio required of all students in the BA in English and BA/BS in Humanities degrees.

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.

Information Systems

IS 270  Applied Operating Systems  (3)
Students will develop an understanding of how operating systems work and develop the necessary skills to interact with current operating systems. Includes laboratory assignments. PREREQ: CS 162.

IS 320  Data Structures  (3)
Develops the ability to work with the classical abstract data structures. Students will work with the time complexity when applied to sorting and searching various data structures. Students will work with algorithms that apply to graphs. PREREQ: CS 261.
IS 409 Practicum (3-6)
Offers practical experience working within a business or industry. PREREQ: IS 421 or IS 483.

IS 421 Database Administration (3)
 Presents the fundamentals of database administration, including installation, configuration, physical storage allocation and management, security, auditing, backup and recovery, and troubleshooting. Upon successfully completing this course, students will know how to install and configure SQL servers; create and manage user logins and privileges; establish backup and recovery procedures; manage databases, databases and other disk storage; establish auditing procedures; and solve problems which arise during SQL server operations. PREREQ: CS 420.

IS 431 Web Based Application Development (3)
An introduction to the implementation of common business applications for electronic commerce using Internet related technologies. The basics of Hyper-Text Markup Language (HTML), Common Gateway Interfaces (CGI), Java, and other current technologies will be covered in the context of electronic commerce applications on the Internet. PREREQ: CS 350 and CS 420.

IS 452 Internet (3)
Comparing different network models. Focus on wide area networks and communication with routers, and switches. Management of web servers will also be covered. PREREQ: CS 350.

IS 483 Systems Administration (3)
Students will gain knowledge so they can be well prepared as server administrators. PREREQ: CS 350.

**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/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 INT 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 INT 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 with recorded messages and with guest speakers interpreting the interpretations that include monologues, dialogues, interviews and group discussions. Emphasis is on accurate and fluent interpretations, and students are introduced to team interpreting techniques.

INT 441L Interpreting III Lab (0 hours)
This interpreting lab, to be taken concurrently with INT 441, offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting 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 INT 442, offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting IV class. In this lab, students practice simultaneous interpretations of increasingly difficult monologues, dialogues, interviews and group discussions. Students also practice transliterating and relay interpreting techniques.

INT 465 Current Issues For Interpreters (3)
Investigates current issues facing the professional interpreter. For example, students discuss issues of bilingualism/bi-culturalism, 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 situationally-based signs, and interpreting for speakers from various content areas who have a variety of instructional styles. Students are introduced to the effect of hearing loss on language and educational development, and to the laws that affect the education of deaf/hard of hearing students. Students practice tutoring, note taking, 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 the 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 301, 302, 303 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. PREREQ: JPN 203 or equivalent.

JPN 340 Japanese Culture and Civilization (3)
An overview of traditional and contemporary Japanese culture and civilization. PREREQ: JPN 203 or consent of instructor.

JPN 541 Japanese Culture and Civilization (3)
The second segment of an overview of traditional and contemporary Japanese culture and civilization. PREREQ: JPN 203 or consent of instructor.

Library Science

LIB 406 Special Individual Studies (1-9)
Terms and hours to be arranged.

LIB 407 Seminar (1-6), variable
Terms and hours to be arranged.

LIB 409 Practicum (3-9)
Terms and hours to be arranged.

LIB 410/510 Library Management (3)
Analysis of library systems such as acquisitions, technical processes, cataloging and classification, and circulation. An exploration of record keeping, planning and forecasting techniques applied to library management needs.

LIB 420/520 Organization of Library Collections (3)
Analysis of the organization and management of library collections and operations to accomplish their various functions effectively. A study of the concepts of multiple access, descriptive cataloging, L.C. Dewey and other classification systems and L.C. Sears and other subject heading lists. Survey of commercial vendors cataloging services and on-line cataloging systems.

LIB 430/530 Literature for Children and Young Adults (3)
The development of an understanding of library 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 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 435/535 or consent of instructor.

LIB 440/540 Information Service and Sources (3)
Examination of the fundamental concepts of reference service in the school media center and of the use and evaluation of appropriate basic reference materials for school media center users.

LIB 450/550 Collection Development (3)
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.
LING 370 Grammar and Usage (3)

LING 406 Special Individual Studies (1-15)
Terms and hours to be arranged. Individual or special studies in a limited area of interest under the guidance of a designated faculty member. PREREQ: Consent of instructor required.

LING 450/550 Grammar and Writing (3)
A discussion of approaches to grammar and grammar instruction. Topics to be covered include the history of grammar as a field of study; a historical overview of grammar instruction; the relationship between grammar and writing; the on-going debate on the contributions of grammar to writing; current approaches to grammar for rhetorical/stylistic effects especially as they relate to the convention and sentence-fluency traits of the Oregon Writing Assessment.

LING 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: LING 310.

LING 490 History of the English Language (3)
A study of the origins and development of the English language from its beginnings to the present day, emphasizing vocabulary. PREREQ: LING 110, LING 215, or LING 310.

LING 492 The Structure of the English Language (3)
A study of English grammar according to traditional, structural, and transformational linguistic theories. PREREQ: LING 215.

LING 496 Special Topics in Linguistics (3)
An exploration of selected linguistic and sociolinguistic topics (e.g., language and gender, language and power, language and violence). Specific focus will be identified in each year's schedule of classes. PREREQ: Consent of instructor.

LING 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. PREREQ: Consent of instructor required.

LING 510M Theories of Grammar (3)
A survey of grammatical systems (traditional, structural, phrase structure, transformational, case).

LING 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.

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 more advanced mathematics courses.

MTH 105 Introduction to Contemporary Mathematics (4)
Use of mathematical problem solving activities from real world situations designed to convey the application of mathematics. Extensive use of computer and graphics calculator required. The class is intended only for those students obtaining a BA Degree. PREREQ: CS 101 and MTH 095 with grade C- or better, or satisfactory score on math placement test.
MTH 111 College Algebra (4)
Polynomial equations and inequalities, functions and graphs, inverse functions, rational functions, exponential and logarithmic functions. PREREQ: MTH 095 with grade C- or better, satisfactory score on WOU’s math placement test, or consent of instructor.

MTH 112 Elementary Functions (4)
Triangle trigonometry, trigonometric equations and identities, circular functions and graphs, complex numbers, polar coordinates. PREREQ: MTH 111 with grade C- or better or consent of instructor.

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 presumes the skills from two years of high school algebra and one year of geometry. PREREQ for MTH 211: Satisfactory score on math placement test taken at WOU or MTH 095 with grade C- or better. PREREQ for MTH 212: MTH 211 with grade C- or better. PREREQ for MTH 213: MTH 212 with grade C- or better. Does not apply toward a math major.

MTH 231 Elements of Discrete Mathematics (3)
Includes sets, set operations, sequences, elementary symbolic logic, induction, division in integers, matrices, functions, order of growth, relations. PREREQ: MTH 111 with grade C- or better, or consent of instructor. Does not apply toward a math major/minor.

MTH 241 Calculus for Social Science I (4)
Differential calculus with emphasis on applications and model building in business and social science. PREREQ: MTH 111 with grade C- or better. This course does not apply to a math major/minor.

MTH 242 Calculus for Social Sciences II (4)
Integral and multivariate calculus with emphasis on applications and model building in business and social science. PREREQ: MTH 241 with grade C- or better. This course does not apply to a math major/minor.

MTH 243 Introduction to Probability and Statistics (4)
Descriptive statistics, discrete and continuous probability models including binomial and normal distributions, sampling distributions, hypothesis testing, point and interval estimation. PREREQ: MTH 111 with grade C- or better. Does not apply toward a math major/minor.

MTH 251 Calculus I (5)
Differential calculus of functions of a single variable, including transcendental functions. PREREQ: MTH 112 with grade 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. PREREQ: MTH 251 with grade C- or better or consent of instructor.

MTH 253 Calculus III: Sequences and Series (3)
Convergence and divergence of sequences, L'Hopital's rule, improper integrals, infinite series, convergence tests, Taylor's Theorem with remainder, power series. PREREQ: MTH 252 with grade C- or better.

MTH 254 Multivariate Calculus (5)
Elementary vector algebra. Curves in space. Differential and integral calculus of functions of several variables and applications. Line integrals, Green's Theorem. PREREQ: MTH 252 with grade C- or better.

MTH 280 Introduction to Proof (3)
An introduction to basic proof strategies and elementary logic. Elementary set and function theory. PREREQ: MTH 252 with grade C- or better.

MTH 292 College Algebra for Elementary Teachers (3)
Algebraic skills; solving linear and quadratic equations; inequalities; graphs; systems of linear equations. PREREQ: MTH 213 with grade C- or better, or consent of instructor. Does not apply toward a math major.

MTH 311 Advanced Calculus I (4)

MTH 312 Advanced Calculus II (4)
A rigorous introduction to differential and integral analysis of functions of one variable. The Mean Value Theorem, Taylor's Theorem, The Riemann integral. The Fundamental Theorem of Calculus. PREREQ: MTH 311 with grade C- or better.

MTH 313 Advanced Calculus III (4)
A rigorous treatment of the differential and integral calculus of functions of several variables. The Inverse Function Theorem, the Implicit Function Theorem, Lagrange's method of constrained optimization. Representation of functions by infinite series, power series and integrals. PREREQ: MTH 312 with grade C- or better.

MTH 314 Differential Equations I (3)
Introduction to methods of solutions of first and second order differential equations. Linear and nonlinear equations, series solutions, applications. PREREQ: MTH 253 or MTH 254 with grade C- or better or consent of instructor.

MTH 337 Geometry (3)
Selected topics from advanced plane or solid Euclidean, analytic, transformational, spherical geometry. PREREQ: MTH 254 with grade C- or better. Recommended: MTH 280.

MTH 338 Axiomatic Geometry (3)
A formal development of Euclidean and non-Euclidean geometry from axioms. History of geometry. PREREQ: MTH 280 and either MTH 341 or MTH 337 with grade C- or better.

MTH 341 Linear Algebra I (4)
Vector algebra and geometry of 3-space; systems of linear equations; Gaussian elimination; real vector spaces; determinants; linear transformations. PREREQ: Concurrent enrollment in MTH 254. Recommended: MTH 280.
MTH 344 Group Theory (3)
An introduction to the theory of groups. Lagrange’s Theorem, normal subgroups, homomorphisms, the isomorphism theorems. PREREQ: MTH 280 and MTH 341 with grade C- or better.

MTH 345 Ring Theory (3)
An introduction to the theory of rings and fields. PREREQ: MTH 344 with grade C- or better.

MTH 346 Number Theory (3)
Properties of integers. The division and Euclidean algorithms, Diophantine equations, prime numbers, congruences and residues. PREREQ: MTH 253 or MTH 254 with grade C- or better. Recommended: MTH 280.

MTH 351 Introduction to Numerical Analysis (3)
Computer representation of numbers, error analysis, rootfinding, interpolation, approximation of functions, numerical integration and differentiation. PREREQ: MTH 341 with grade C- or better.

MTH 354 Discrete Mathematics for Computer Science (3)
Enumeration relations, digraphs trees, graph theory, and related topics for computer science students. PREREQ: MTH 231. Does not apply toward a math major/minor.

MTH 355 Discrete Mathematics (3)
Sets, relations, functions, enumeration, mathematical induction, graph theory. PREREQ: MTH 254 with grade C- or better. Recommended: MTH 280.

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 with grade C- or better.

MTH 365 Mathematical Probability (3)
Probability theory developed through moment generating functions. Random variables, classical probability distributions. PREREQ: MTH 253 or MTH 254 with grade C- or better.

MTH 366 Mathematical Statistics (3)
Theory of point and interval estimation, hypothesis and significance testing. PREREQ: MTH 365 with grade C- or better.

MTH 391 Manipulatives in Mathematics (3)
Using concrete models to teach mathematics. Learning theory from concrete to abstract. Models include Cuisenaire rods, bean sticks, 2 cm. cubes, geobards, and multi-base blocks. Three lectures, one laboratory. PREREQ: MTH 213 or consent of instructor. Does not apply toward math major/minor.

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/minor.

MTH 393 Probability and Statistics for Elementary Teachers (3)
Using basic elements of probability and statistics to solve problems involving the organization, description and interpretation of data. Concrete application will be explored. PREREQ: MTH 212 or consent of instructor. Does not apply toward math major/minor.

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/minor.

MTH 395 Elementary Integrated Mathematics (3)
The study of computational skills, geometry, probability and statistics, data collection and number theory in applied problem solving. Extensive use of group activities technology, and real-world applications 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 math major/minor.

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 a math major/minor.

MTH 397 Secondary Problem Solving (3)

MTH 398 Elementary School Mathematics (3)
The study of mathematical topics relevant to the elementary and middle school curriculum. All topics will be studied with emphasis on problem solving and use of multiple strategies for solving the problem. PREREQ: MTH 396 and MTH 391. Does not apply toward a math major/minor.

MTH 401 Research (1-9)
Terms and hours to be arranged.

MTH 402 Independent Study (1-3)
Terms and hours to be arranged.

MTH 403 Senior Project (4)
Terms to be arranged during final year of study.

MTH 404 Work Experience; Internship (1-9)
Terms and hours to be arranged.

MTH 405 Reading and Conference (1-6)
Terms and hours to be arranged.

MTH 406 Special Problems/Projects (1-3)
Terms and hours to be arranged.

MTH 407/507 Seminar (1-3)
Terms and hours to be arranged.

MTH 408 Workshop (1-9)
Terms and hours to be arranged.

MTH 409 Practicum (1-4)
Terms and hours to be arranged.

MTH 410/510 Advanced Topics: Analysis (3)
Topics in analysis for advanced undergraduate students. Students enrolled in MTH 510 will be expected to complete a graduate project. PREREQ: MTH 312 with grade C- or better.

MTH 414 Differential Equations II (3)
Methods of solutions of n' order linear equations, the method of Laplace transforms, systems of l' order equations, numerical methods, applications. PREREQ: MTH 314 and MTH 341 with grade C- or better.
MTH 416 Complex Analysis (3)
The analysis of functions of a single complex variable. Conformal mappings, Cauchy’s Theorem, Cauchy’s Integral Formula, power series expansions of analytic functions. PREREQ: Concurrent enrollment in MTH 312.

MTH 420/520 Advanced Topics: Applied Mathematics (3)
Topics in applied mathematics for undergraduate students. Students enrolled in MTH 520 will be expected to complete a graduate project. PREREQ: Consent of instructor.

MTH 430/530 Advanced Topics: Geometry (3)
Topics in geometry for advanced undergraduate students. Students enrolled in MTH 530 will be expected to complete a graduate project. PREREQ: Consent of instructor.

MTH 437/537 Topology (3)
Introduction to point set topology and metric spaces. Continuity, compactness, connectedness. Students enrolled in MTH 537 will be expected to complete a graduate project. PREREQ: MTH 311.

MTH 439 Transformational Geometry (3)
A study of transformations of the plane. Classification of the plane isometries. Crystallographic and frieze groups. PREREQ: MTH 337 or 338 with grade C- or better.

MTH 440 Advanced Topics: Algebra (3)
Topics in modern algebra for advanced undergraduate students. PREREQ: 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 341.

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)
Introduction to numerical linear algebra, elements of approximation theory including data fitting. Theoretical foundations of numerical analysis. PREREQ: MTH 311 and MTH 351.

MTH 460 Advanced Topics: Probability and Statistics (3)
Topics in probability and statistics for advanced undergraduate students. PREREQ: 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: Consent of instructor.

MTH 482 Foundations of Mathematics (3)
Selected topics from: Axiomatic systems, consistency, completeness, set theory, cardinality. Construction of number systems. PREREQ: Consent of instructor.

MTH 493/593 Experimental Probability and Statistics for Middle School Teachers (3)
The study of data collection and hypothesis testing through laboratory experiments, simulations and applications. The use of technology will be an important part of the data collection and analysis. Students may not take both MTH 394 and MTH 494 for their undergraduate program. Does not apply toward a math major/minor. PREREQ: MTH 212.

MTH 494/594 Geometry for Middle School Teachers (3)
Selected topics in informal geometry through the use of discovery and technology. The studies in how students learn geometry will be used in the development of geometric ideas. Students may not take both MTH 394 and MTH 494 for their undergraduate program. Does not apply toward a math major/minor. PREREQ: MTH 213.

MTH 495/595 Calculus Concepts for Middle School Teachers (3 each)
An introduction to the limit concept and its role in defining the derivative, the integral and infinite series. Applications to middle school mathematics. Does not apply toward math major/minor. PREREQ: MTH 292 or MTH 111.

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 (3)
The analysis of functions of a single complex variable. Conformal mappings, Cauchy’s Theorem, Cauchy’s Integral Formula, power series expansion of analytic functions. PREREQ: Consent of instructor.

MTH 538M Transformational Geometry (3)
A study of transformations of the plane. Classification of the plane isometries. Crystallographic and frieze groups. PREREQ: Consent of instructor.

MTH 547M Abstract Algebra (3)
Advanced group theory or ring and field theory. PREREQ: Consent of instructor.

MTH 552M Numerical Analysis (3)
Introduction to numerical linear algebra, elements of approximation theory including data fitting. Theoretical foundations of numerical analysis. PREREQ: Consent of the instructor.

MTH 573M 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: Consent of instructor.
MTH 581M Foundations of Mathematics (3)
Selected topics from: axiomatic systems, consistency, completeness, set theory, cardinality. Construction of number systems. PREREQ: Consent of instructor.

MTH 590M Advanced Topics: Mathematics Education (3)
A study of selected topics in the teaching of mathematics. PREREQ: 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 113 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.

MS 213 Military Science II: Fundamentals of Military Operations II (2)
Introduction to troop leading procedures, the commander’s estimate and military orders. Application of leadership concepts in offensive and defensive operations at the squad level.

MS 214 Basic Summer Camp: Camp Challenge (6)
Six weeks of leadership training at Fort Knox, Kentucky. Substitute for the first two years of the ROTC program. Summer only.

MS 215 Fundamentals of Military Science (3)
Leadership and management fundamentals; role of the Army ROTC and the Army officer. Individual military skills and their incorporation into tactical operations at the squad level. Land navigation using map and compass.

MS 216 Basic Military Science (6)
Introduction to leadership and management. Organization of the Army and ROTC. The Army as a profession. Map reading and land navigation. Military tactics. Role of the Army officer. Summer only.

MS 311, 312, 313 Military Science III: Leadership and Management of Military Organizations (3 each)
The study of military leadership, management, and theory and dynamics of the military team. Apply principles to advanced military operations. Includes: leadership, management, and organizational theory, group dynamics, functions of staff organizations, development of the commander’s estimate, combat orders and plans, troop leading procedures, application of leadership concepts in offensive and defensive operations at the squad, platoon, and company level, and fundamentals of small unit tactics/patrolling.

MS 314 Advanced Summer Camp: Camp Adventure (6)
Practical and theoretical instruction for six weeks at Fort Lewis, Washington. Practical leadership application and experience in a military environment. PREREQ: MS 311, 312, 313.

MS 405 Reading and Conference
Terms and hours to be arranged. Consent of instructor required.

MS 411, 412, 413 Military Science IV: Preparation for Officership (3 each)
Recent military history, national defense policy and its application in current world events. Includes military law, law of land warfare, small unit administration, and ethics and professionalism with emphasis on applied leadership, management techniques, and ethical decision making. Designed to assist the future army officer with the transition from student to junior officer in the armed forces of the United States.

Modern Languages

ML 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.

Music

A maximum of 12 hours of music ensemble may be counted toward graduation. Courses include MUS 101/301 to 109/309.

MUS 101/301 Concert Choir (1)
Participation in concert choir. Students at the freshman or sophomore level register for MUS 101. Students at the junior or senior level register for MUS 301.

MUS 102/302 Chamber Singers (1)
Participation in chamber singers. Auditions are required for participation in this ensemble. Students at the freshman and sophomore level register for MUS 102. Students at the junior or senior level register for MUS 302.

MUS 103/303 Vocal Jazz Ensemble (1)
Participation in vocal jazz ensemble. Auditions are required for participation in this ensemble. Students at the freshman or sophomore level register for MUS 103. Students at the junior or senior level register for MUS 303.

MUS 104/304 Musical Theatre Ensemble (1)
Participation in the pit orchestra or vocal cast of a musical. Auditions may be required for participation. Students at the freshman or sophomore level register for MUS 104. Students at the junior or senior level register for MUS 304.

MUS 105/305 Symphony Orchestra (1)
Participation in the symphony orchestra. Auditions are required for participation in this ensemble. Students at the freshman or sophomore level register for MUS 105. Students at the junior or senior level register for MUS 305.

MUS 106/306 Instrumental Chamber Ensembles (1)
Participation in various woodwind, brass, and string chamber ensembles. These ensembles may require auditions for participation. Students at the freshman or sophomore level register for MUS 106. Students at the junior or senior level register for MUS 306.
MUS 107/307 Percussion Ensemble (1)
Participation in the percussion ensemble. This ensemble may require auditions for participation. Students at the freshman or sophomore level register in MUS 107. Students at the junior or senior level register in MUS 307.

MUS 108/308 Jazz Ensemble (1)
Participation in the jazz ensemble. This ensemble may require auditions for participation. Students at the freshman or sophomore level register for Mus 108. Students at the junior or senior level register for MUS 308.

MUS 109/309 Pep Band (1)
Participation in the pep band during football and basketball season. Offered fall and winter terms only. No audition required. Students at the Freshman or sophomore level register for MUS 109. Students at the junior or senior level register for MUS 309.

MUS 111 Beginning Musicianship (3)
Introduction to the elements of musical composition, including chords, scales, rhythm, and notation. No previous musical experience required. Recommended for students who wish to take MUE 318 or MUE 320. Satisfies LACC.

MUS 181, 182, 183 Voice Class (2 each)
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 199 Special Studies (1-15)
Terms and hours to be arranged.

MUS 201 Introduction to Music and Its Literature (3)
An introduction to music literature through the study of elements and organizing principles as they relate to music of all periods. Stress is placed on listening to music that is popular in the concert hall.

MUS 202 Music of Broadway (3)
An introduction to the elements and organizing principles of music as they relate to the music of Broadway. Stress is placed on developing fundamental listening skills with this music. An historical overview of Broadway music is included.

MUS 203 Jazz History (3)
An historical and analytical view of America's first indigenous musical art form. Focus on major figures and stylistic periods from Dixieland to post-fusion.

MUS 204 Music of the World (3)
Investigation of music in culture. A comparative view, with emphasis on 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 209 Rock Music: A Social History (3)
A three decade overview of rock music history (1950-1980) and how the music both reflected and influenced societal attitudes and behaviors regarding: sexuality, human rights movements, utopian and counterculture perspectives and the influence of mass media in these areas.

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. Students must achieve a grade of "C" or higher in MUS 212 to proceed to the next term of the sequence, and all subsequent terms of the Musicianship core.

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 235 Guitar Class - Intermediate (1)

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 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, 313 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 320 Conducting I (5)
Techniques of conducting, vocal and instrumental, including analysis of composition conducted. The class serves as a laboratory for singing 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 322 Conducting III (3)
Problems and techniques in choral and instrumental conducting, together with harmonic and structural analysis of musical scores. Students will be involved with the preparation of repertoire and proper interpretation of music of all periods, with special emphasis on problems and solutions in contemporary music.
MUS 330 Rhythmic Awareness (2)
An exploration of the musical components of rhythm in relation to
dance. Elements such as beat, meter, and form are studied and
developed in the context of movement and choreography. Also
explored is the potential for collaboration between dancers and
musicians, and basic elements of rhythmic notation.

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 Music From the Ancient World Through the
Renaissance (3)
A historical survey of the music of the Western World, beginning with
Ancient Greece and concluding in the late 16th century.

MUS 361 17th and 18th Century Music (3)
A historical survey of Western European art music from the early
modern period through the enlightenment, covering composers from
Monteverdi through Mozart.

MUS 362 19th and 20th Century Music (3)
A historical survey of Western European and American art music of the
two centuries, covering composers from Beethoven through
today’s active artists.

MUS 363 Ethnomusicology I (3)
Introduction to the discipline of ethnomusicology. Course focuses on
the relationship of music and cultures. Will include specific study of
selected world cultures. PREREQ: MUS 213 or consent of instructor.

MUS 364 Ethnomusicology II (3)
In-depth study of the music and lifestyle of selected world cultures will
be followed by field research in local musical subcultures. 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 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
focusing 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. Designed for individual or special
studies in a limited area of interest under the guidance of a designated
faculty member.

MUS 407 Seminar (1-15)
Terms and hours to be arranged.

MUS 408 Workshops (1-15)
Terms and hours to be arranged.

MUS 409 Practicum (1-12)
Terms and hours to be arranged. Field experience in areas other than
public school teaching. Maximum of 12 hours.

MUS 414 Jazz Theory (2)
An introduction to the fundamentals of jazz theory and jazz
composition, including harmony, scales, modes, rhythms,
instrumentation, orchestration, nomenclature, and manuscripts.
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 parts and scores, and hear their music performed.
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 genres and mediums. 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 213.

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. Underscoring 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 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 I.P.A. symbols.

MUS 460 Special Topics in Music History (3)
A cultural study on a historical, artistic, literary, cultural, or philosophical movement using the role of music in that movement as a catalyst or point of departure with which to explore it. The central topic will change with each offering in order to address the diverse interests and needs of the student body.

MUS 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 of texts and articles relating to the writing techniques of traditional, 20th-century and avant garde are encouraged. All compositions and arrangements will be performed and critiqued based on their 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 CAI and management in music, word processing, database, spreadsheets, MIDI and music software, including music sequencing on a digital keyboard computer.

MUS 550M Music History and Literature (5)
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.)

Music Education

MUE 318 Music for the Classroom Teacher (3)
Music activities, materials and curriculum for the early childhood and elementary classroom teacher. No previous musical training is required; however, skills such as those developed in musicianship (MUS 111 or 211), class piano, or class voice will enable students to gain greater insight into the processes discussed and practiced in this class. PREREQ: 2.6 GPA and declared Education major.

MUE 320 Introduction to Orff-Schulwerk (3)
An introduction to teaching music to children using ideas and instruments developed by composer Carl Orff. This comprehensive approach is useful for classroom teachers as well as music specialists, and focuses on experiential learning. Previous music experience is helpful but not required.


MUE 399 Special Studies (1-3)

MUE 425/525 Orff Schulwerk Level I (6)
Intensive two-week course offered summers only, exploring a comprehensive approach to teaching music and movement to children. The first of three levels leading to certification by the American Orff-Schulwerk Association (AOSA). Recommended for elementary education students with an emphasis area in music and for MS in Education students with a content area in creative arts or interdisciplinary studies. PREREQ: MUS 111, 211, or the ability to read music notation.

MUE 430/530 Technology in Music Education (2)
MIDI as a tool for delivering music instruction. Includes software analysis and curriculum development. PREREQ: MUS 211.

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 171-199 Performance Studies (2-4 each term)
Individual instruction in voice, keyboard, wind, string and percussion instruments. First level of lower-division study. PREREQ: 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 179 Jazz Piano
- MUP 180 Guitar
- MUP 181 Flute
- MUP 182 Oboe
- MUP 183 Clarinet
- MUP 184 Saxophone
- MUP 185 Bassoon
- MUP 186 Trumpet
- MUP 187 Horn
- MUP 188 Trombone
- MUP 189 Euphonium
- MUP 190 Tuba
- MUP 191 Percussion
- MUP 192 Composition
- MUP 193 Jazz Guitar
- MUP 194 Jazz Bass
- MUP 199 Miscellaneous

MUP 271-293 Performance Studies (2-4 each term)
Second level of lower-division study. For details see MUP 171-199. PREREQ: Three terms of MUP 171-199 and successful audition. Consent of instructor required.

MUP 341-369 Performance Studies (2-4 each term)
Upper-division study for students who have not passed the jury audition required for MUP 371-399. PREREQ: 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 349 Jazz Piano
- MUP 350 Guitar
- MUP 351 Flute
- MUP 352 Oboe
- MUP 353 Clarinet
- MUP 354 Saxophone
- MUP 355 Bassoon
- MUP 356 Trumpet
- MUP 357 Horn
- MUP 358 Trombone
- MUP 359 Euphonium
- MUP 360 Tuba
- MUP 361 Percussion
- MUP 362 Composition
- MUP 363 Jazz Guitar
- MUP 364 Jazz Bass
- MUP 369 Miscellaneous

MUP 371-399 Performance Studies (2-4 each)
First level of upper-division study for qualified students. For details, see MUP 171-199. PREREQ: Consent of instructor and jury audition required.

MUP 471-493 Performance Studies (2-4 each)
Advanced level of upper-division study for qualified students. For details, see MUP 171-199. PREREQ: Consent of instructor and jury audition required.

MUP 541M-563M Performance Studies (1-2 each)
Individual instruction at the graduate level. For details, see MUP 341-369. PREREQ: Consent of instructor required.

Philosophy

PHL 101 Introduction to Philosophy: Knowledge and Reality (3)
An introduction to philosophical reflection on the fundamental nature of reality, on our knowledge of it, and on the justification of that knowledge. LACC.

PHL 102 Introduction to Philosophy: Personal Morality and Social Justice (3)
An introduction to philosophical reflection on the nature of morality and justice and to basic principles of practical moral reasoning in private and public life, business, medicine, etc. LACC.

PHL 103 Introduction to Logic (3)
Introduction to both informal and formal logic. Informal topics include analysis and evaluation of techniques of reasoning, problem solving, and decision-making. Formal logic will examine techniques of deductive reasoning. LACC.

PHL 199 Philosophy Discussion (1)
Weekly philosophy discussion group meeting. Terms and hours to be arranged. Repeatable for up to 15 credits. P/NP.

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 Program.

PHL 251 Ethics (3)
This course will cover major classical and contemporary theories in normative ethics. It will include a careful study of virtue ethics, natural law, utilitarianism, and deontology. It will also compare the justification of moral judgments with that of scientific judgments. LACC.
PHL 252 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. LACC.

PHL 253 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. LACC.

PHL 261 Metaphysics: Theory of Being (3)
Survey of representative issues and theories regarding the fundamental principles and structure of reality, including such topics as mind-body relation, mind-brain relation, nature of life, nature of matter, reality as a whole, etc. LACC.

PHL 262 Epistemology: Theory of Knowledge (3)
Survey of representative issues and theories in the philosophical study of human knowledge and its foundations. LACC.

PHL 263 Philosophy of Mind (3)
Exploration of philosophical questions about the mind, mental states, and its relation of mind and brain. Main topics are dualism and various forms of materialism, behaviorism, mind-body identity theories, and functionalism; the nature and content of mental states (e.g. belief, desire, meaning). LACC.

PHL 282 Philosophy of Art (3)
Introduction to theories of beauty and art and interpretations of the meaning and value of aesthetic experience. LACC.

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. LACC.

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 360 Philosophy of Education (3)
A philosophical exploration of the educational process, both in general and in relation to its contemporary institutional setting, drawing upon a variety of philosophical perspectives both ancient and modern. Three hours of introductory philosophy recommended but not required as prerequisite.

PHL 370 Philosophy of Science (3)
Philosophical investigation of theoretical issues of science and scientific methodology, such as scientific explanation, the structure of theories, nature of scientific laws, revolutions in science, and the distinction between observation and theory.

PHL 380 Philosophy of Law (3)
Philosophical examination of major issues and concepts in law. Covers theories of jurisprudence such as natural law theory, legal positivism, and critical legal studies; and also covers areas of criminal and constitutional law such as self-defense, insanity defense, civil liberties, etc.

PHL 398 Special Studies A (1-6)
This is an open-ended course covering areas in ethics, value theory, aesthetics, and related areas. It is offered from time to time as a regular 3 hour course with a special topic. It may also include study of the work of a specific philosopher or school. Terms and hours to be arranged. Course may be taken up to 9 hours without repeating a topic.

PHL 399 Special Studies B (1-6)
This is an open-ended course covering areas of metaphysics, epistemology, language, science, logic, and related areas. It is offered from time to time as a regular 3 hour course with a special topic. It may also include study of the work of a specific philosopher or school. Terms and hours to be arranged. Course may be taken up to 9 hours without repeating a topic.

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 433/533 Philosophy for Children (3)
Introduction to the teaching of higher level thinking and reasoning skills at elementary, intermediate, and secondary levels, making use of curricula such as those developed by the Institute for the Advancement of Philosophy for Children. 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 150-149 Individual Sports (1)
Badminton, tennis, archery, handball, racquetball, self-defense, wrestling, backpacking, bowling, golf, gymnastics, fishing.

PE 135 Intermediate Golf (1)
Provides intermediate golfers the opportunity to develop their abilities through instruction, assignments and practice. Students will be responsible for establishing proper practice routines, developing greater understanding of the rules of golf, and improving their skill beyond the basic elements of the game. PREREQ: PE 134 or instructor approval.

PE 143 Yoga (1)
Students will be gaining knowledge and practicing various yoga stretches and poses. Yoga consists of the practice of breathing, performing poses, and relaxation. This practice of controlled movement and postures has many health benefits. It provides a workout for the mind and body.

PE 145 Tai Chi (1)
Beginning level course in the ancient Chinese art of Taiji Quan. Introduces participants to the basic physical movements and principles associated with the five major styles of Tai Chi being practiced throughout the world today. The Yang Style, Twenty-four posture form (also called simplified form), will be promoted here.

PE 146 Intermediate Tai Chi (1)
Course content will build on previous coursework, reinforcing the fundamental principles of Tai Chi practice, along with the basic physical movements and concepts associated with the five major styles of Tai Chi being practiced throughout the world today.

PE 147 Karate (1)
Beginning level course in the Korean Martial Art of Tang Soo Do karate. Introduces student to the basic philosophy, concepts, physical forms and principles associated with, and common to, all major Asian styles of karate.

PE 150-159 Team Sports (1)
Basketball, field sports, field hockey, recreational games, soccer, softball, volleyball.

PE 160-169 Aquatics (1)
PE 162 Fitness Swim (1)
In this fitness swim class a student will learn and practice competitive swim strokes and participate in water aerobic workouts. The student will also learn personal water safety skills in order to develop confidence, coordination and relaxation in the water.

PE 170-179 Elementary PE Activities (1)
(These courses are designed especially for the elementary education major.)

PE 199 Special Studies (1-15)
Terms and hours to be arranged.

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 256 Advanced Soccer (1)
This course creates an environment for students to be involved with high level instruction and competition in the sport of soccer. This course is limited to female students who are members of our women's soccer team.

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 (4)
Examination in the techniques used in the prevention of athletic injuries, including taping, bandaging, and strapping along with how to recognize and evaluate basic signs and symptoms associated with common injuries. Establishing a plan of care which includes rehabilitative exercise will also be studied. Three lectures and one two-hour lab each week.

PE 361 Coaching Youth Sports (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, systems of play, 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 matches. 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 399 Special Studies
Terms and hours to be arranged.

PE 406 Special Individual Studies (1-4)
Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

PE 407 Seminar (1-4)
Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

PE 408 Workshop (1-4)
Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

PE 409 Practicum (1-12)
Terms and hours to be arranged.

PE 410/510 Sport Ethics (3)
Examines the ethics branch of philosophy and then applies this branch of philosophy to a variety of issues in athletics. Examples of these issues include: racism, performance enhancement drugs, gender equity, sportsmanship, commercialization in college athletics and violence in sports.

PE 435 Physical Education in the Elementary School (3)
Theory and practice in rhythm; group and folk dancing; stunts, games, self-testing activities; tumbling; materials; planning and evaluation programs with reference to basic principles of physical education for elementary teachers. PREREQ: Junior or Senior standing.

PE 440 Legal Issues in PE and Sport (3)
Familiarizes 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 right's 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 (5)
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 461 Evaluation & Treatment of Athletic Injuries (3)
Advanced study in the recognition of signs, symptoms, interpretation and application of functional stress tests used to evaluate common athletic injuries. Study will also include the application of appropriate exercise principles and techniques as part of the treatment plan of care. 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. PREREQ: 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. PREREQ: PE 310 and 357.

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 or 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.
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: MTH 251 (can be taken concurrently).

PH 311, 312 Introduction to Modern Physics (4 each)
Physical theories and research of the 20th century, including theories
of relativity and quantum-wave mechanics, electrons and X rays, atomic
spectra and structure, solid-state physics, low temperature physics,
nuclear physics, and fundamental particle physics. Three lectures and
one three-hour laboratory period. PREREQ: PH 203 or PH 213.

PH 470 Selected Topics in Physics (1-3)
Topics of special interest such as cosmology, relativities, 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 (5)
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 (5)
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)
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 (3)
Analyze 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 roles women play in the political arena. PREREQ: PS 201, PS 202, or consent of instructor.

PS 436 Gender and Public Policy (3)
Examines public policy, the policy process and policy-making institutions through a "gender lens." It deals with how gender differences affect the identification of public policy problems, their perceived importance and their potential solutions, the differences between male and female policy-makers and the differential gender impact of policies.

PS 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)
Surveys the values and philosophies which influence the level and nature of political activism in environmental and natural resources issues. Analysis focuses on "classic" and contemporary writings ranging from environmentalism 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, power) 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.

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, PS 351 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 comparable values and methods. PREREQ: PS 203, PS 303 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 495 Public Sector Labor Relations (3)
Introduction to labor relations in the public sector. Topics include the historical background and legal environment of public sector unions, the fundamentals of collective bargaining, including processes, politics, and methods of resolving impasses, the implementation of collective bargaining agreements, including grievance procedures, and the impact of unions on public personnel policies.
PS 497 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)

PS 515M Social Policy Case Studies (3)
This course provides opportunities for experience in social policy analysis and solution. Students will consider case studies in teams, devise problem solutions and implementation plans and compare their results with those of others. Students pursuing the MS in Social Policy are especially encouraged to take this course.

PS 530 The Aging Society (3)
Analyzes the demographic, economic, social and political dimensions of our aging population. The unique nature, needs, and policy implications of the growing elderly population receive particular attention.

PS 536 Gender and Public Policy (3)
This course examines public policy, the policy process and policy-making institutions through a "gender lens." It deals with how gender differences affect the identification of public policy problems, their perceived importance and their potential solutions, the differences between male and female policy-makers and the differential gender impact of policies.

PS 540M Policy Implementation (3)
Graduate level examination of the factors that influence the social impacts of policies. The impacts of legislative design, administrative structure, and social context of policy are central concerns.

PS 554 Public Personnel Administration (3)
A study of governmental personnel systems. Topics include the underlying values of public personnel administration, classification, pay and benefits, evaluation, recruitment, training, affirmative action, and collective bargaining.

PS 566 Governmental Budgeting (3)
A study of the political, fiscal, policy and management aspects of budget formation and implementation in American state and national governments.

PS 575M Policy issues and the Law (3)
A reading and research seminar focused on legal issues associated with social policy. These issues concern free speech, religion, press, and privacy, the rights of the criminally accused, and issues relating to race and gender based discrimination. Students will write and present a research paper related to social policy legal issues.

PS 579 Constitutional Law (3)
An introduction to the study of American constitutional law that involves a detailed case-study approach in which the students prepare briefs on case law. Focuses on the application of the concepts of federalism and separation of powers; the evolving relationship between the states and the national government; between the three institutions of the Presidency, Congress, and the Courts; and between government and the individual. PREREQ: PS 201 or consent of instructor.

PS 580 Administrative Law (3)
An advanced review of the legal context of public administration. The legal process within the bureaucracy and the duties and responsibilities of the individual administrator receive particular attention.

Psychology

PSY 199 Special Studies (1-3)
Terms and hours to be arranged.

PSY 201, 202 General Psychology (4 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 (4)
An exploration of psychological research including topics of design, methodology, statistical analysis and report writing. Student will design and conduct research and prepare a formal paper on this original research. PREREQ: PSY 201 and 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 (4)
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 and 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 and 202 or equivalent.

PSY 334 Social Psychology (4)
The psychological study of how people think about, influence and relate to one another. Theoretical and research bases will be utilized to explore the nature and content of this field and its applications to social issues and every day events. PREREQ: PSY 201 and 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 and 202 or equivalent.

PSY 360 Cognitive Psychology (4)
This class provides an overview of basic topics in cognitive psychology including learning, memory, attention, sensation, perception, language/phonology and problem solving. PREREQ: PSY 201 and 202 or equivalent.

PSY 373 Sensation and Perception (4)
Principles and theories relating to sensory stimulation and perceptual processes will be explored. Psychophysical methods will be used to demonstrate human visual and auditory processes. PREREQ: PSY 201 and 202 or equivalent.

PSY 390 Theories of Learning (4)
Survey of fundamental concepts of conditioning, rate learning, discrimination, theories of reinforcement, extinction and avoidance learning. Major theories of learning, and related experimental literature. PREREQ: PSY 201 and 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 and 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 and 202 or equivalent.

PSY 423 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 and 202 or equivalent.

PSY 426 History of Psychology (4)
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: 300-level course in psychology.

PSY 457/557 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 and 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 and research to development, organization and functioning of small groups. PREREQ: six or more hours of upper-division psychology courses.

PSY 443/543 Group Processes (4)
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 and 202 or equivalent.

PSY 445/545 Introduction to Industrial/Organizational Psychology (4)
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, PSY 202 and PSY 334.

PSY 446/546 Applying Psychology to Human Resource Management (4)
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 Development (4)
An advanced course in organizational psychology integrating processes and principles in organizational settings. PREREQ: PSY 445/545.

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 445/545.

PSY 450/550 Abnormal Psychology (4)
The nature, causes and treatment of various forms of unusual behavior and emotional disturbance. The full range of abnormality will be examined from extreme reactions to stressful events to psychotic breaks with reality as defined by the Diagnostic and Statistical Manual of the American Psychiatric Association. The course will integrate perspectives generated from psychological theory, research and physiological findings. PREREQ: a 300-level course in psychology.

PSY 451/551 Biopsychology (4)
A study of the ways that the physiology of the body is related to behavior. Sub-topics may include sleep and dreaming, learning and memory, pain, sexual behavior, disordered emotional states, and psychopharmacologic agents. PREREQ: PSY 201 and 202 or equivalent.

PSY 460 Cognitive Neuroscience Seminar (1-4)
This class covers advanced topics in cognitive science including cognitive development, cerebral localization of function, hemispheric interaction/differences, individual differences in cognition, object recognition, face recognition, spatial perception, and neuropsychological disorders. PREREQ: PSY 360 or PSY 451.

PSY 465/563 The Maladjusted Child (3)
Examination of the nature, causes and treatment of emotional and social maladjustments in children and adolescents. A broad range of disturbances will be examined from minor problems in living to psychotic breaks with reality and self-destructiveness. The home, school and cultural environments will be examined as well as possible genetic and biological determinations of the mental health of children and youth. PREREQ: a 300-level psychology course.

PSY 465/565 Motivation (4)
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 (4)
Methods which psychologists use to describe, summarize and make inferences about measurements made on people, things or events. PREREQ: PSY 201, 202, 217, and either MTH 105 or MTH 111 or equivalents.

PSY 468 Research Methods in Psychology (4)
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 201, 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 Childhood (4)
Theory and research related to prenatal, infancy, and early childhood phases. Includes study of the motor, emotional, cognitive, social and linguistic domains with emphasis on applications for professionals offering services to young children and their families. PREREQ: PSY 201, 202, and 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, and 311 or equivalent.

PSY 482/582 Adolescence (4)
Study of the transitions and issues of adolescence. Includes an overview of theory and research with an emphasis on applications for parents, teachers, and professionals offering services to adolescents and youth. PREREQ: PSY 201, 202, and 311 or equivalent.

PSY 483/583 Adulthood and Aging (4)
Examination of current models of aging. Includes theory and research relevant to early, middle, and late adulthood. Emphasis on applications of information concerning the issues of adulthood. PREREQ: PSY 201, 202, and 311 or equivalent.

PSY 484/584 Death, Dying and Grief (4)
Focuses on numerous topics related to the developmental processes of death, dying and grief throughout the life-span. PREREQ: PSY 201, 202, and 311 or equivalent.

PSY 485/585 Special Topics in Developmental Psychology (3)
Each quarter this course is offered, a single special topic in development will be studied in-depth. Topics may include the development of sex roles, moral development, or social skills training. May be repeated under different subtitles. PREREQ: PSY 201, 202, and 311 or equivalent.

PSY 487/587 Cross-Cultural Development (4)
Study of the relationship between culture and psychological functioning with an emphasis on developmental processes. PREREQ: PSY 201, 202, and 311 or equivalent.

PSY 488/588 Theories of Development (4)
Theories of human development across the life-span are examined, integrated and compared. Assumptions of major, contemporary theories of development are studied including a review of related research findings and consideration of practical applications. PREREQ: PSY 201, 202, and 311 or equivalent.

PSY 489/589 Special Topics in Developmental Psychology (1-9)
Each quarter this course is offered, a single special topic in development will be studied in-depth. Topics may include the development of sex roles, moral development, or social skills training. May be repeated under different subtitles. PREREQ: PSY 201, 202, and 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 and 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 15 hours of upper division psychology courses.

PSY 506M 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 Learning and Memory for Instruction (3)
A survey of contemporary theories of learning and memory. An emphasis will be placed on research involving cognitive, social, motivational, and biological aspects of learning and memory. Applications will focus on instructional settings.

PSY 521M Developmental Psychology: Concepts and Applications (3)
An overview of developmental psychology with an emphasis on theories and classroom applications. Assumptions of major contemporary theories of development are studied, including a review of related research findings and consideration of practical applications.

PSY 522M Adolescent Development for Educators (3)
A course focusing on transitions and issues of normative development from early to late adolescence. Includes an overview of theory and research with an emphasis on applications for middle school and high school teachers.

PSY 525M 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 economies 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.

**PSY 549M Psychology of Organizations (3)**
A study of psychology as applied to organizations such as for-profit, non-profit, and government entities. Topics may include theory of organizations, organizational design, structure, and essential functions. Examination of functions such as personnel processes, motivation, leadership, organizational development, job satisfaction, and productivity will be examined.

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**Rehabilitation Counseling**

**RC 407/507 Seminar**
Terms and hours to be arranged.

**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. Developmental issues (e.g., childhood to adulthood) and disability will be explored. 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 490/590 Professional Issues: Rehabilitation Counseling with Deaf Clients (3)**
An examination of the social and vocational implications of hearing loss on individuals who are hard of hearing and Deaf. Also, an extensive review of the social services that respond to the unique needs of this population with an emphasis on the state vocational rehabilitation agency.

**RC 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. Practicums 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 120 clock hours of experience required for each 3 credits.

**RC 551M Theories and Techniques of Rehabilitation Counseling I (3)**
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. PREREQ: 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. PREREQ: requires concurrent enrollment in RC 509.

**RC 553M Theories and Techniques of Rehabilitation Counseling III (3)**
This course is designed to explore the foundational issues of work, the principles of human and career development (early childhood to senior adult), and the major career counseling theories as applied to different stages in life. The course will address the significance of lifestyle and career decision-making processes. The integration of career development and counseling theories will be considered for a "whole person" approach to persons with disabilities. Special attention will be given to the impact of developmental, environmental, and attitudinal barriers faced by persons with disabilities in the career development process. Ethnic, racial, social and gender issues related to career development will be considered. PREREQ: requires concurrent enrollment in RC 509M.

**RC 555M Social and Cultural Counseling in Rehabilitation (3)**
This course is intended to assist student in understanding the dynamics of issues when providing rehabilitation counseling across social, cultural, and community lines. Students will explore the nature of society and culture and how these impact the rehabilitation counseling process. Special emphasis is to be placed on the student's examining their own cultural identity, attitudes, and biases. Attention will be given to developing understanding of gender, class, race, ethnicity, disability, family structure, roles and values, and various lifestyles.

**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 Deaf, hearing impaired, and persons who have disabilities. Special emphasis will be placed on test interpretation in the client-counselor or teacher-student relationship. Demonstration and practice will be included.

**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 Employment Plans (IEP).

**RC 565M Placement and Use of Community Resources in Rehabilitation (3)**
Examines the theory, role, techniques, and issues of job placement as they lead to competitive employment for persons with disabilities. Relevant factors of job readiness, transferable skills analysis, worker attributes, work environment, job development, job search skills and job placement will be discussed. This course will offer a comprehensive overview of the placement process for individuals with disabilities and will focus on specific career counseling techniques in directing consumers toward informed choice and vocational goal attainment.

**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.
Religion

R 201 Introduction to the World’s Religions: Eastern (3)
An introduction to the major religions of the Far East: Confucianism, Taoism, Hinduism and the Buddhism of India, Tibet and Japan (Zen).

R 204 Introduction to the World’s Religions: Western (3)
An introduction to the major religions of the West: Judaism, Christianity, and Islam.

R 315 Interpreting Religious Phenomena (3)
Approaches to interpretation of the meaning of diverse religious phenomena, both theoretical and practical. Of use to persons who seek to handle religion in the public classroom as well as those who wish to understand religion for its own sake. PREREQ: R 201, R 204 or equivalent, required as background.

R 359 Special Studies (1-15)
Terms and hours to be arranged.

R 460/560 Comparative Religion (3)
A study and comparison of the great religions of the world. R 201 and R 204, or equivalent recommended as background, preferably both.

Social Science

SSC 199 Special Studies (1-15)
Terms and hours to be arranged.

SSC 201 Introduction to Gender Studies (3)
A survey and critical analysis of the essential issues of feminism. Historical and contemporary texts form the basis for discussion of topics affecting men’s and women’s lives. Clarification of key concepts such as gender as a social construct, patriarchy, and the interaction of race, class, and gender.

SSC 401 Research (3-6)
Terms and hours to be arranged.

SSC 403 Field Study (1-9)
Terms and hours to be arranged. Maximum of nine hours. Not intended as practicum for teaching majors.

SSC 406 Special Individual Studies (1-15)
Terms and hours to be arranged.

SSC 407/507 Seminar (1-5)
Terms and hours to be arranged.

Sociology

SOC 223 Theoretical Foundations of Sociology (3)
A broad introduction to the discipline of sociology, synthesizing the contributions of classical authors and applying their insights to the core concerns of the discipline. Focus is on the theoretical and historical dimensions of sociology in a multicultural context.

SOC 224 Empirical Foundations of Sociology (3)
An introduction to the empirical practice of sociology, emphasizing research methods, applied perspectives and critical analysis.

SOC 225 Social Problems (3)
Critical analysis of contemporary U.S. society and selected social problems. Causes and consequences of problems are examined.
SOC 290 World Population and Social Structure (3)
Introduction to the general field of population studies, provided within a sociological framework and analysis of historical, contemporary and anticipated population conditions and trends as these are related to social situations and the organization of society.

SOC 300 Proseminar (3)
Advanced (required for majors) introduction to sociology as an academic and professional pursuit. Includes preparation for senior thesis. 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 nine 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 390 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 developed as a means of restructuring education.

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 409 Practicum: Latin@ Ed Mentor (1-6)
This class has two goals: 1) reduce the high school dropout rate for Latin@ students at McKay High School; 2) increase the college participation rate for Latin@ graduates from McKay High School. This class will implement these goals by providing personal resources and communication to the Latin@ student, the mentor. The WOU student will act as mentor in providing these goals.

SOC 410 Historical Sociology: Origins of Capitalism (3)
Historical and theoretical analysis of the emergence of capitalism in the West. Consideration of the transition from feudalism to capitalism is included. The social structures of feudalism, mercantilism, and industrial capitalism are presented. Historical analysis of the Industrial Revolution is also included.

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. PREREQ: SOC 225 or equivalent.

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. PREREQ: SOC 415.

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 434 African American Studies: Social Issues, Social Movements (3)  
Introduction to the theoretical perspectives and social science research used to analyze the experience of African Americans in the U.S. Special emphasis will be placed on the emergence and consolidation of the Civil Rights Movement through an examination of the Brown vs. Board of Education decision, the Montgomery bus boycott, "sit-ins" at lunch counters, freedom riders, and school desegregation efforts. The course also examines the specific organizations that provided leadership during this period, such as the NAACP, the Southern Christian Leadership Conference, the Nation of Islam, and the Black Panthers. Those organizations implemented various strategies to achieve their goals: legal, non-violent resistance, and self-defense. Social movement perspectives will be applied to evaluate the outcome of these models.

SOC 435 Chicano/Latino Studies: Social Issues, Social Movements (3)  
Examines the structural factors that shape socio-economic conditions for people of Mexican descent living in the U.S. Also addresses the grassroots perspectives in which social movements were constructed to counter some of the negative effects of these structural conditions. The analysis will include texts that address historical background of U.S./Mexican relations, labor conditions, academic achievement, and identity construction.

SOC 436 Native American/Asian American Studies: Social Issues, Social Movements (3)  
Overview of structural conditions that define social reality of Native American and Asian American populations in current U.S. society. To analyze the situation of Native Americans we examine the historical experience of contact with European origin populations; the impact of conquest by dominant society; and emergence of various social movements designed to confront the effects of genocide and oppression. Special attention is given to the confrontations at Wounded Knee and the formation of the American Indian Movement (AIM). The majority of texts used are written by Native American authors. To analyze the situation of Asian Americans we make a comparative examination of the socio-economic factors that impact the lives of people of Japanese, Chinese, and Vietnamese descent. Special attention is given to the internment experience of Japanese Americans in Oregon.

SOC 437 Sociology of Race/Ethnic Relations (3)  
Introduction to the history of problems that racial and ethnic groups have confronted in the U.S. 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. The intersection of race and class is considered.

SOC 440 Women and Development (3)  
Historical and contemporary analysis of women in the development and underdevelopment of the world political economy. Topics include a consideration of women's household labor and wage labor. The impact of militarization and violence against women will also be addressed.

SOC 450 Latin American Society (3)  
Analysis of current social issues in Latin America. Topics include economic restructuring, state transformation, gender and family relations.

SOC 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)  
Provides an introduction to major themes of feminist thought. A wide range of representative works of theorists from the first and second wave feminist movements will be included.

SOC 471 Classical Sociological Theory (3)  
An examination of the concepts and theories of some of the most renowned social thinkers of the 19th and early 20th centuries. The focus is on the work of Karl Marx, Max Weber and Emile Durkheim. 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.

SOC 507 Seminar in Social Policy (3)  
This is a topical seminar on current issues in social policy. Special attention will be given to readings and discussion that focuses on social problems and policy evaluation. The goal of this class is to provide faculty and students with an appreciation of contemporary, controversial issues in social policy.

SOC 510M Critical Theory and Public Policy (3)  

SOC 525M Social Problems and Policy (3)  
This course is an advanced introduction to contemporary social problems and related public policies. The causes and consequences of problems are considered. Selected policies and programs are surveyed in relation to problems such as poverty, racism, sexism, environmental degradation, substance abuse, and various forms of crime. The goal of this course is to provide the student with a strong foundation for the analysis of problems and policies.

SOC 527M Social Movements and Social Policy (3)  
A survey of social movements in the United States is the core concern of this course. An examination of federal and state policies/programs that resulted from selected social movements is also a consideration. Special attention will be given to the labor movement, civil rights, and the feminist movement. The goal of the course is to provide the student with an appreciation of the importance of social movements in the development of government policies and programs. Theories of social movements are reviewed and evaluated.

SOC 528M Social Policy Research Methods (3)  
Introduction to major social science methods of data collection. Considers both qualitative and quantitative strategies in the context of social policy research.

SOC 529M Policy Evaluation (3)  
Review of research strategies employed to evaluate the effectiveness of social policy interventions. Both study design and techniques of statistical analysis are covered.

SOC 537 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 540M Urban Development (3)
A survey of urban development is presented with a focus on the "political economy" of the city. The role of government in the development of the "built environment" is an important topic. Urban problems and related government programs are surveyed and evaluated. Urban planning is reviewed critically. The goal of the course is to provide students with a broad understanding of urban development theoretically and historically.

SOC 550M Political Economy (3)
A theoretical, historical, and empirical review of the "state" in capitalist societies, with focus on the development of the national government in the U.S. Relations between the economy and polity are explored with special attention given to the development of social programs. The analysis of the New Deal and the rise of the "welfare state" is an important concern. The basic goal is to provide students with a theoretical and historical understanding of the development of the state.

SOC 554 Sociology of Deviant Behavior (3)
Review of major sociological theories of deviance. Focus on historical patterns of deviance and the relationship between deviance and systems of power and social control. Also includes a critical analysis of dominant psychological and medical models of mental illness.

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 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 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 317, 318, 319 Spanish for Bilingual/Heritage Speakers (4 each)
For speakers of Spanish as a first language who can read and write. Improve native speakers' Spanish skills in spelling, grammar, reading, composition, translation, and knowledge of the Hispanic world.

SPAN 320 Business Spanish (3)
Description and analysis of business terminology in Spanish. Study of business organization, operation and management in Spanish speaking cultures, and introduction to the language of accounting, marketing and economic matters in Spanish. PREREQ: SPAN 203 or permission of instructor.

SPAN 328 Introduction to Chicano@ Literature (3)
Introduction to texts representative of the Chicano@ literary heritage. Sampling of genres, as well as historical and geographical settings and perspectives, characteristic of work written by Chicano@s during the 20th century. PREREQ: When this course is conducted in Spanish, recommended SPAN 203 or consent of instructor. When this course is conducted in English with a HUM, there are no requirements, but it will not count for the Spanish major.

SPAN 338 Hispanic Culture and Civilization: Spain (3)
A cultural survey of Spain, including geography, history, politics, economics, religion and contemporary civilization. Conducted in Spanish. 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 Civilization & Culture of Mexico (3)
A cultural survey of Mexico from the pre-Hispanic times to present; including literature, geography, history, politics, economics, sociolinguistics, and religion. Conducted in Spanish. PREREQ: two years of college Spanish or equivalent. Recommended: SPAN 301, 302, 303.

SPAN 342 Introduction to Chicano@ Life & Culture (3)
A cultural survey of the Chicano@ presence in the Southwest, including art, geography, history, folklore, politics, and current trends in the contemporary period. Students will acquire an understanding of experiences and preoccupations pertinent to Chicano@s from the 1960s to the contemporary period. PREREQ: Recommended SPAN 203 or consent of instructor.

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 223.

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 223.

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 223.

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 223.

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 authors of the Generation of '98, focusing on how these authors responded to the philosophical, 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)
Provides students with a supervised classroom experience, either as assistants in a language classroom on campus or in an educational setting in the community. Students will read journal articles and discuss pedagogy regularly with the instructor and other practicum students. Maximum of 6 hours. PREREQ: Consent of instructor.

SPAN 441, 442, 443 20th 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)
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 the Deaf Community.

SPED 102 American Sign Language II (3)
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)
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)
Intensive ASL course for working interpreters focusing on receptive and expressive development in the use of ASL, including sentence types, advanced vocabulary, grammatical structures, non-manual grammatical markers, conversational behaviors, and cultural appropriateness. PREREQ: By application only.

SPED 105 ASL Enhancement for Fluent Signers (3)
Intensive ASL course for working interpreters focusing on development of advanced ASL communication skills, including complex sentence types, inflection, and registers. 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 204 American Sign Language VI (3)
Sixth in a related series of courses that focus on the use and study of American Sign Language (ASL). Includes ways in which signs 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/translating. 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)
Second course, in a series of three, prepares experienced interpreters with skills and knowledge to become mentors and resources for less experienced or entry-level interpreters. Focuses on philosophy and methodology of various assessment and evaluation strategies that can be applied to interpretation. 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 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. Third course 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. 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)
Skill development course designed to introduce specialized techniques of application to interpreting within the educational setting. Emphasis will be on transliteration, specialized terminology, language assessment/communication skills appropriate for use with deaf and hearing impaired mainstreamed students, and professional considerations. 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)
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)
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. PREREQ: 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 Practicum: General Education (1-12)
Interpretor 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 414/514 Curriculum and Structure of General Education (3)
Provides an overview of: the basic principles of The Oregon Education Act for the 21st Century, including the Oregon common curriculum goals (CCGs), content standards (CSS), benchmarks, scoring guides, and the Oregon Statewide Assessment System; school organization; roles and responsibilities of personnel; professional organizations and agencies and instructional models to serve students from diverse backgrounds.

SPED 418/518 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 420/520 Introduction to Curriculum and Instructional Planning (3)
Intended for students who are preparing to teach children/youth with learning problems in the basic skill areas of reading, written expression, and mathematics. Content will include an introduction to instructional planning (long range, unit and lesson), adapting instruction to meet the needs of individual students, and direct instruction methods in basic skill and content areas.

SPED 447/547 Partnerships in Special Education (3)
Examines family systems and the unique challenges and concerns faced by parents of children having disabilities. Family rights and effective advocacy are explored along with strategies for communicating and collaborating with all IEP team members. PREREQ: SPED 418/518 or consent of instructor.

SPED 503M Thesis or Field Study (3-9)
PREREQ: consent of instructor.

SPED 506M Special Individual Studies (1-15)
Terms and hours to be arranged. PREREQ: 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)
PREREQ: Admission to special education endorsement program, master's degree program, or consent of department chair. Note prerequisites by program.

SPED 510M Internship (2-12)
Supervised work experience with professional level responsibilities in public school, community college, or higher education. On-site supervision by appropriately trained and certified professionals. Supplementary conferences, reading and reports. PREREQ: consent of instructor.

SPED 522M Academic Remediation I (3)
Focuses on helping students develop an understanding of developmental reading and writing theory. The course examines techniques and strategies to remediate deficits in the language arts, particularly reading (decoding skills, fluency, comprehension) and written expression (planning, organizing, outlining, sentence and paragraph writing, spelling and proofing skills), monitoring student progress and making decisions about instruction and curriculum in the language arts for students with learning problems. PREREQ:

SPED 418/518, SPED 420/520 or registered concurrently in SPED 418/518 and SPED 420/520 or consent of instructor.

SPED 523M Behavior Management Strategies and Techniques (3)
Examines the literature and practice in planning and implementing school wide systems of positive support for students in K-12, especially those with emotional/behavioral disorders. The course will focus on effective strategies for use with K-12 students, particularly those with emotional/behavioral disorders and other special needs, in public school settings. Current research-based practices such as functional behavior assessment (FBA), behavior intervention/support plans (BIP/BSP), behavioral IEPs/IFSPs, cognitive behavior modification, classroom management, social skills training, and a variety of other strategies/techniques will be presented. PREREQ: SPED 418/518, SPED 420/520 or registered concurrently in SPED 418/518 and SPED 420/520 or consent of instructor.

SPED 528M Academic Remediation II (3)
Focuses on techniques and strategies to remediate deficits in mathematics and content areas, study skills, monitoring student progress and making decisions about instruction and curriculum for students with learning problems. PREREQ: SPED 522M or consent of instructor.

SPED 530M Low Incidence Disabilities: Methods 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. PREREQ: SPED 418/518, SPED 420/520 or consent of instructor.

SPED 531M Medical Aspects of Low Incidence Disabilities (3)
An examination of the physical and medical aspects of major disabilities and implications for management in educational settings. PREREQ: SPED 530M or SPED 571M or registered concurrently in SPED 530M or SPED 571M or consent of instructor.

SPED 534M Low Incidence Disabilities: Methods II (3)
Prepares the student to use a variety of assessment and instructional strategies with students having severe disabilities. It is taken concurrently with or prior to SPED 509M Practicum 2: Low Incidence in which the student implements the instructional strategies in an educational program. PREREQ: SPED 530M or consent of instructor.

SPED 536M Managing Communication Systems (3)
Examines the design and implementation of communication systems for individuals with severe disabilities: oral and non-oral techniques including pre-linguistic communication, alternative/augmentative communication systems focusing on design and implementation, and technical skills necessary for assessment, program design, intervention strategies and data systems. PREREQ: SPED 530M or SPED 571M or consent of instructor.

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 542M Academic Assessment (3)
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 and to develop Individual Education Programs (IEPs). Students will conduct formal and informal assessments of children/youth. PREREQ: SPED 522M or consent of instructor.
SPED 546M Law and Special Education (3)
Focuses on relevant federal and state laws, rules and regulations that apply to special education and includes an examination of the principles of IDEA (Individuals with Disabilities Education Act), Section 504 of The Rehabilitation Act, and the Americans with Disabilities Act (ADA). Implications of these laws for educational programs and related services for individuals with disabilities are also a critical component of this course. PREREQ: SPED 542M or SPED 577M or consent of instructor.

SPED 571M Introduction to Early Intervention/Early Childhood Special Education (5)
This course presents an introduction to services for infants, toddlers and preschool children with disabilities or at risk, and their families. An overview of the historical, philosophical and legal basis of services in early childhood with particular emphasis on family systems theory, Individualized Family Service Plans, family-focused intervention, and multicultural environments. Methods of assessment and delivery of services are discussed along with major issues in the field of Early Intervention/Early Childhood Special Education (IE/ECSE) including legal and social policy changes, transition, inter-agency collaboration, and collaborative service delivery models. PREREQ: SPED 418/518 or consent of instructor.

SPED 572M Transition Planning and Programming (3)
Focuses 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, post-secondary education, and adult living. The course stresses best practices related to transition planning and self-determination. PREREQ: SPED 418/518 or RC 564M or consent of instructor.

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 and to plan, implement and monitor services. The development of Individual Family Service Plans. Individual Education Plans and Transition plans along with strategies for designing instruction both in the home and in center based settings for successful transition to kindergarten and for program evaluation are discussed and practiced. PREREQ: SPED 571M or consent of instructor.

SPED 580M Program Management (3)
Focuses on managing special education services in K-12 public school settings with particular emphasis on case management and coordinating/supervising paraprofessional staff. PREREQ: SPED 509M Practicum 2: Low Incidence, SPED 509M Practicum 3: Academic, or SPED 501M or consent of instructor.

SPED 582M Contemporary Issues in Special Education (3)
Provides students the opportunity to explore, analyze and synthesize the best available knowledge and research on issues in educating students with disabilities. PREREQ: Completion of at least 30 credit hours in the MS program or consent of instructor.

SPED 584M Emotional and Behavioral Disabilities (3)
Addresses the theory and application of techniques for managing the classroom environment and the behavior problems of students with disabilities, particularly as this applies to students with more severe emotional and behavioral disabilities (E/BD). Current theoretical frameworks and best practice regarding the education of students with E/BD will be presented in the following areas: assessment/evaluation, program planning and implementation, treatment, crisis intervention, and reintegration. PREREQ: SPED 523M or SPED 534M or consent of instructor.

SPED 586M Autism: Issues and Strategies (3)
Examines current knowledge and practices in the education of children and youth with autism. Systems for identifying and prioritizing educational goals, design of curriculum, instructional strategies and communication techniques will be reviewed. Social integration and parent involvement will be addressed. PREREQ: SPED 418/518 and SPED 523M or consent of instructor.

SPED 590M 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, socioeconomic, and affective factors that can influence test results will be discussed along with the decision-making process regarding appropriateness of testing and test use.

SPED 591M 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: SPED 590M 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.

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 assessed 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)
Investigates the role of communication in business and the professions. Areas of study and performance include developing better listening skills, conducting meetings, preparing and presenting reports, improving interpersonal skills in business, and conducting interviews.

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)
Study and critical assessment of major First Amendment issues and cases.

SP 327 Communication in the Legal Field (3)
Examines communication principles in the legal setting. These include the cross-exam techniques, strategies in opening and closing arguments, interpersonal factors affecting 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 340 Conflict Management (3)
Explores the nature of interpersonal conflict by examining conflict in terms of conflict theories, goals, power, and conflict tactics. Students will learn to identify their personal conflict management and styles as well as those of others, and the skills necessary to effectively adapt or modify their conflict style if they do choose. PREREQ: SP 112 or consent of instructor.

SP 342 Media Literacy (3)
Encourages the development of media literacy by examining the complexity of media industries in the areas of production, economics, audience development, media effects and institutional effects. Specific topics include the analysis of media products such as news, entertainment, and advertising according to their purposes, message parameters and audience reception.

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 412 The Criticism of Public Discourse (3)
Analysis and evaluation of speeches in their social settings; critical studies of invention, arrangement and style.

SP 426 Language of the Mass Media (3)
Uses of verbal and visual language in the popular media—motion pictures, television, radio, newspapers and magazines—both by direct study and analysis of the various media and by the study of the relevant scholarship and criticism.

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)
Criticism and evaluation of the rhetoric of 20th century American speakers and their relation to political, social and religious movements of their times.

SP 440 Communication Across the Life Span (3)
Examines communication across three developmental stages of the life span: infancy/childhood, young adulthood/adulthood, and older adulthood/elderly. The life span approach to communication is adopted, which is an inherently pragmatic approach, to study normative processes in communication across the development of an individual's life span. PREREQ: SP 112 or consent of instructor.

Theatre Arts

TA 110 Introduction to the Theatre Arts (3)
An introductory study of the theatre arts including general theatre history, play analysis, production evaluation and a basic understanding of the way in which the technical theatre areas are related to production. Field trips to view productions will be encouraged.

TA 112 Introduction to Film (3)
An introductory study of the history and process by which films are made, including general history, production planning, process, and a basic understanding of the components that are synthesized to produce films.

TA 199 Special Studies
Terms and hours to be arranged.

TA 210 Oral Expression Through Theatre (3)
Experience in stage diction. Concentrated study of speaking skills for use on the stage.
TA 240 Creative Drama for Teachers (3)
Creative dramatics leadership principles that apply to the classroom. Techniques of employing the child’s native aptitude.

TA 244 Technical Theatre: Scenecraft (3)
Lecture, reading and discussion in the basic principles and process of theatrical scenecraft, with suitable opportunity for practical applications.

TA 245 Technical Theatre: Lighting (3)
Lecture, reading and discussion in the basic principles and process of theatrical lighting, with suitable opportunity for practical application.

TA 246 Technical Theatre: Costuming (3)
Lecture, reading and discussion in the basic principles and process of theatrical costuming and design with suitable opportunity for practical application.

TA 247 Technical Theatre: Sound (3)
Lecture, reading and discussion in the basic principles and process of theatrical sound, with suitable opportunity for practical applications.

TA 250 Basic Movement and Vocal Development for the Theatre (3)
Basic movement and voice training for the actor. Theory and practical application through body and vocal exercise.

TA 251 Elements of Acting (3)
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 Theatre: Makeup (3)
Basic principles and processes of theatrical makeup, including demonstrations and daily practice in application.

TA 253 Production Workshop (1-3)
Application of principles of acting and dramatic production. Credit available for students working on scheduled theatre productions. Limit of 1 hour credit per term, except with consent of instructor, 6 hours maximum. PREREQ: By consent of instructor only.

TA 301, 302, 303 History of the Theatre (3 each)
A study of dramatic literature, performance and criticism in the historical perspective. TA 301: beginnings to 1650; TA 302: 1650-1850; TA 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 310 Elements of Acting II (3)
A continuation of TA 251, with a more advanced concentration and exploration of modern acting technique. This course will deal with advance theory and practical application.

TA 330 Script Writing (3)
Concentrates on the basic skills of writing scripts for the theatre: plotting, character development, form and structure; but it will develop the form and skills necessary for writing for other media as well. Opportunity will be given to perform and critique what is written in class as part of the ongoing process of script writing.

TA 334 Stage Management (3)
A practical course in methods and procedures for mounting theatre, music and dance productions. Emphasis will be placed on organization, communication and coordination with the production team. This course is strongly suggested for all students desiring to stage manage departmental productions.

TA 345 Scenic Painting (3)
Basic principles and studio practice in scene painting.

TA 346 Computer Applications in Theatre (3)
Studio introduction to basic computer operations and software applications used in theatrical design and production.

TA 347 Scene Design (3)
Basic principles and studio practice in scene design. PREREQ: TA 244 or consent of instructor.

TA 348 Lighting Design (3)
Basic principles and studio practice in lighting design. PREREQ: TA 245 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)
Provides students with upper division credit for participating in acting and technical work for the theatre program. PREREQ: 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 365 Theatrical Comedy (3)
A course in the concept of comedy as a theatrical form from classical Greece to contemporary theatre. Selected comedies will be read.

TA 366 Theatrical Tragedy (3)
A course in the concept of tragedy as a theatrical form from classical Greece to contemporary theatre. Selected tragedies will be read.

TA 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. Designed for advanced individual study in some aspects of the theatre arts. PREREQ: Consent of instructor.

TA 407 Seminar (1-15)
Terms and hours to be arranged. Advanced study in seminar format of the theatrical literature and history, or production techniques of a specific nation, culture, or the work of a particular theatrical artist of contemporary or historical significance. PREREQ: Consent of instructor.

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 Theatre (3)
The study of aesthetic and technical problems in producing theatre for youth, including the history, philosophy and psychology and literature of children’s theatre.
TA 421 American Theatre (3)
A historical study of the major developments in the American theatre from the Revolutionary War to the present.

TA 427 Contemporary Theatre (3)
A study of a selected number of the most recent available scripts and the most recent production developments in the contemporary theatre.

TA 434/534 Advanced Theatre Technology and Design (3)
Advanced work in the area of scenic techniques and processes. PREREQ: TA 244, 347 or consent of instructor.

TA 436/536 Advanced Theatre Technology and Design (3)
Advanced work in the area of costuming. PREREQ: TA 246 or consent of instructor.

TA 440 Theatre Management (3)
A study of the problems and procedures involved in running the business affairs of a theatre: The box office, house, publicity, ticket sales, supporting funds, budgeting.

TA 442/542 Using Creative Dramatics to Teach Across the Curriculum (3)
Study of and experience in the basic techniques of creative dramatics as these apply to the teaching of most disciplines in the curriculum from Early Childhood/Elementary - High School levels. (K-12). PREREQ: Upper division or graduate standing.

TA 444/544 Theory and Criticism of Theatre Arts (3)
Comparative study of the major theories which have influenced theatrical practice in western civilizations from ancient times to the present.

TA 447 Advanced Scene Design: CAD (3)
Advanced principles and studio practice in scenic design, using computers for drafting, 3-D modeling and painting. PREREQ: TA 347 or consent of instructor.

TA 457/557 Production Styles (3)
Study of the practical processes of directing by which plays are produced in the theatre. Students will study the problems of directing by practical application of various theories in rehearsal and production of scenes from a variety of types of plays and styles of performance. 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 theatre arts. PREREQ: consent of instructor.

TA 507M Seminar (1-3)
Terms and hours to be arranged. Designed for graduate students as a supplemental enrichment course of study in the theatrical literature and history, or production techniques of a specific nation, culture, or the work of a particular theatrical artist of contemporary or historical significance. PREREQ: consent of instructor.

TA 508M Workshop (1-3)
Terms and hours to be arranged.

TA 509M Practicum (1-15)
Terms and hours to be arranged.

Teacher Preparation: Deaf Education

TPD 407/507 Seminar (1-3)

TPD 456/556 First and Second Language Acquisition: Deaf and Hard of Hearing (3)
Students will be taught the differences in first and second language acquisition of the Deaf or Hard of Hearing student and the relationship to learning in the first language while the second language is acquired. Theory and research will be studied and application to the bilingual classroom setting will be emphasized.

TPD 481/581 Contrastive Linguistic Analysis: ASL/English (3)
Introduction to basic similarities and differences in the linguistic structures and uses of American Sign Language (ASL) and English. Examining categories from a universal perspective, the linguistic contrastive analysis is accomplished by focusing on: phonological and morphological processes, syntactic properties, discourse types, word classes, and linguistic variation in Deaf and Hearing committees in the United States. Also the student will then examine the basic phonological, morphological, syntactic, and semantic features of ASL.

TPD 484/584 Introduction to Deaf and Hard-of-Hearing Studies (3)
Introduction to the cultural, medical, educational and vocational issues of deafness. TPD 584 emphasizes current research on service delivery models.

TPD 482/582 Language and Communication Systems: Deaf and Hard of Hearing (3)
Provides knowledge about entry signing in the various signed systems for the classroom with emphasis on developing the ability to move along the sign language continuum and understand the "total communication" philosophy for educational purposes.

TPD 507M Seminar (1-3)

TPD 509M Practicum: Field Experience Deaf & Hard of Hearing Studies (1-3)

TPD 539M Student Teaching: Deaf & Hard of Hearing (3-15)
Terms and hours to be arranged.

TPD 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.

TPD 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.

TPD 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.

TPD 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.

TPD 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 segmentals and suprasegmentals of English speech.

**TPD 579M Methods of Teaching Math and Science: Deaf and Hard of Hearing (3)**
Students will develop and design materials for teaching math and science using the Teacher Work Sample Methodology components. Students will have the knowledge of theories and techniques for teaching concepts and strategies of the elementary and middle school curricula including math and science methods, materials, and experiments.

**TPD 580M Language and Literacy: Deaf and Hard of Hearing (3)**
Students will examine language arts as well as instructional strategies for first language and second language development. A language continuum will be identified and its relationship to approaches in first and second language development. Students will learn how to adapt commercially available materials and develop supplementary reading/language activities.

**TPD 593M Audiological Measurements and Technology (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 audiological tests and their interpretation.

**TPD 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.

## WRITING

**WR 115 College Writing I (3)**
A writing course introducing a variety of writing strategies and emphasizing critical reading and thinking. This course helps students prepare for LACC writing requirement, WR 135.

**WR 135 College Writing II (3)**
An intensive writing course focusing on critical analysis, argumentation, and documentation. This course meets the LACC writing requirement if passed with a grade of C- or better. 
Note: Students must complete WR 135 (or its transfer equivalent) before enrolling in upper-division writing-intensive courses.

**WR 222 Research and Composition (3)**
Combines instruction in research skills with the production of essays utilizing research, including traditional library research, Internet research, documentation styles, and forms of researched writing. PREREQ: WR 135 or equivalent.

**WR 224 Writing About Literature (3)**
A course focusing on critical essays about literature, basic research techniques, and proper use and documentation of sources. English majors and minors should take this course before undertaking upper division course work in literature.

**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.

**WR 321 Business and Professional Writing (3)**
Practice in the forms of written communication common in business and the professions. Emphasis on correspondence, job applications, memoranda and short reports. PREREQ: WR 135 or equivalent.

**WR 323 Intermediate Exposition (3)**
Intermediate expository writing. PREREQ: WR 135.

**WR 341 Intermediate Creative Writing: Fiction (3)**
An intermediate course in writing fiction.

**WR 342 Intermediate Creative Writing: Poetry (3)**
An intermediate course in writing poetry.

**WR 399 Special Studies (3)**

**WR 409 Practicum (1-5)**
Terms and hours to be arranged. The theory and practice of critical analysis of student writing.

**WR 412/512 Writing Center Internship (1-12)**
Supervised practical experience as a Writing Center consultant, diagnosing student texts and suggesting techniques for students' writing skills improvement. PREREQ: WR 135, WR 440, additional 400-level writing course, recommendation of WR 440 instructor.

**WR 414 Advanced Composition (3)**
Advanced instruction and practice in the principles of writing. PREREQ: 300-level writing course or consent of instructor.

**WR 421 Technical Writing (3)**
An in-depth study of specialized types of technical writing. PREREQ: WR 321.

**WR 430/530 Historical Issues in Composition (3)**
A historical survey of rhetoric and composition theories, focusing on the development of instructional styles relevant to different periods. PREREQ: WR 222 or WR 224.

**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. PREREQ: 200 or 300 level creative writing class.

**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 496/596 Special Topics in Writing (3)**
An exploration of selected writing topics. Specific focus will be identified in each year's schedule of classes. PREREQ: WR 135, one 400-level writing course.

**WR 506M Special Individual Studies (1-6)**
Individual or special writing instruction in a specific area 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.

**WR 542M Writing Across the Curriculum (3)**
Introduces students to the theories and techniques in teaching writing, and teaching via writing, relevant to content knowledge courses.
FACULTY & STAFF

WESTERN OREGON UNIVERSITY
PRESIDENT'S CABINET

BETTY J. YOUNGBLOOD (1995), President; Professor. B.A. 1965, Oakland University; M.A. 1966, Ph.D. 1969, University of Minnesota.

JOHN P. MINAHAN (1986), Provost and Vice President for Academic Affairs; Professor. B.A. 1965, Canisius College; Ph.D. 1969, Georgetown University.


PETER C. COURTNEY (1984), Assistant to the President; Assistant Professor. B.A. 1965, M.P.A. 1966, University of Rhode Island; J.D. 1969, Boston University.

DARIN E. SILBERNAGEL (1989), Vice President for Business and Finance; Instructor. B.S. 1983, Oregon State University.

DEANS


JAMES G. CHADNEY (1999), Dean, College of Liberal Arts and Sciences; Professor. B.S. 1965, Portland State University; M.A. 1969, Ph.D. 1976, Michigan State University.

FACULTY

ESPERANZA ALCALA-COLLINS (1999), Assistant Professor of Teacher Education. B.A. 1988, M.S. 1996, Western Oregon State College.


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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), Associate Professor of Geography. B.A.A. 1983, Ryerson Polytechnic University; M.A. 1988, Ph.D. 1992, Kent State University.


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M. RAHIM KAZEROONI (1986), Associate Professor of Chemistry. B.S. 1972, Pahlavi University, Iran; M.S. 1979, Eastern Michigan University; Ph.D. 1987, Oregon State University.

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DONNA PERRY (1998), Assistant Professor of Anthropology. B.A. 1987, Drew University; Ph.D. 1998, Yale University.

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   Oregon State University, Corvallis
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