WESTERN OREGON UNIVERSITY
2017-18
COURSE CATALOG
Any changes in the academic calendar will be announced in the schedule of classes.

Fall term 2017
New Student Move in Day
Sunday, Sept. 17
New Student Week
Sunday-Saturday, Sept. 17-24
Classes begin
Monday, Sept. 25
Fee payment & add/drop begin
Monday, Sept. 25
Last day to pay fees without penalty
Friday, Sept. 29
Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees
Friday, Oct. 6
Last day to drop courses
Friday, Oct. 20
Registration for winter term
Monday, Nov. 13 - Friday, Nov. 17
Thanksgiving holiday
Thursday, Nov. 23 - Friday, Nov. 24
Final examination week
Monday, Dec. 4 - Friday, Dec. 8
Fall term ends
Friday, Dec. 8
Winter break
Monday, Dec. 11 - Friday, Jan 5

Winter term 2018
New Student Move in Day
Sunday, Jan. 7
Classes begin
Monday, Jan. 8
Fee payment & add/drop begin
Monday, Jan. 8
Last day to pay fees without penalty
Friday, Jan. 12
Martin Luther King holiday
Monday, Jan. 15
Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees
Friday, Jan. 19
Last day to drop courses
Friday, Feb. 2
Registration for spring term
Monday, Feb. 26 - Friday, March 2
Final examination week
Monday, March 19 - Friday, March 23
Winter term ends
Friday, March 23
Spring break
Monday, March. 26 - Friday, March 30

Spring term 2018
New Student Move in Day
Sunday, April 1
Classes begin
Monday, April 2
Fee payment & add/drop begin
Monday, April 2
Last day to pay fees without penalty
Friday, April 6
Registration for summer term
Monday, April 9
Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees
Friday, April 13
Last day to drop courses
Friday, March 27
Registration for fall term
Monday, May 21 - Friday, May 25
Memorial Day holiday
Monday, May 28
Final examination week
Monday, June 11 - Friday, June 15
Spring term ends
Friday, June 15
Commencement
Saturday, June 16

Summer term 2018
Classes begin
Monday, June 25 (may vary by course)
Last day to register, add or drop classes and pay fees without penalty
Friday, June 29
Independence Day holiday
Wednesday, July 4
Final examination week
Monday, June 11 - Friday, June 15
Winter term ends
Friday, March 23
Spring break
Monday, March. 26 - Friday, March 30

Calendar Legend:  
-  Holidays  
-  First day of term  
-  Final exam week
President’s message to students

Welcome to Western Oregon University! Your education at Western Oregon University centers on you, the student. Our mission emphasizes student success as our primary goal. Our faculty and staff create an environment where you will be challenged academically and where you will have co-curricular activities that are integral to your journey. You will have learning opportunities, in and out of the classroom, that inspire you to develop the knowledge and resiliency to meet life’s challenges. Most importantly, our faculty and staff are committed to assisting you in your effort to ensure that you earn your university degree.

Your college degree will become one of your greatest assets for a successful life. A degree marks a key milestone in your journey. As a university graduate, you will join others who have historically engaged in filling important leadership roles in society. A degree is a pathway to higher quality of life. College graduates also enjoy higher incomes, greater job security, better health and more involvement in society. Your degree will be your best investment in your future.

Your time at WOU will provide learning experiences, in small classes, that will broaden your ideas about diverse cultures and global perspectives. You will be encouraged to engage in social, community and professional activities. And you will find new methods and media for lifelong learning.

There are many enjoyable activities that make this campus a great place to be. Plays and dance performances, musical concerts, art exhibits, lectures and guest speakers are routinely available to you. You can attend or participate in intercollegiate or club athletics throughout the school year. At WOU, there are many clubs, both social and academic, where you can be with other students who share your interests. In short, there is everything you expect from your college experience and much more.

WOU faculty and staff deliver exceptional attention and support for all students and provide you with all the tools you need for your future. We look forward to guiding you through your college years to ensure your graduation.

Best wishes,

President Rex Fuller
Our mission
Western Oregon University creates lasting opportunities for student success through transformative education and personalized support.

Our vision
To become Oregon’s campus of choice for students, faculty and staff who seek a student-centered learning community.
Western Oregon University will achieve this vision by:
• Cultivating student success through personalized attention, mentoring and degree attainment.
• Raising awareness of our strengths, successes and contributions to the community through increased public outreach.
• Adapting to the changing world through continuous institutional improvement, evolving pedagogues and expertise, sustained scholarly and creative activities and delivery of critical and innovative programs.
• Aspiring to standards of excellence in all programs.
• Challenging students, faculty and staff to grow profoundly through inspiring, thought-provoking educational experiences.
• Connecting students with communities through engagement in service, experiential learning, creative problem-solving opportunities and co-curricular collaborations.
• Supporting the inclusion of, respect for and appreciation of all communities of students, faculty and staff.
• Promoting the well-being of students, employees and the environment.

Our values
Our practices are guided by our values:
• Accessibility: Programs, resources, media and structures that support the needs of our community members; affordable cost of attendance; personalized support; welcoming, efficient and user-friendly systems.
• Accountability: Evidence-based decision making, integrity and ethical transparency.
• Collaboration: Effective communication cooperative exploration, problem solving and teamwork; shared governance; dialogue.
• Community: Trustworthy, caring, safe environment for the cultivation of peace, civility and social justice; connections extending beyond the classroom, across campus and into our local and global communities.
• Diversity and Respect: Equity and inclusion; a fundamental basis in human diversity; appreciation for the complexity of the world; strength drawn from our variety of backgrounds, abilities, cultural experiences, identities, knowledge domains and means of expression.
• Empowerment: Knowledge, skills, pathways, technologies and resources for all community members to effectively identify and utilize opportunities; student success in degree attainment; critical thinking.
• Excellence: High standards for teaching, learning, scholarship and service; co-curricular activities; advancement of knowledge, analytical skills, creativity and innovation.
• Sustainability and Stewardship: Leadership in service of the public good; action to improve the health of our planet; responsibility for preserving and enhancing the natural, structural, financial, intellectual and human resources entrusted to us.
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Welcome to WOU

Western Oregon University’s student body of about 5,300 undergraduates and 900 graduates enjoys a vibrant and close-knit intellectual community. As a public-serving institution dedicated to strengthening our region and Oregon, WOU is home to the nationally renowned The Research Institute, the Regional Resource Center on Deafness and the Rainbow Dance Theatre.

In addition to teaching excellence, WOU’s faculty members are engaged in wide-ranging scholarship as well as community-based projects, including many faculty-student collaborations. Our picturesque, award-winning campus blends welcoming traditional features with 21st century convenience, including many multimedia classrooms, extensive wireless Web access and a modern and well-equipped recreation center.

Accreditation

Western Oregon University is accredited by the Northwest Commission on Colleges and Universities (NWCCU). Accreditation of an institution of higher education by the NWCCU indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the NWCCU applies to the institution as a whole. As such, it is not a guarantee of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution’s accredited status by the NWCCU should be directed to WOU’s Office of Academic Affairs. Individuals may also contact:

NWCCU
8060 165th Ave. NE, Suite 100
Redmond, WA 98052-3981
www.nwccu.org

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

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

The undergraduate program in American Sign Language/English Interpreting is one of only seven bachelor’s degree programs accredited nationally by the Commission on Collegiate Interpreter Education, a member of the Association of Specialized and Professional Accreditors.

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

Affirmative action

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

Anyone who has questions regarding the nondiscrimination policies or believes that he or she has experienced harassment or discrimination should contact the Affirmative Action Office located in the Office of Human Resources, Administration Building, Room 205; telephone 503-838-8131; email PAWS@wou.edu. The university’s policies are available on the human resources website: wou.edu/hr.

Campus Security Act and Fire Safety Act notice

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Act of 1990, Western Oregon University issues an annual security report that is published and available online at wou.edu/admin/safety/#survival. Hard copies of the report are available from the Campus Public Safety Office, 345 Monmouth Ave. N., Monmouth or 97361; telephone 503-838-8481. The annual report contains information about campus security and topics such as crime prevention, university law enforcement authority and crime reporting procedures. The annual Fire Report is included.

Information for the Clery Act can be found on the WOU website at the bottom of every page under the WOU Campus Safety Report.

Catalog information

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

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

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

Academic Affairs Office
Western Oregon University
345 Monmouth Ave. N.
Monmouth or 97361

Commitment to diversity

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

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

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

Our commitment and success in creating a supportive environment that serves all students has led to recognition by the National Education Trust.

Consensual relationships statement

Romantic or sexual relationships between a university employee and student raise serious ethical concerns and can create an unacceptable educational or working environment. The respect and trust accorded a university employee by a student, as well as the power exercised by a university employee in his or her academic or evaluative role, greatly diminish the student’s actual freedom of choice if sexual favors are requested. Therefore, university employees are warned against participating in even an apparently consensual relationship.

Additional information is available at
Drug-free school policy
WOU has committed itself to the education and development of healthy, productive and responsible individuals. Consistent with this commitment, WOU has established and will enforce institutional rules that uphold federal, state and local laws applicable to alcohol and other drug usage.

The university prohibits illegal use of drugs or alcohol by students, faculty or staff. Additional information is available at wou.edu/drugfreeschool. To request a complete hard copy of the drug and alcohol policy, contact Debbie Diehm at 503-838-8211 or diehmd@wou.edu.

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

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

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

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

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

- Submission to such conduct is made either explicitly or implicitly a term or condition of the individual’s grade or used as the basis for any academic decision; or

- Such conduct is unwelcome and has the purpose or effect of unreasonably interfering with an individual’s academic performance or creates an intimidating, hostile or offensive academic environment.

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

Student right to know
Western Oregon University provides the following information regarding our institution’s graduation rates. This information is provided in compliance with the Higher Education Act of 1965. The graduation rates reflect the graduation status of students who initially enrolled at WOU during the 2010-11 academic year and for whom 150 percent of the normal time to completion has elapsed.

During fall 2010, 1,033 new first-time, degree seeking undergraduate students entered the university. As of June 2016, 39 percent of these students graduated from WOU.

Questions related to this report should be directed to David McDonald, associate provost at 503-838-8919 or mcdonald@wou.edu.

University communication policy
Every student at Western Oregon University is assigned a WOU email account that can be accessed via the WOU Portal. This email account will be used as the official form of communication between the university and its students. The university will send important and timely information to the students via email and it is expected that students regularly check their WOU email account.

It is not recommended that students forward their WOU email address to another email account as there is a risk of emails becoming undeliverable. Issues with email not being delivered to a third party email system does not relieve WOU students of their responsibilities or obligations which may be detailed in the correspondence.

ADMISSIONS
wou.edu/admissions
Director Rob Findtner
wolfgram@wou.edu | 503-838-8211 (TTY)
Toll free: 877-877-1593, ext. 1

To address at WOU, students must apply for and receive formal admission. WOU’s admission process reflects the institution’s strong commitment to providing an excellent student centered education.

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

1. Graduate from an accredited high school.
2. Have at least a 3.00 cumulative high school grade-point average.
3. Submission of ACT or SAT scores is optional for freshman applicants with a 3.00 cumulative grade-point average. Scores are required for freshman applicants who do not meet the 3.00 grade-point average, as well as applicants who are interested in designated academic scholarships, NCAA Division II athletics or the Honors Program.

Alternatives to grade point requirement:
Applicants with a cumulative grade-point average between 2.75 and 2.99 are eligible for admission if they received a composite score of 23 on the ACT, a combined score of 1060 on the Critical Reading and Mathematics sections of the old SAT or a combined score of 1130 on the Evidence-Based Reading/Writing and Mathematics sections of the new SAT.

Applicants with a cumulative grade-point average below 3.00 are also required to provide a letter of recommendation from a counselor or teacher who can objectively evaluate their academic preparation and future success at WOU.

4. Satisfactorily complete, with a grade of C- or better, 15 subject requirements: (four in English, three in math culminating in algebra II or higher, three in science, three in social science and two in second language (two years of the same second language required).

Alternatives to 15 subject units:

- Score an average of 470 or above on the SAT Subject Test in two sections (Math level I or IIC and another test of the student’s choice). The combined score must be 940 or above for the SAT Subject Test.
- Students taking the SAT Subject Test to meet the second language requirement are required to receive a score of 530 or above in the foreign language section.
- Make up high school course deficiencies by taking high school or college course(s) for specific subject requirements and achieve a grade of C- or better.
- Students who do not meet the second
Second language requirement

WOU requires two years of the same high school-level second language with a grade of C- or above or acceptable performance on proficiency-assessment options. The second language requirement applies to students graduating from high school or earning their GED in 1997 and thereafter.

Graduates of unaccredited high schools or home-schooled students

For information, go online to wou.edu/admissions.

General Educational Development (GED)

For information, go online to wou.edu/admissions.

When to apply

High school students can apply for admission after completion of their junior year. Applications will be accepted through the end of the first week of classes. Students who wish to apply for financial aid, scholarships or university housing are advised to consult Admissions regarding deadlines.

Application procedures for incoming freshmen

Freshmen are encouraged to apply beginning their senior year to receive priority consideration for scholarships and financial aid. The application procedure for entering freshmen (students with no preparation beyond high school) consists of the following steps:

1. Complete and return an application for admission and the required $60 non-refundable application fee, WOU Request for Deferral of Application Fee form or College Board Application Fee Waiver. Students can apply for admission online at wou.edu/apply.
2. Have an official high school transcript sent to Admissions documenting all coursework completed to date.
3. Submission of ACT or SAT scores is optional for freshman applicants with a 3.00 cumulative grade-point average. Scores are required for freshman applicants who do not meet the 3.00 grade-point average, as well as applicants who are interested in designated academic scholarships, NCAA Division II athletics or the Honors Program.
4. Applicants with a cumulative grade-point average below 3.00 are required to provide a letter of recommendation from a counselor or teacher who can objectively evaluate their academic preparation and future success at WOU.
5. Upon graduation, submit a final official transcript documenting all high school coursework and date of graduation. Freshmen earning college credit are required to submit an official transcript from each college or university attended.

### ADVANCED PLACEMENT CREDIT

<table>
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<th>Credits Awarded</th>
<th>WOU equivalent(s)</th>
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<td>Physics C: Electricity and Magnetism</td>
<td>4+</td>
<td>4</td>
<td>PH 213</td>
</tr>
<tr>
<td>Physics C: Mechanics</td>
<td>4+</td>
<td>4</td>
<td>PH 211</td>
</tr>
<tr>
<td>Psychology</td>
<td>3+</td>
<td>4</td>
<td>PSY 201</td>
</tr>
<tr>
<td>Spanish</td>
<td>3+</td>
<td>12</td>
<td>SPAN 103, 201, 202</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>3+</td>
<td>4</td>
<td>SPAN 202</td>
</tr>
<tr>
<td>Statistics</td>
<td>4+</td>
<td>4</td>
<td>MTH 243</td>
</tr>
<tr>
<td>Studio Art Drawing</td>
<td>4+</td>
<td>4</td>
<td>A130</td>
</tr>
</tbody>
</table>
First-year students who attend WOU within one year of their high school graduation are required to live on campus (see page 25 for policy). Admissions reserves the right to rescind the admission of any student who fails to meet the conditions of his or her admission to WOU.

Comprehensive admission review

WOU conducts comprehensive reviews of applicants who do not meet the minimum admission requirements. Reviews include additional factors such as standardized test results, rigor of courses taken, review of writing sample or personal essays, non-cognitive factors and other indicators that predict success in college. Academic performance is not the sole criterion for admission to WOU.

WOU may evaluate a person’s behavior and background to determine their ability to maintain the standards of academic and professional conduct expected at the university. An evaluation may take into consideration current behavior and performance as well as past experiences and actions. For information, go to wou.edu/admissions.

Advanced Placement

Students who receive qualifying scores in College Board Advanced Placement (AP) exams may, upon admission to WOU, be granted credit and/or advanced placement in courses counting toward a bachelor’s degree. The amount of credit allowed can be determined by viewing the WOU AP table. Copies of test scores taken through the high school should be sent to the Office of the Registrar at WOU. Upon WOU’s receipt of the scores and enrollment of the student, the appropriate units will be credited toward the total hours required for graduation.

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

International Baccalaureate

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

- Guaranteed admission to WOU. Students are required to submit ACT or SAT Reasoning Exam scores that include a standardized writing examination.
- Provost’s Achievement Scholarship. A renewable four-year award of $2,500. The combination of WOU scholarships and need-based campus-based aid may not exceed the total cost of tuition and fees.
- Sophomore standing. Students with a full IB Diploma and a score of 30 or higher will be granted sophomore standing.
- Honors Program. The WOU Honors Program will automatically accept students with a full IB Diploma.

### WOU INTERNATIONAL BACCALAUREATE PROGRAM CREDIT GUIDELINES

<table>
<thead>
<tr>
<th>IB Certificate Course</th>
<th>WOU Course</th>
<th>Credits</th>
<th>WOU Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard Level Exam</strong></td>
<td><strong>Score 5, 6 or 7</strong></td>
<td><strong>High Level Exam</strong></td>
<td><strong>Score 5, 6 or 7</strong></td>
<td></td>
</tr>
<tr>
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<td>BI 211, BI 212, BI 213</td>
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<tr>
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<td>BA 101</td>
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<tr>
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<td>Classical Languages</td>
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<td>ML 101, 102, 103</td>
<td>12</td>
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<tr>
<td>Computer Science</td>
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<td>CS 122, CS 161</td>
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</tr>
<tr>
<td>Dance/Performing Arts</td>
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<tr>
<td>Economics</td>
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<tr>
<td>Environmental Systems &amp; Societies</td>
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<tr>
<td>Health/Human Physiology</td>
<td>BI 102 or BI 211</td>
<td>4</td>
<td>BI 102, 103</td>
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</tr>
<tr>
<td>History</td>
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<td></td>
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<tr>
<td>History: Europe</td>
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<tr>
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<tr>
<td>History: Asia</td>
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<tr>
<td>History: Africa/Middle East</td>
<td>HST 2XX, 2XX</td>
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<td></td>
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</tr>
<tr>
<td>Info Tech in a Global Society</td>
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</tr>
<tr>
<td>Language A (English)</td>
<td>WR 115</td>
<td>4</td>
<td>WR 115, WR 122, ENG 104</td>
<td>12</td>
</tr>
<tr>
<td>Language A &amp; B (other than English)</td>
<td>ML 101</td>
<td>4</td>
<td>ML 101, 102, 103</td>
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</tr>
<tr>
<td>French A &amp; B</td>
<td>FR 101</td>
<td>4</td>
<td>FR 101, FR 102, FR 103</td>
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</tr>
<tr>
<td>German A &amp; B</td>
<td>GL 101</td>
<td>4</td>
<td>GL 101, GL 102, GL 103</td>
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</tr>
<tr>
<td>Spanish A &amp; B</td>
<td>SPAN 101</td>
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<td>SPAN 101, SPAN 102, SPAN 103</td>
<td>12</td>
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<tr>
<td>Literature A (English)</td>
<td>ENG 107</td>
<td>4</td>
<td>ENG 107, 108, 109</td>
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<tr>
<td>Literature A (other than English)</td>
<td>ML 1XX</td>
<td>4</td>
<td>ML 1XX, 1XX, 1XX</td>
<td>12</td>
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<tr>
<td>Literature &amp; Performance (English)</td>
<td>TA 110</td>
<td>4</td>
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<td></td>
</tr>
<tr>
<td>Literature &amp; Performance (Spanish &amp; French)</td>
<td>ML 1XX</td>
<td>4</td>
<td></td>
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<tr>
<td>Marine Science</td>
<td>BI 1XX</td>
<td>4</td>
<td></td>
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</tr>
<tr>
<td>Mathematics</td>
<td>MTH 112</td>
<td>4</td>
<td>MTH 112, MTH 241, MTH 242</td>
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<tr>
<td>Math Studies</td>
<td>MTH 105</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>MUS 111</td>
<td>3</td>
<td>MUS 111, MUS 201</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>PHL 101</td>
<td>3-4</td>
<td>PHL 101, 102</td>
<td>6-8</td>
</tr>
<tr>
<td>Physics</td>
<td>PH 201</td>
<td>4</td>
<td>PH 201, PH 202, PH 203</td>
<td>12</td>
</tr>
<tr>
<td>Political Science</td>
<td>PS 201</td>
<td>4</td>
<td>PS 201, 202</td>
<td>8</td>
</tr>
<tr>
<td>Psychology</td>
<td>PSY 201</td>
<td>4</td>
<td>PSY 201, PSY 202</td>
<td>8</td>
</tr>
<tr>
<td>Religion</td>
<td>PHL 1XX</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Anthropology</td>
<td>ANTH 216</td>
<td>4</td>
<td>ANTH 216</td>
<td>4</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>TA 110</td>
<td>4</td>
<td>TA 110</td>
<td>4</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>A 100</td>
<td>2</td>
<td>A 100, 1XX</td>
<td>6</td>
</tr>
</tbody>
</table>
Transfer students
Admission requirements
1. Students with 36 or more transferable, college-level quarter hour credits (24 semester hours) must have a cumulative 2.25 grade-point average or higher in all college-level work attempted and be in good academic and disciplinary standing at all prior institutions attended. Transfer applicants are required to have completed a writing course beginning with Writing 121 (or the equivalent) with a grade of C- or better, and college algebra or above with a grade of C- or better or the equivalent of Math 105.
2. Students with fewer than 36 transferable, college-level quarter hours are required to provide an official high school transcript or GED scores and must meet freshman admission requirements.
3. Transfer applicants who obtain an Oregon Transfer Module (OTM) or an Associate of Arts Oregon Transfer degree (AAOT) from an Oregon community college are admissible with a cumulative grade-point average of 2.00.

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

Transfer student application procedures
1. Complete and return an application for admissions and the required $60 non-refundable application fee or WOU Request for Deferral of Application Fee form.
2. Have an official, complete transcript sent from each college or university attended. To be considered official, transcripts must be sent directly to Admissions from the issuing institution. Unofficial or student copies are not acceptable. Omitting an institutional record from your application may result in disciplinary action. The director of admissions reserves the right to rescind the admission of any student who falsifies information on their application for admission.

Admissions reserves the right to rescind the admission of any student who fails to meet the conditions of his or her admission to WOU.

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

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

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

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

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

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

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

- California: Intersegmental General Education Transfer Curriculum (IGETC) and California State University General Education (CSU GE)
- Florida: General Education Associate of Arts from Florida State College Jacksonville, Hillsborough Community College and St. Petersburg College
- Hawaii: Articulated Associates of Arts from University of Hawaii
- Washington: Direct Transfer Agreement (DTA)

Other transfer agreements
WOU has approved major-specific articulation agreements with Oregon community colleges. In addition, WOU has Transfer Admission Guarantees (TAGs) with many California community colleges. For further information: wou.edu/california.

Dual-enrollment partnerships
Dual enrollment partnership programs are designed to allow qualified students access to WOU and the selected community college. As a dual-enrollment participant, students can attend classes at either school, utilize financial aid to pay tuition incurred at both schools and have the option of using campus facilities and services. Contact Admissions for further details.

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

1. High school students participating in an official WOU high school partnership program.
2. Students enrolled in courses through the Center for Academic Innovation.
3. Students approved to take undergraduate or graduate courses for use at another institution or lifelong learning.
4. Members of the WOU staff.

A non-admitted student is required to abide by all the rules and regulations of the university as listed in the catalog and online schedule of classes.
WOU offers full admission and conditional admission to eligible international students. International students must complete all the following in order to be considered for admission.

1. Complete and return the application form along with the application fee of U.S. $50. The application is available online at wou.edu/international. You may submit this electronic application and then mail original documents to the International Education and Development office to complete your application file. You are advised to send the non-refundable fee in the form of an international money order or check in U.S. dollars. Prospective applicants may request an application form at wou.edu/international or email global@wou.edu.

2. Submit official transcripts or exit exam results of previous school work including secondary and middle schools, other colleges and universities and professional schools. Original documents are preferred, but certified copies are acceptable. Certified copies of exact English translations of these records are required.

3. Provide proof of proficiency in the English language unless native language is English. Prospektors cannot be used to fulfill WOU diversity requirements.* Students are limited to credit from ONE of these two exams.

# To fulfill the B.A. language requirement, CLEP credit for 203 must be supplemented with one of the following: a culture-focused course related to the language; an on-campus UD language/culture course; or study-abroad credits related to the language, (see Humanities Division chair for possible course ideas).

^ Credit will not be granted if the student has earned credit for a higher-level course (one which directly or indirectly requires EC 201 or EC 202 as a prerequisite).

To find out more, go to ctep.collegeboard.org/exam.
Student tuition and fees

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

A regularly enrolled, full-time undergraduate student takes a minimum 12 credit-hour course load. A regularly enrolled, full-time graduate student takes a minimum of nine credit hours.

Tuition is charged on a per-credit basis. Estimated annual costs other than tuition and fees for a full-time, undergraduate student living away from home, on- or off-campus, for the 2017-18 academic year are as follows:

| Room and board: | $9,798 |
| Books and supplies: | $1,350 |
| Transportation/miscellaneous: | $2,982 |
| **Total:** | **$14,130** |

WOU offers qualifying veterans and covered individuals the same tuition and fees as Oregon resident students, in compliance with the requirements of the Veterans Access, Choice and Accountability Act of 2014, Section 702. For the full policy, see page 18 under Veterans Access, Choice and Accountability Act.*

Western Undergraduate Exchange Scholars Program

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

All undergraduate academic programs at WOU are available under the WUE Scholars Program. If you are a resident of one of the participating states and would like to apply for the WUE Scholars Program, you must submit an application for admission and be admitted to the university under standard admission procedures.

When registering for the first time, new undergraduate students who are either Oregon residents or participants in the Western Undergraduate Exchange (WUE) will be required to select one of the following two options. The choice cannot be changed, so students are encouraged to analyze both options carefully before registering for courses:

Traditional Plan: Students will save tuition expenses in the first two years of their studies at WOU with this plan. Pending final approval from the WOU Board of Trustees, WOU students from Oregon will pay $171 per credit plus fees for 2017-18. Tuition will increase annually under this plan.

Tuition Promise: Students pay a higher starting tuition than the Traditional Plan, but their tuition rate will not increase for a four-year period. For Oregon residents, tuition will be $199 per credit (plus fees), with a guarantee of no increase in the tuition rate for four years.

Tuition fees, which are set by the student government, will likely increase annually for both options. Students in the Western Undergraduate Exchange (WUE) will pay 150 percent of the resident rate for each of the plans. All undergraduate students are advised to take 45 credits per year in order to graduate in four years. Oregon students choosing the Tuition Promise will pay more than $1,290 more in 2017-18 than students who choose the WOU Traditional Plan. WUE students selecting the Tuition Promise can expect to pay approximately $1,890 more in tuition than WUE students selecting the Traditional Plan.

*Illustrative five percent annual increase
FINANCIAL AID
wou.edu/finaid
Director, Kella Helyer
finaid@wou.edu
503-838-8475 | Toll free: 877-877-1593

WOU provides a strong financial aid and scholarship program that annually administers more than $54 million for 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.

For detailed information about the financial aid application process and aid programs, go to wou.edu/finaid.

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). Students are encouraged to submit their FAFSAs annually as soon after October 1 as possible as some funds are limited and are awarded on a first-come, first-served basis. The FAFSA is completed online at fafsa.gov.

Financial aid programs
WOU participates in numerous federal, state and institutional programs including:

- Grants
  - Federal Pell Grant
  - Federal Supplemental Educational Opportunity Grant (FSEOG)
  - Federal TEACH Grant
  - WOU Grant
  - Oregon Opportunity Grant

- Loans
  - Federal Direct Subsidized Loans
  - Federal Direct Unsubsidized Loans
  - Federal Perkins Loan (limited)
  - Federal Direct PLUS Loan for parents
  - Federal Direct PLUS Loan for graduate students

- Scholarships
  - WOU Presidential
  - Provost Transfer
  - Air Force ROTC Scholarship
  - Wolf Scholarship
  - WOU General/Foundation Scholarships
  - WOU Diversity Commitment Scholarships

- Veterans’ educational aid
  - Information can be found online at wou.edu/registrar/veteran-benefits.

REGISTRAR
wou.edu/registrar
Registrar Amy Clark
registrar@wou.edu

Academic regulations for undergraduate students
(Graduate Program information: see page 87)
The Office of the Registrar is responsible for maintaining the integrity and accuracy of academic records including student enrollment, grades, transcripts and degrees; eligibility for veterans’ benefits; and maintaining compliance with state and federal laws, particularly the Family Educational Rights and Privacy Act (FERPA).

Students use “Degree Tracks” online evaluation software to track their progress toward their degree. Students should refer to it each term before meeting with their adviser and registering for classes.

Contact the Office of the Registrar for assistance with undergraduate and institutional academic regulations, located in the Lieuallen Administration Building, first floor or call 503-838-8327. Forms and information may also be found online at wou.edu/registrar.

1.1 Academic year and catalog
The academic year has four terms. Fall, winter and spring terms have 10 weeks of class plus final examinations; summer term offers varying course schedules. Undergraduate students may enter the university at the beginning of any term.

This catalog lists requirements and policies in effect at the beginning of fall term 2017. Degree, program and graduation requirements for the 2017-18 catalog are valid only for seven years.

- Freshmen students admitted and enrolled for the first time this fall must meet requirements in this catalog or may choose to graduate under the requirements of a later catalog that is no more than seven years old.
- Transfer students may choose to meet the requirements in the WOU catalog in effect at the time of their first enrollment after admission at either a) the school from which they transferred (if it is regionally accredited) or b) WOU. In addition, they may also choose to graduate under the requirements of a later catalog that is no more than seven years old.

Registration and withdrawal
2.1 Course numbering system
Courses numbered:
- 1-99 Preparatory courses that do not count toward a degree
- 100-299 Lower division courses
- 300-499 Upper division courses
- 500-599 Graduate courses with undergraduate equivalents
- 600-699 Graduate courses for graduate students only
- 700 In-service courses

Special notes for 500-level courses:
- Courses offered in a mixed 400/500 format may be taken for either undergraduate or graduate credit, but students cannot enroll in both formats in the same term and cannot take both course levels in different terms unless the subject matter is substantially different across the two courses.
- Seniors who are within 12 credits of completing the bachelor degree requirements may enroll a maximum of 12 graduate credits in 500-level courses for later use toward a graduate program. Contact the WOU Graduate Program Office for assistance.

2.2 Registration
Registration for an academic term begins the eighth week of the previous term. For example, registration for fall term starts the eighth week of spring term. Registration for summer term begins during the second week of spring term. Students are notified of their assigned registration period approximately one week prior to the beginning of registration and they may register at or any time after, the beginning of their assigned registration period. Students' registration time is assigned based on total credits earned, veteran status and continued enrollment. The Office of Disability Services arranges assistance with registration for students with disabilities; contact that office as early as possible before registration begins.

Courses at the 300 and 400 level are typically reserved for juniors and seniors, except by special permission from the faculty.

After registration, course schedules may be changed during the course add/drop period at the beginning of the term. See the online Academic Calendar for deadlines and fees, if any, for schedule changes.

2.3 Students’ responsibilities for registration
2.31 Students are responsible for keeping their address information updated through Wolf Web. WOU’s academic offices rely on this student information to contact students to resolve problems with academic records, registration, advising or graduation.

2.32 Students must resolve holds with the designated office prior to registration. Students can verify whether any holds exist through Wolf Web.

2.33 Students registered for a class who do not meet the prerequisite or co-requisite requirement may be administratively dropped from the class by the Office of the Registrar upon request from the academic department. The student’s permission is not required when dropped for this reason. The academic department will notify the student via email before dropping him or her.

2.34 Students who do not attend the first two sessions of a class may be administratively dropped from the class by the Office of the Registrar upon request from the academic department. The student's permiss-
sion is not required when dropped for this reason. The academic department will notify the student via email before dropping him or her. Students are strongly advised to notify faculty of any situation that may prevent class attendance during the first week.

2.35 Students are financially responsible for all courses in which they are officially registered, regardless of the level of their participation in the course.

2.4 Registration - repeated courses
2.41 Course descriptions provide specific information about courses that may be repeated and counted multiple times, for credit. If this is not mentioned in the course description, then students are advised not to register for the course again because it will only be counted once.

Students may repeat a course to improve their grade; however, only the most recent grade and credits will be computed in the GPA.

2.42 Courses taken on an audit or satisfactory-no credit basis may not be repeated for an A-F or Pass-No Credit grade.

2.43 Students who receive federal financial aid and retake a course, may find that it reduces their financial aid package. Contact the WOU Financial Aid Office for assistance before registering for a repeat course.

2.5 Re-enrollment
2.51 If a student has not registered for courses for four terms, WOU will inactivate the student’s status. When the student wishes to register for courses again, he or she will need to submit an undergraduate re-enrollment application along with the required fee to the Office of the Registrar.

2.52 Students who leave WOU and complete coursework from another institution must have earned a GPA of 2.0 or higher and be eligible to return to the last institution attended. Official transcripts of all academic work attempted and/or completed since leaving WOU must be on file in the Office of the Registrar before the re-enrollment will be considered.

2.53 Students who leave WOU under academic suspension must submit a re-enrollment application together with a request for reinstatement to the registrar requesting re-admission at least one term before the desired term of enrollment.

2.6 Withdrawal (from a course or the university)
The following deadlines apply to fall, winter and spring terms. See the Academic Calendar for deadlines for summer term.

Week 1 through Week 4- A student may drop a course, without any record on the permanent academic transcript, online through the portal or by completing an add/drop form and submitting it to the Office of the Registrar before the end of the fourth week of class.

Week 5 through Week 7- A student may withdraw from a course and receive a W for the course on the permanent academic transcript if, the student withdraws online or, a completed add/drop form is submitted to the Office of the Registrar in weeks five through seven of the term. (See ‘Special Situations’ below.)

After Week 7 - After the seventh week of the term, students may not drop or withdraw from a class, except in the case of a medical emergency or other extenuating circumstance. Contact the Student Success Team in Academic Advising & Learning Center for assistance. For all other extenuating circumstances, contact the Vice President of Student Affairs.

In situations of emergency, accident, prolonged illness or other catastrophic event, a student may be allowed to withdraw from all classes without academic penalty from the university and all courses, at any time. (Such events will also be considered for exception to the official schedule for refunds.) Contact the Dean of Students & Judicial Affairs for assistance.

2.7 Refunds
Students who drop or withdraw from courses or the university may be entitled to refunds or reductions in fees, depending on the date of the drop or withdrawal. In all cases, the amount of the refund is based on the date the official written notification of withdrawal or cancellations is received by the university. Exceptions may be made when the formal withdrawal is delayed through extraordinary causes beyond the student’s control.

The refund schedule has been established by WOU and the U.S. Department of Education and may be obtained from the Business Office or found online at wou.edu/student/finaid/tuition_fees/refunds.php.

Undergraduate students
3.1 Bachelor’s degrees
Several options exist for students interested in pursuing one of WOU’s bachelor’s degrees.

3.11 Students may pursue one degree. Bachelor’s degree programs and requirements are described on page 35. Students pursuing teaching licensure should be aware that requirements are established by the Oregon Teaching Standards and Practices Commission and are subject to change.

3.12 Students may pursue two degrees at one time, for example, a Bachelor of Arts and a Bachelor of Music. To do so, the student must fulfill the appropriate core curriculum (see page 36), all degree requirements and other program requirements for two majors and one minor.

3.13 Students may pursue a second bachelor’s degree after completing their first bachelor’s degree. To do so, the student must complete the following requirements:
- Fulfill all major requirements for the second degree, including a minimum of 36 additional undergraduate credit hours after earning the first degree (if it was from WOU). If the first degree was from another accredited institution, then the student must earn a minimum of 45 additional undergraduate credit hours after earning the first degree.
- At least 75 percent of the additional credit hours must be earned at WOU.
- All course credit earned toward the second degree must be taken with an A-F grade option unless the course is only designated as P/NC grade option only.
- Students are not eligible to graduate with honors with a second bachelor’s degree.

3.2 Class standing
Students are classified according to their level of earned credit hours, based on an academic quarter system.

Freshman: 0-44 credit hours
Sophomore: 45-89 credit hours
Junior: 90-134 credit hours
Senior: 135+ credit hours

Post-baccalaureate: A student who is pursuing a second baccalaureate degree or licensure. Post-baccalaureate students are not considered graduate students.

Non-admitted student: Either a graduate or undergraduate enrolled for 8 or fewer credits, but not working toward a degree or licensure. A maximum of 15 credits of non-admit graduate coursework can be applied to an endorsement or degree program.
3.3 Academic standing
A student’s academic standing is considered part of the academic record and is noted on the student transcript for each term.

3.31 President’s Honor Roll. To be eligible for this accomplishment for the term, an undergraduate student must take at least 12 hours, graded (A through D) and earn a grade-point average (GPA) of 4.00. Credits earned at another institution in the same term and credits graded as either P or S are not included in the GPA calculation. A grade of F or NC precludes President’s Honor Roll eligibility during the term in which those grades are received.

3.32 Dean’s Honor Roll. To be eligible for this accomplishment for the term, an undergraduate student must take at least 12 hours, graded (A through D) and earn a grade-point average (GPA) of at least 3.50. Credits earned at another institution in the same term and credits graded as either P or S are not included in computing the GPA. A grade of F or NC precludes Dean’s Honor Roll eligibility during the term in which those grades are received.

3.33 Good Standing. A student is in good standing and doing satisfactory work when a GPA of 2.00 or better is maintained for the term and the student is progressing toward completing graduation requirements.

3.34 Academic warning. When a student’s GPA in any term falls below 2.00, the student is put on academic warning and is required to complete an online workshop or meet with an academic adviser in the Academic Advising and Learning Center (AALC). An academic standing hold will be placed on the student, which prevents the student from registering for courses until the student completes the required steps. If the student’s term and cumulative GPA improve to 2.00 or better in the next term, then the academic standing hold is lifted and the student is returned to good standing.

3.35 Academic probation. If a student is on academic warning in one term and earns a GPA below 2.00 in the next term, the student is placed on academic probation and is required to meet with a student success specialist in the AALC. An academic standing hold will be placed on the student, which prevents the student from registering for courses until the student completes the required steps. If the student’s term and cumulative GPA improve to 2.00 or better in the next term, then the academic standing hold is lifted and the student is returned to good standing.

3.36 Continued probation. If a student’s cumulative GPA remains below 2.0 but their term GPA is a 2.0 or higher, the student is placed on continued probation. Students remain on continued probation until their cumulative GPA is a 2.0 or higher. However, if the student’s term GPA falls below 2.0, they are placed on academic suspension.

3.37 Suspension. If a student is on academic probation or continued probation and earns a GPA below 2.00 in the next term, the student will be suspended and required to take the term following suspension off from WOU. Suspended students are denied all privileges of the institution. To be reinstated after one term, the student must complete a Request for Reinstatement with the Office of the Registrar. When readmitted, students are required to enroll in and successfully complete the university’s mandated learning seminar. Students who begin the reinstatement process less than four weeks prior to the start of the term in which reinstatement is desired may delay their return until the following term.

3.38 Second suspension. Students suspended a second time, at any point after the first suspension, are required to take a one-year (four terms) leave from the university, or complete a minimum of 24 transferable credits at a community college and earn a GPA of 2.5 or higher, or petition successfully to the WOU review committee for a waiver from either of the above requirements. The committee’s decision is final.

3.39 Subsequent suspension. Students suspended for a third time, for any reason, are required to take at least one year (four terms) leave from the university or petition to the WOU review committee to determine conditions for returning. The committee’s decision is final.

Undergraduate grades and grading standards
4.1 Grading standards
Grades measure students’ achievement of competence in theoretical, technical or aesthetic dimensions of coursework, relevant to the course learning outcomes and instructor expectations. Only courses with grades of A through D-, S or P are counted as credit hours applied to a degree program.

- Excellent
- Above Average
- Average
- Below Average
- Failure
- Pass: Used in courses in which no letter grade is assigned.
- Satisfactory: Students have the option to take elective courses on a Satisfactory-No Credit basis; the satisfactory level to pass is defined by the Liberal Arts Core Curriculum (LACC), the bachelor’s degree requirements or the declared major and minor requirements. The student must choose this option at registration and cannot reverse that decision.

RP Regular Progress: Used only in courses that extend past the regularly scheduled end of term; these courses are identified as such in the course descriptions. When the coursework is completed, the instructor will submit a grade change to the appropriate letter grade.

I Incomplete: An essential requirement of the course has not been completed for reasons acceptable to the instructor.

NC No credit earned

X No basis for grade: Used only if student failed to appear for the course or there is no basis for grading the student. The instructor must designate the last date of attendance, if any.

W Withdrawal from a course after the fourth week of the term.

AU Audit

4.2 Regulation for incomplete grades for undergraduate students
To grant an incomplete, the instructor and student must complete and sign the Incomplete Grade Contract, which designates the default grade and the date when the incomplete grade expires if sooner than 12 months. A copy of this contract should be kept by the instructor, the academic division office and the student. When the incomplete grade is submitted, the instructor will also submit a default grade. If the student doesn’t complete the work within 12 months, the default grade will automatically be entered for the course. If a student needs additional time, BEFORE the end of the first 12 months, he or she may petition the instructor for up to an additional 12 months. The maximum length of time to complete the work is 24 months or before the student graduates. At the time of graduation, a student’s academic record is closed and any outstanding incomplete grades will permanently revert to the instructor’s default grade.

An unresolved incomplete grade may prevent graduation because the default grade lowers a student’s GPA or prevents a needed requirement from being met. Students are strongly encouraged to resolve incomplete grades within the shortest possible time to prevent problems closer to graduation.

Special accommodation is made for National Guard, active duty or reserve members of the armed forces who may be deployed within an academic term. Students are encouraged to contact Veterans Services in the Office of the Registrar to assist them with mitigating circumstances. Depending on the circumstances and with documentation (for example, copy of orders or letter from supervisor on letterhead), the student may be granted a 24-month period to resolve an incomplete grade or allowed to withdraw after the usual deadline without tuition or fee charges.

4.3 Regulation for regular progress grades for undergraduate students
The RP grade is reserved for specific courses which extend past the regularly scheduled term. In no case shall they extend beyond 12 months after the end of the term. Instructors must designate a course to be eligible for the RP grade in the course description approved through the Faculty Senate curriculum process.

When coursework is completed within the 12 month time frame, instructors must replace the RP grade with the appropriate grade through the standard grade change method. The replacement grade must correspond with the final grading method established for the course (A-F or Pass/No Credit).

When a regular progress grade is submitted, the instructor will also submit a default grade as if no further student work was completed. If the student doesn’t complete the work within 12 months, then
the default grade will automatically become the permanent grade for the course. At the time of graduation, a student’s academic record is closed and any outstanding regular progress grades will permanently revert to the instructor’s default grade. An unresolved regular progress grade may prevent graduation because the default grade may lower a student’s GPA or prevent a needed requirement from being met. Students are strongly encouraged to resolve regular progress grades within the shortest possible time to prevent problems closer to graduation.

4.4 Grade-point average (GPA)
The grade-point average is a calculation of the sum of points per grade (A - F), per credit hour, received across courses, divided by the total credit hours in which those grades are received. Marks of I, P, NC, W, X, S, RP and AU are not included in the calculation of points.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td>A+</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C</td>
<td>2.30</td>
</tr>
<tr>
<td>C-</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
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</tr>
<tr>
<td>D-</td>
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<td>D+</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.70</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

4.5 Grades for repeated courses
4.51 Course descriptions provide specific information about courses that may be repeated and counted multiple times for credit (and calculation in the student’s GPA). If this is not mentioned in the course description, the course can only be counted once.
4.52 If a student chooses to repeat a course to improve their grade, only the most recent grade and credits will be used to calculate the student’s GPA, even if the earlier grade was higher.

Credit by examination
5.1 To qualify
Students may be able to receive credit by examination in courses for which they can demonstrate proficiency. To qualify, a student must be enrolled at least half-time, not taken the course previously. A maximum of 45 hours of credit exam credit hours may be applied to undergraduate degree requirements; a maximum of 15 credit hours may be applied to initial licensure programs.

5.2 Required steps
- Obtain the “credit by examination” form from the Office of the Registrar or website and complete the form indicating qualifications for the relevant course.
- Take the form to the appropriate division chair who will approve or reject the application. If rejected, the form will be returned to the Office of the Registrar for filing purposes. If approved, the chair will designate the examining instructor or instructors and the date and time for the examination.
- Pay the examination fee of $25 per credit at the Cashier’s Office and return the form to the examining instructor. The fee is subject to change without notice.
- The examination may be verbal, written or performance variety or any combination. A score equivalent to a grade of A or B shall be interpreted as successful; the instructor shall notify the department chair of the examination score. The department chair shall return the completed form (with appropriate signatures) to the Registrar, who will notify the student. If the student has been successful, a grade of “P” will be entered on the student’s record.
- A student who fails an exam may not re-apply for credit by examination for the same course.

Graduation and commencement for undergraduate students
(Graduate Program Information – See page 90)
6.1 Definitions
Graduation and commencement are not the same. A student graduates from WOU after applying to graduate and after the Office of the Registrar determines that all university academic requirements have been met. Students may graduate at the end of any academic term. Commencement is WOU’s annual ceremony in June that recognizes students’ completion of degrees. Students who are eligible and wish to participate, must submit all required information by the deadline posted on the Office of the Registrar’s online calendar. Failure to submit necessary information by published deadlines may result in the student’s name not being included in the published Commencement program.

6.2 Planning for graduation
6.21 Degree Works is the official degree evaluation system for students and advisers. Students use this online system to check their progress toward their degree. For information on how to access and use Degree Works, see the Office of the Registrar website. 6.22 All incomplete grades must be completed and the grades entered by the instructor, NO LATER than the end of the term graduation is planned or the default grade will be applied. However, an unresolved incomplete grade may prevent graduation because the default grade lowers a student’s GPA or prevents a needed requirement from being met. Students are strongly encouraged to resolve incomplete grades within the shortest possible time to prevent problems closer to graduation.
6.23 Students who have earned course credits from other institutions recently before the intended term of graduation must request an official transcript from that institution be sent to WOU’s Registrar by the deadline on the online Academic Calendar at wou.edu/registrar.

6.3 Applying for graduation
6.31 Students who have achieved senior standing are eligible to apply for graduation. Post-baccalaureate students may apply at any time. It is recommended that students apply for graduation three terms ahead of the intended term of graduation. For specific deadlines, refer to the Academic Calendar on the Registrar’s website.
6.32 To apply for graduation, submit an Application for Undergraduate Degree to the Office of the Registrar. Once your application is submitted, you are responsible for informing the Office of the Registrar of any changes in your major/minor/concentration, intended graduation term, change in name or address and other graduation related information.

6.4 Applying for Commencement
6.41 Students are required to declare their intention to participate in June commencement according to the deadline specified on the Academic Calendar on the Office of the Registrar’s website.
6.42 Students who have graduated in the previous summer, fall or winter terms are eligible to attend the Commencement ceremony. Students who have applied to graduate in spring or in the summer or fall term immediately following spring term may also participate in the ceremony.

6.5 Commencement honors and awards
6.51 Students who graduate from the Honors Program with at least a 3.25 cumulative WOU grade-point average will have in cursu honorum printed on their diploma and in cursu honorum. Honors Program will be noted on the transcript.
6.52 The faculty at WOU recognizes undergraduate student scholarship by conferring honors distinction at Commencement to students who have earned a cumulative WOU grade-point average of 3.50 or better as of the end of winter term immediately preceding the Commencement ceremony. Grade-point averages will be recalculated when all coursework is completed and the degree is conferred and appropriate honors distinctions will be noted on the transcript.
6.53 To qualify for honors distinction, students must have completed at least 45 credit hours through WOU, with these credit hours graded on an A-F basis. Honors distinctions include cum laude for those students with a cumulative GPA between 3.50 and 3.64, magna cum laude for a cumulative GPA between 3.65 and 3.79 and summa cum laude for a cumulative GPA between 3.80 and 4.00. All honors distinctions are noted on the student’s transcript.
INSTITUTIONAL FERPA POLICIES

7.1 Policies for student records
WOU’s Student Records Policy complies with the Family Educational Rights and Privacy Act (FERPA), which provides guidelines for maintaining the confidentiality of education records and monitoring the release of information from those records. Questions regarding FERPA should be addressed to the WOU Registrar.

7.2 Student access
Students have the right to inspect and review their education record within a reasonable time after WOU receives a request for access. To review your record, contact the university office that maintains the record to make appropriate arrangements.

7.3 Amendment of education records
Students have the right to request an amendment of their education record if they believe it is inaccurate or misleading. To do so, the student must submit a written statement to the university office responsible for the record, clearly identifying the part of the record for which change is desired, as well as an explanation as to why it is inaccurate or misleading. That office will notify the student of the institution’s decision and advise the student about the appropriate steps if the student does not agree with the decision.

7.4 Disclosure for institutional purposes
The university discloses education records without a student’s prior written consent consistent under FERPA’s exception for disclosure to school officials with the “legitimate educational interests. Examples of people who may have access, depending on their official duties and only within the context of those duties, include: members of the WOU Board of Trustees; university faculty and staff in an administrative, supervisory, academic, research or support position (including law enforcement unit personnel, members of the Crisis Assessment, Response and Education Team or health center staff); agents of the institution (contracted to provide a service instead of using employees such as attorney, auditor or collection agent); students employed by the institution or who serve on official institutional committees or assist another school official in performing his or her tasks; and representatives of agencies under contract with WOU.

7.5 Disclosure of directory information
The following student data elements are defined as directory information by WOU: class level; dates of enrollment; degrees, certificates, majors and honors awarded or applied for and the award date; enrollment status (full-time, half-time, less than half-time); full name; job titles and dates of employment for student employees who have been or are paid from university administered funds; most recent educational institution attended; photograph; local, permanent, billing and electronic addresses and telephone numbers; numbers of credit hours earned; participation in officially recognized activities and sports; place of birth; program of study (degree, major, minor, concentration or certificate being pursued); weight and height of members of athletic teams.

Students have the right to withhold the release of directory information. To do so, a student must complete the request for non-disclosure of directory information form, which is available from the Office of the Registrar. Submitting this form will create a restriction that will apply to all directory information elements, not just specific details. The form will prevent WOU from responding to any request for directory information made by a variety of sources outside the institution, including friends, parents, relatives, prospective employers, the news media and honor societies.

WOU interprets that the absence of a request to withhold any information by a student constitutes individual approval of disclosure.

7.6 Failure to comply
Students have a right to file a complaint with the U.S. Department of Education concerning alleged failures by WOU to comply with the requirements of FERPA.

7.7 Disclosure for letters of reference
Students who desire letters of reference or recommendation from WOU faculty or staff members must request them through the online link found under the student’s WOU Portal page.

University system social security number (SSN) disclosure consent statement
To comply with the Tax Payer Relief Act of 1997, Western Oregon University must obtain your correct social security number (SSN) to file returns with the Internal Revenue Service (IRS) and to furnish a statement to you. The returns filed by WOU must contain information about qualified tuition and related expenses.

The Privacy Act of 1974, section 6109 of the Internal Revenue Code, requires that you give your correct SSN to agencies that must file information returns with the IRS. The IRS uses your SSN for identification and to verify the accuracy of your tax return. For more information, please refer to Internal Revenue Code section 60505. By signing the application for admission, you give your permission for the use of your SSN to assist WOU in developing, validating or administering predictive tests and assessments; administering student aid programs; improving instruction; identifying students internally; collecting student debts; or comparing student educational experiences with subsequent work-force experiences.

When conducting studies, WOU will disclose your SSN only in a manner that does not permit personal identification of you by individuals other than representatives of WOU and only if the information is destroyed when no longer needed for the purposes for which the study was conducted. By providing your SSN, you are consenting to the uses identified above. When conducting studies, WOU will disclose your SSN only in a manner that does not permit personal identification of you by individuals other than representatives of WOU and only if the information is destroyed when no longer needed for the purposes for which the study was conducted. By providing your SSN, you are consenting to the uses identified above.

This request is made pursuant to the Oregon Revised Statutes 351.070 and 351.085. You are not required to consent to the use of your SSN for research; 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 SSN at any time by writing to Admissions. If you do not give consent to use your SSN for research, please attach a note requesting a system-generated number.
VETERANS ADMINISTRATION (VA) STANDARDS

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

Veterans who make no progress toward their educational objective for the term by receiving F, NC, I, W or X grades in every class may have their certification for the next term placed on hold until the end of the term when only courses that contributed to the V=veteran's educational objective, confirmed by a passing grade in the course, will be certified.

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

Yellow Ribbon recipients must maintain satisfactory progress, conduct and attendance according to the school’s regular standards to ensure continued eligibility. Questions regarding Satisfactory Academic Progress (SAP) should be directed toward the Financial Aid Office.

Veterans who drop below their minimum required hours will have their change in status reported to the VA within 30 days. Changes in status may result in a demand by the Veterans Administration for repayment of benefits. If there are mitigating circumstances, the veteran should notify the Veterans’ Office, who can report to the VA at the time of the reduction. Alternatively, the veteran can notify the VA after the reduction has been processed through the VA’s appeal process.

Changes in status are reported for drops, withdrawals and non-punitive grades such as X, NC, W or I grades and punitive grades without verification of attendance such as F. Specific questions regarding how changes in status will affect you should be directed to the Veterans’ Office. Veterans should submit verification of attendance for all classes with poor performance directly after the end of the term to avoid reductions on the first day of the term.

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

Summer enrollment is handled differently than fall/winter/spring enrollment periods. The VA adjusts certification status depending on the length of the enrollment period for undergraduate students. For graduate students, concurrent enrollment periods are combined because the VA follows the school’s enrollment policy so the length of the course is no longer relevant in determining enrollment status.

Graduate students should be advised that non-concurrent enrollment periods may result in receiving a lower certification status for each period, as a minimum of nine credits will still be required for full-time status during each period. As many courses are offered during unique periods, veterans should contact the Veterans’ Office regarding their specific circumstances.

Veterans Access, Choice and Accountability Act

Western Oregon University complies with Public Law 113-146, the Veterans Choice Act of 2014, Section 702. As of July 1, 2015, the following individuals shall be charged the Oregon in-state rate or otherwise be considered a resident, for tuition and fees purposes:

- A veteran using educational assistance under either chapter 30 (Montgomery G.I. Bill - Active Duty Program) or chapter 33 (Post-9/11 G.I. Bill), of title 38, United States Code, who lives in Oregon while attending a school located in Oregon (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge or release from a period of active duty service of 90 days or more.
- Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) who lives in Oregon while attending a school located in Oregon, (regardless of his/her formal state of residence) and enrolls in the school within three years of the transferor’s discharge or release from a period of active duty service of 90 days or more.
- Anyone described above while he/she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters or terms) at the same school. The person so described must have enrolled in the school prior to the expiration of the three-year period following discharge or release as described above and must be using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in Oregon while attending a school located in Oregon, (regardless of his/her formal state of residence).
- Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) who lives in Oregon while attending a school located in Oregon, (regardless of his/her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.
- The policy shall be read to be amended as necessary to be compliant with the requirements of 38 U.S.C. 3679(c) as amended.

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<thead>
<tr>
<th>Certification Status</th>
<th>Undergraduate (fall/winter/spring)</th>
<th>Graduate (fall/winter/spring)</th>
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<tbody>
<tr>
<td>Full time</td>
<td>12+</td>
<td>9+</td>
</tr>
<tr>
<td>¾ time</td>
<td>9-11</td>
<td>7-8</td>
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<td>½ time</td>
<td>6-8</td>
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<td>¼ time</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
CAMPUS RECREATION

wou.edu/campusrec
Director Rip Horsey
horsey@wou.edu

The Campus Recreation Department recognizes the need for recreational opportunities to augment the academic rigors of student life, providing programs and facilities for active campus involvement. The mission of Campus Recreation is men's sana in corpora sano: healthy mind, healthy body.

Peter Courtney Health and Wellness Center

The recreation side of the HWC is composed of a two-court gymnasium with an elevated track; two racquetball courts; three multipurpose rooms; cardio, strength and weight training area; a 40-foot-high by 40-foot-wide rock climbing wall; locker rooms; lounge areas with wireless internet capabilities; a five-lane, 25 yard swimming pool and therapy pool.

Outdoor programs

Outdoor programs are designed to provide beginning to intermediate education and resources for wilderness-based, human powered outdoor and adventure activities for WOU and surrounding communities. We promote teamwork, leadership and growth through environmentally sound experiences and incorporate Leave No Trace principles.

Intramural Sports

The Intramural Sports program offers opportunities for WOU students, faculty and staff to participate in a variety of sport leagues, tournaments and activities. Intramural Sports accommodate a wide range of interests and skill levels while focusing on fairness, safety and equal opportunity for all to participate.

Club Sports

Club Sports offer skill development in a specific sport and provide leadership opportunities for the students that serve as club officers. Club Sports are student focused and student led, with each club establishing an organizational framework that meets the needs of the club and its members.

Student employment opportunities

The Campus Recreation Department employs over 100 students throughout the year as facility supervisors, guest service, climbing and aquatic specialists, fitness instructors, intramural sports officials and supervisors.

ARTS AND ENTERTAINMENT

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

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

Music organizations are active in performances and concerts throughout the year. They include classical, jazz and American vernacular styles.

The WOU 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 plays are also presented.

The WOU dance program presents informal concerts for student choreography each fall and spring and a main stage Spring Dance Concert every spring, featuring faculty, student and guest artist works. Activities also include faculty collaboration and student performance in the main stage musicals.

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

Chi Alpha Sigma

Chi Alpha Sigma is the academic fraternity for the National College Athlete Honor Society. Chi Alpha Sigma works with NCAA and NAIA member institutions to recognize outstanding college student-athletes for their successes both on the field of competition and in the classroom.

Phi Alpha Theta

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

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

Phi Kappa Phi

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

The WOU chapter was founded in 1981. Since 1987, the chapter has annually sponsored the Academic Excellence Showcase, which recognizes students and their scholarly and artistic accomplishments.

Phi Sigma Iota

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

Pi Mu Epsilon

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

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

Psi Chi

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

The WOU chapter sponsors an annual research conference that includes poster and paper presentations to highlight student accomplishments.
Lambda Pi Eta
The Nu Phi chapter, an accredited international honor society of the National Communication Association, is open to all communication studies majors and minors who meet the requirements for the honorary distinction.

INTERCOLLEGIATE ATHLETICS
wouwolves.com

WOU offers a broad-based athletic program that has developed a strong tradition of excellence. WOU offers 11 sports and is a member of the NCAA Division II. Men's sports of cross-country, football, basketball, baseball, indoor and outdoor track and field are offered. Women's sports include cross-country, soccer, volleyball, basketball, softball, indoor and outdoor track and field.

The mission of the WOU Department of Intercollegiate Athletics is to provide each student-athlete with a championship experience through a commitment to academic achievement, athletic excellence, university pride, personal growth and community engagement. Central to this mission is the belief that athletics are an integral part of the total education of the students involved in our programs.

WOU coaches provide outstanding coaching and instruction in an environment that fosters high-level athletic performance, dedication to academic achievement, exemplary sportsmanship and commitment to personal and team excellence.

WOU and the NCAA
Membership in the NCAA Division II provides the opportunity for student athletes to compete at a high level of competition while also balancing academics and campus life. WOU is a member of the Great Northwest Athletic Conference, which is made up of the NCAA members from Oregon, Washington, California, Idaho, Alaska, Montana and Canada. For more information about particular sports, please contact the Department of Intercollegiate Athletics at 503-838-8121.

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 Center. Information regarding the eligibility center and first-year eligibility is available from high school counselors or online at eligibilitycenter.org.

Transfer student athletes are urged to contact the coach of their sport or the director of compliance. The NCAA has also established academic standards related to progress toward degree for continuing student athletes. Contact your coach or the director of compliance for specific details regarding this requirement.

Facilities
Student athletes have access to a variety of athletic facilities. Two physical education buildings, the football stadium and track, weight room and fields for baseball, softball and soccer offer abundant opportunities for student athletes. The opportunity for high-level competition, combined with quality coaching in an outstanding academic environment, has attracted the exceptional student athletes that represent WOU.

STUDENT GOVERNMENT
The Associated Students of Western Oregon University (ASWOU) is the official governing body of the students. All WOU students are members of ASWOU by virtue of having paid tuition and fees. Students can have a major role in decision-making at the university through student government. ASWOU has three branches including a policy-making legislative branch called Student Senate, a policy-implementing executive branch and a policy-interpreting judicial branch called the Judicial Board, which also administers elections.

According to its mission statement, student government serves as a voice for students. ASWOU is committed to providing opportunities, activities and services to students, representing students’ interests, and advocating for students’ rights. For more information on how to get involved with student government, contact the ASWOU office at 503-838-8555.

STUDENT ENGAGEMENT
wou.edu/student-engagement
Director, Patrick Moser

The Student Engagement 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 Engagement expose students to opportunities for more experiences and participation that aids each student's continuing personal growth.

WOU’s student engagement program provides services to students in the following major areas: leadership development, non-traditional student services, successful event planning, diversity programs and special awards programs and major campus programs such as Family Weekend, Focus on Leadership, Holiday Tree Lighting and dozens of other events.

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.

Leadership certificate
Student Engagement coordinates Western Oregon University’s Leadership Certificate program. This program engages students on campus in six core competencies as they earn points towards fulfillment of the requirements. This is an individualized program meant to work with the involvement on- and off-campus that students already participate in. For more information, call 503-838-8261. Students with freshman or sophomore standing are eligible.

Greek life
Provides students the ability to get involved with evolving fraternity or sorority chapters. Student Engagement is responsible for helping these groups flourish on campus. For more information, call 503-838-8261.

Chapters
- Kappa Delta Chi sorority (multicultural)
- Omega Delta Phi fraternity (multicultural)
- Kappa Sigma fraternity (leadership, social)
- Kappa Alpha Psi (African-American)

Discover leadership
This established program is meant for first-year students who are new to leadership opportunities. This program lasts approximately 10 weeks and enables new leaders to gain skills and foundations for future success. You will do this while creating a network across campus and making new friends. This program is limited to a few dozen students who are new to leadership. If this sounds like something you would want to be a part of, contact Megan Habermann at habermann@wou.edu and we’ll get you involved!

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. Non-Traditional Student Services at WOU is designed to serve these students. WOU recognizes that non-traditional students may at times, have different needs and priorities than traditional students. The Student Engagement Office provides services to accommodate these needs.

The Werner University Center Non-Trad Lounge is where students can study, relax between classes, rent lockers or have lunch. An emergency locator service allows staff to quickly find students on campus in case of an emergency. This is especially useful for student parents. The Non-Trad Student Organization
(NTSO) assists with locating child care, study groups and concerns about classes.

Student Engagement staff members, as well as the Non-Traditional Student Peer Adviser, are available to address concerns of non-traditional students to assist them in making their university experience rewarding and successful. Students have enjoyed individual, small and large group exposure to non-traditional student issues and concerns. These services have helped many of WOU’s non-traditional students be successful in their transition to the university.

In addition, early childhood care and education is available year round for children up to 12 years old through the Child Development Center within The Research Institute.

Diversity certificate
The Diversity Certificate Program promotes acceptance, equality and respect for individual differences by encouraging students to participate in campus activities, clubs and organizations that facilitate multicultural awareness; advocate for equal rights and social justice; and/or provide hands-on experience working in diverse settings. The program encourages individuals to move beyond simple tolerance into celebrating the rich dimensions of multiculturalism and diversity that include, but are not limited to: race, ethnicity, gender, age, sexual orientation and ability.

Stonewall Center
Located on the first floor of the Werner University Center, Stonewall serves as the lesbian, gay, bisexual, transgender and queer resource and advocacy center for students, staff and the WOU community. Stonewall is a resource for helping to create a welcoming environment as well as providing education and advocacy for the LGBTQ community. Those interested have access to a variety of print and other media, educational materials, training, advocacy, as well as a trained support staff.

STUDENT MEDIA
The Western Oregon Journal is the award winning official student newspaper and is published every week on Wednesday during fall, winter and spring terms. For more information, call 503-838-8347 or visit the website at wou.edu/westernjournal.

The Northwest Passage is the campus literary and arts magazine and is published three times per school year (fall, spring and winter terms). To submit your own short fiction, poetry and other literature or other art, please email the magazine at northwestpassage@wou.edu. You can also call the magazine’s editor at 503-838-9642. The Northwest Passage website is wou.edu/northwestpassage; Facebook page is: facebook.com/NWPmagazine.

KWOU is the web-based radio station and can be found at wou.edu/kwou. Feel free to call the station at 503-838-8900.

Students are encouraged to participate in Student Media, regardless of previous experience. For information, call 503-838-9697.

STUDENT AFFAIRS
wou.edu/student
Vice President, Gary Dukes
studentaffairs@wou.edu

The Office of the Vice President for Student Affairs provides general liaison assistance to students. The vice president is responsible for all student-related services including Campus Recreation, Service Learning and Career Development, Student Conduct, Disability Services, Multicultural Student Services, Student Enrichment Program, Student Health and Counseling Services, University Housing, Campus Dining, Werner University Center, Student Engagement, Greek Life, Student Media, Upward Bound, National Student Exchange and the WOLF Ride program.

The Office of Student Affairs fosters students’ academic, personal and professional growth; educates students to respect and appreciate diversity; and prepares students to be responsible and engaged citizens in a global community. The office is located in the Werner University Center. The phone number is 503-838-8221; or email studentaffairs@wou.edu.

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

There are 180 colleges and universities to choose from in the United States, U.S. territories and Canada. To qualify, students must be enrolled full-time at WOU, have completed at least 45 credits at the time of exchange, have a minimum cumulative GPA of 2.5 and be in good academic, judicial and financial standing at WOU. Call 503-838-8423 or online at wou.edu/student/nse for more information.

BOOKSTORE
wou.edu/bookstore
Manager, Mark Lane
bookstore@wou.edu

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

CAMPUS DINING
wou.edu/student/housing/dining.php
Director, Albert Worotikan
housing@wou.edu

Valsetz Dining Hall, centrally located near the residence halls, is the main location for the resident meal plan. Meals are available from early morning until late at night, enabling residents to develop varied academic and social schedules.

The Food Court, located in Valsetz, offers varied menu choices. Valsetz Food Court is open:

• Monday through Thursday 7 a.m. to 11 p.m.
• Friday 7 a.m. to 10 p.m.
• Saturday 10 a.m. to 10 p.m.
• Sunday 10 a.m. to 11 p.m.

The Werner University Center has several dining locations, all located on the second level:

• Caffe Allegro offers espresso drinks, baked goods
• Wolf Express is a small convenience store that sells hot and cold beverages and snacks.
• The Wolf Grill and Western Deli serve hamburgers, fries, sandwiches, wraps, sandwiches and burritos.
• The Press is a coffee shop located in Hamersly Library.

Coffee, smoothies and snacks can be purchased in The Press, located in the Hamersly Library.
All the campus restaurants accept the Resident Meal Plan, the Wolf Bonus Account, Master Card, Visa and Discover Card and cash for purchases. The Wolf Bonus Account is a meal plan available to off-campus students, staff and faculty. Deposits to the Wolf Bonus Account are available on the WOU Portal. Campus Dining is the largest employer of students on campus.

Sustainability is part of our mission. All of our paper and plastic food containers and labels are compostable. Eighty percent of Campus Dining’s waste is composted locally.

DISABILITY SERVICES
wou.edu/student/disability
Director, Malissa Larson
ods@wou.edu

The Office of Disability Services (ODS) facilitates appropriate accommodations on campus for students and visitors with documented disabilities. ODS offers an array of services and accommodations, which include, but are not limited to, note taking, sign language interpreting, typewell services, alternative testing and conversion of text into alternative format, including Braille or electronic formats. Accommodation needs of each student with a documented disability are determined on an individual basis.

Documentation requirements vary based on the barriers of the disability and the students’ individual needs. Each student who is seeking accommodations at WOU can apply on-line at wou.edu/student/disability to start the application process for accommodations. Accommodations can be provided for in classroom access as well as WOU sponsored events, including leisure and social activities. Any questions? Please contact the Office of Disability Services at 503-838-8250 or email ods@wou.edu.

For educational assessment of learning difficulties, please refer to the Education Evaluation Center located within The Research Institute.

STUDENT CONDUCT
wou.edu/student/judicial
Dean of Students, Tina Fuchs
judicial@wou.edu

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

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

MULTICULTURAL STUDENT SERVICES AND PROGRAMS
wou.edu/msssp
Director, Anna Hernandez Hunter
msssp@wou.edu | 503-838-8737

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

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

SERVICE LEARNING AND CAREER DEVELOPMENT
wou.edu/student/slcd
Director, Adry Clark
slcd@wou.edu

The Office of Service Learning and Career Development provides career counseling and skill building for career readiness. The SLCD connects students with career, volunteer and graduate school-related experiences in the community, the workforce and the world. Services include:

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

Students are encouraged to take advantage of the following services:

Career counseling and advising: qualified personnel to help in exploration, decision-making and planning; aids for self-assessment of skills, interests values and personality.

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

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

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

Online career resources: Wolflink internship, an on/off campus database; Career Beam exploration tool and a comprehensive website on career development and service learning topics.

Annual job and career fairs: opportunity to learn of full-time, summer and internship career opportunities and interview with employers at the annual First Avenue Career and Graduate School Fair (of which Western Oregon University is a member) and at the Oregon Professional Educator’s Fair, both held each
STUDENT LIFE

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

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

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

STUDENT ENRICHMENT PROGRAM-TRIO
wou.edu/sep
Director, Marshall Guthrie
sep@wou.edu

The Student Enrichment Program (SEP) is a TRIO program primarily supported by the U.S. Department of Education. Western Oregon University also provides significant fiscal support for this academic support program. The office is located in the Academic Programs and Support Center and is designed to assist students in finding success in their college experience. SEP students benefit from academic, career and personal advising; availability of equipment (laptop/desktop computers, graphing calculators, digital voice recorders, etc.) for checkout; academic progress monitoring; success seminars; and tickets to campus cultural events.

The program also offers tuition-free credit courses:
- ICS 103 Becoming a Master Student
- ICS 105 Critical Thinking
- ICS 106 Career Planning
- ICS 109 Summer Bridge
- ICS 111 Financial Literacy

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

Student Health and Counseling Services
wou.edu/student/health
Director, Jaime Silva
health@wou.edu

Students who are registered for six credits or more pay a student health fee each term that entitles them to use the services offered at the Student Health and Counseling Center. Students registered for one through five credits may elect to pay the student health fee, which makes them eligible to receive services for that term.

Faculty and staff who are registered for six credits or more and pay the student health fee are eligible for medical services.

Health services
Medical services for students at WOU are available at Student Health and Counseling Services located on Monmouth Ave. There are no charges for most medical appointments.

Additional charges are assessed for medication, laboratory testing, medical supplies, a physical, a women’s health care annual examination, contraceptive visits or a special procedure.

Eligible students may call between the hours of 8 a.m. and 5 p.m. Monday through Friday to make an appointment with one of the health care professionals. Health services is staffed by a physician, licensed mid-level practitioners and medical support staff. A full list of the services and explanation of the Health Service Fee are available online at wou.edu/health.

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

Counseling services
Professional, confidential counseling for WOU students is available from counseling services. Counseling is designed to assist students in changing behaviors and addressing their individual concerns so they can focus their energy on a successful and rewarding academic experience. Most counseling services are no charge, including individual counseling, couples counseling, crisis intervention, vocational exploration, support groups, as well as referral resources and consultations with medical, psychiatric and other treatment professionals. Additional charges are assessed for mandated services and psychiatric mental health nurse practitioner evaluations.

Eligible students may call between the hours of 8 a.m. and 5 p.m. Monday through Friday to make an appointment with one of the mental health professionals. Counseling services is staffed by licensed and/or certified mental health counselors and a psychiatric mental health practitioner.

Wellness education
Wellness education is responsible for campus outreach, programming and educational materials for students and the campus community. Throughout the year, programs and promotions are provided to students that address a variety of wellness topics. Our goal is to offer students useful information, tools and techniques that allow them to make personal decisions that support their health and academic achievements.

Wellness education employs two professional staff members who specialize in health promotion, prevention and education. Wellness education also offers opportunities for student involvement, including the WOU Peer Mentor Program, Green Dot, the Student Health Advisory Board, internships and student employment.

Annual events offered the campus include blood drives, health and wellness fair and awareness campaigns. For more information or resources, feel free to stop by our office and talk to one of our wellness education employees!
At WOU, residence hall life adds a dynamic dimension to the college experience. The educational value derived from living with people of varied interests, backgrounds and ages offers a wide range of opportunities for personal growth and lifelong friendships. The varied residential communities are designed for comfort as well as efficiency. Rooms are attractively furnished, with lounges, snack areas, laundry facilities and recreational areas nearby.

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

A limited number of two-bedroom apartments and townhouses are available for married students, students in a registered domestic partnership or students with dependents.

Housing policies
Research has clearly proven that living on-campus increases the likelihood of student success. Therefore, all WOU students without dependents who enroll within one year of high school graduation must live in university-operated housing for the entire academic year or remaining portion thereof. Exceptions must be approved through the Office of University Housing. Many upper-class 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. Upper-class 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 Housing. A $40 non-refundable application fee is required at the time of reservation. Students who are found to be ineligible for admission to the university will receive a refund of the application fee.

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

Rates for a standard room are expected to be $9,385 with meal plan #3. This also includes social activity fees, telephone/voice mail/caller ID fees, computer network access fees and cable television. Other meal plans and room designations are offered. Costs may vary.

Office of University Housing Western Oregon University 345 Monmouth Ave. N. Monmouth or 97361 503-838-8311 (V/TTY) housing@wou.edu wou.edu/student/housing

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 Housing 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 the Residential Conduct Board, planning programs for residents, working with faculty members, serving on institutional committees and boards, participating on hall intramural teams and, in general, taking part in activities to create a dynamic living environment.

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

WERNER UNIVERSITY CENTER
wou.edu/student-engagement/wuc
Director, Patrick Moser

Serving as the living room of campus, the Werner University Center (WUC) is a student-friendly, open and inviting place to socialize with friends and find ways to get involved. Largely funded by student incidental fees, the WUC is the hub of activity and campus life.

The WUC serves as the gathering place for the campus and provides a variety of services and programs to meet the needs of the campus community. Facilities include an art gallery, various retail food outlets, the WOU Bookstore, several student lounges and numerous student service offices, including, but not limited to, the following: Student Engagement, Multicultural Student Services and Programs, Service Learning and Career Development, Non-traditional Student Services, Abby’s House, ASWOU, Stonewall Center, Veteran’s Services Center, etc.

Facilities scheduling for non-academic use and conference services are facilitated and coordinated through the WUC. We serve as the campus information center, providing the campus with details about current student activities and special events. We are also the campus location for your student ID card.

The WUC is a passionate supporter of sustainability, recycling and green efforts. There are many opportunities for sustainability throughout the building, including reducing energy and water use, improving indoor air quality, providing water bottle refill stations and much more.

For more information about any of our services or if you want to get involved, contact our office at seofc@wou.edu or 503-838-8261.

The WOU Campus Garden is a student-initiated project to promote local food production through sustainable, organic growing methods.
Academic Excellence Showcase

Every spring, WOU celebrates student academic excellence. The entire day is dedicated to the presentation of student scholarly activities, including original research papers, projects, artwork, performances, course projects, presentations and papers. More than 500 undergraduates participate, making this one of the largest undergraduate research events in the Northwest.
The mission of the College of Education (COE) is to prepare skilled professionals in the fields of education, rehabilitation, American Sign Language/English interpreting, American Sign Language studies, health promotion and exercise science. Our graduates are academically strong, ready to contribute to the continuously evolving state of their chosen professions and prepared for a variety of diverse and complex roles in schools, service organizations and businesses.

The College of Education includes the Division of Deaf Studies and Professional Studies, the Division of Health and Exercise Science and the Division of Teacher Education. It is also home to the Regional Resource Center on Deafness and the Office of Clinical Practices and Licensure.

All academic programs in the College of Education are aligned to external professional standards, and all programs require practica or internship experiences where our students apply what they have learned to the real world.

The Rehabilitation and Mental Health Counseling program is accredited by the Council on Rehabilitation Education (CORE). The curriculum also meets the educational requirements for the Oregon Board of Licensed Professional Counselors and Therapists (LPC) and certification for both Certified Rehabilitation Counselor (CRC) and National Certified Counselor (NCC). Additionally, the interpreting programs are accredited by the Commission on Collegiate Interpreter Education.

The College of Education teacher preparation programs are authorized by Oregon Teacher Standards and Practices Commission (TSPC) and have been accredited by the National Council for Accreditation of Teacher Education (NCATE) for more than 60 years.

The educator preparation programs in the College of Education are guided by the concept of our conceptual framework: Connecting Teaching and Learning. Connecting Teaching and Learning requires a team of professionals working through states of development, resting upon core values and principles. Our goal is to assure our teaching efforts result in deep, meaningful learning on the part of our teacher candidates and that the teaching actions of our candidates result in deep, meaningful learning on the part of P-12 students. Connecting Teaching and Learning rests on foundational values including educational equity, cultural sensitivity, intellectual vitality and professionalism.

Deaf Studies and Professional Studies Division
wou.edu/dsps
Division Chair Amanda Smith
dspsinfo@wou.edu

This division houses two undergraduate majors, American Sign Language/English Interpreting and American Sign Language Studies; two undergraduate minors: Special Education/Rehabilitation Counseling and American Sign Language Studies; and four graduate programs: Rehabilitation Counseling; Rehabilitation Counseling: Deaf; Mental Health Counseling; Interpreting Studies; and Deaf and Hard of Hearing Education.

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

Program objectives
1. Prepare educators to work with children and young adults who have disabilities.
2. Prepare rehabilitation counselors and professionals to work with persons who are deaf or have disabilities.
3. Prepare American Sign Language (ASL) professionals to work with members of the deaf community, to interpret between ASL and English and to prepare interpreter educators.

Information may be obtained from the Deaf Studies and Professional Studies Division office (RWEC) at 503-838-8322, by email at dspsinfo@wou.edu or at wou.edu/dsps.

Health and Exercise Science Division
wou.edu/education/healthpe
Division Chair Peggy Pedersen
pedersep@wou.edu

The division offers majors in Exercise Science and Community Health Education and is responsible for teaching endorsements in Health Education and Physical Education.

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

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

More detailed program information can be obtained by contacting the division at 503-838-8908 or at wou.edu/education/healthpe.

Division of Education and Leadership
Division Chair Mary Bucy
education@wou.edu

This division houses several degree and endorsement programs.

- An undergraduate and post baccalaureate initial teacher licensure degree program with options for a variety of subject endorsements and preparation levels from early childhood through high school offered on a full-time basis;
- An undergraduate Early Childhood Education Studies degree (non-licensure);
- A Master of Arts in Teaching: Initial Licensure degree with two tracks:
  - Master of Arts in Teaching: Initial Secondary Licensure track with options for a variety of subject endorsements and preparation for middle and high school levels offered on a full-time and part-time basis through two different delivery models.
  - Master of Arts in Teaching: Initial Elementary Licensure track for elementary school teaching offered on a part-time basis through a hybrid model with 2-week on campus summer institutes.
- A Master of Science in Education program for licensed teachers focused on developing teacher leaders with a variety of content areas including:
  - Master of Science in Special Education
  - Master of Science in Education focused on Information Technology
- Multiple stand-alone or degree-based add-on endorsement options such as reading and ESOL.
Mission
The Teacher Education Division is based upon educational equity, cultural sensitivity, caring and committed professionalism and an intellectually vital community. Division members are committed to facilitating the learning and development of our candidates who, in turn, can successfully affect the learning and development of P-12 students in schools.

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

Program information can be obtained by contacting the College of Education at 503-838-8471, by email at education@wou.edu or at wou.edu/education. Detailed information on teacher licensure, definitions and Oregon state testing requirements can be found at wou.edu/education.

Regional Resource Center on Deafness
wou.edu/rrcd
Director Cheryl Davis
rrcd@wou.edu

The Regional Resource Center on Deafness (RRCD) boasts a 44-year history of preparing professionals to work with individuals who are deaf or hard of hearing. RRCD currently receives $1.2 million annually in federal grant funding from the U.S. Department of Education supporting both degree programs and three continuing education programs. Eligible students in the two degree programs, focusing on rehabilitation counseling or educational interpreting, receive stipends and/or tuition waivers from these grants based on availability of grant funds.

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

Program objectives
1. Provide financial assistance to students entering our graduate and undergraduate degree programs that train professionals to serve people who are deaf or hard of hearing.
2. Provide continuing education opportunities for currently practicing professionals.
3. Provide consultation and community service activities designed to enhance the quality of life for anyone who is deaf or hard of hearing.

For application materials and information on training opportunities, contact the RRCD main office in RWEC 137 or at wou.edu/rrcd.

**THE COLLEGE OF LIBERAL ARTS AND SCIENCES**

wou.edu/las
Dean Kathleen Cassity
las@wou.edu

The College of Liberal Arts and Sciences is the foundation for WOU’s broad-based education. It is home to the academic divisions of Behavioral Sciences, Business and Economics, Computer Science, Creative Arts, Humanities, Natural Sciences and Mathematics and Social Science. The Interdisciplinary Studies Program is also housed within the college.

Mission
We offer a liberal arts core curriculum and a wide range of specialized degree programs that expand students’ horizons; hone skills that make students adaptable and flexible in a rapidly changing world; help students discover new passions and strengths; and prepare them for lifelong learning. Our graduates are poised to be engaged citizens locally and globally as well as productive contributors to a 21st-century economy.

Vision
College faculty and staff will extend the benefits of an advanced education to an increasingly diverse student body by collaborating within and across disciplines to identify and deliver that which is most important for a 21st century college education.

Program objectives
1. Provide all students with opportunities to learn via a strong, cohesive and broad-based education.
2. Develop and maintain current, relevant and innovative curricula within and across disciplines.
3. Provide traditional college-bound students with high-quality learning opportunities while expanding access to new populations.

Behavioral Sciences Division
wou.edu/las/psychology
Division Chair Chehalis Strapp
kunzel@wou.edu

The Behavioral Sciences Division is responsible for majors and minors in Gerontology and Psychology.

Mission
To create lifelong learners utilizing the scientist-practitioner model. Students gain competence in accessing, evaluating and integrating sources of knowledge within their field. Graduates of our program will understand the scientific foundations of their discipline and the core knowledge/concepts in the field.

Programs in the division provide opportunities for professional development, service to the community and practicum experiences in preparation for graduate study and/or work in a variety of fields.

Graduates will be able to apply such knowledge and skills in a manner consistent with an understanding of professional standards of ethical behavior. They will be prepared to interact effectively with others and resolve issues that face us as a society, a nation and a world.

Program objectives
1. Demonstrate an understanding and ability to integrate knowledge of their field and develop critical thinking/scientific method research skills.
2. Demonstrate an ability to apply knowledge, skills and values to meet the needs of others and self in personal and career development.
3. Demonstrate respect and sensitivity to physiological, psychological and social aspects of individuals within changing political, cultural, economic and sociohistorical contexts.

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

Business and Economics Division
wou.edu/las/business
Division Chair Hamid Bahari-Kashani
business@wou.edu

The Business and Economics Division is responsible for majors and minors in Business and Economics and minors in Entrepreneurship and Sport Management.

Mission
To prepare knowledgeable, well-rounded individuals for productive lives and careers in the business and economics professions and the public sector. Graduates are individuals who conduct themselves with integrity and responsibility; work collaboratively with others; are poised to be engaged citizens locally and globally; are adaptable and flexible in a rapidly changing world; and are poised to be engaged citizens locally and globally as well as productive contributors to a 21st-century economy.

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

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

wou.edu/las/cs
Division Chair David Olson
olson@wou.edu

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

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

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

More detailed program information, including program admission requirements can be obtained by contacting the division at 503-838-8460 or at wou.edu/las/cs.

Creative Arts Division

wou.edu/las/creativearts
Division Chair David Janoviak
janovid@wou.edu

The Creative Arts Division is responsible for majors and minors in Art, The Arts, Dance, Music and Theatre.

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

Program objectives
1. Maintain high standards of quality that are achieved through individual attention to student practice and progress, professional example and expectations of student excellence.

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

Humanities Division

wou.edu/las/humanities
Division Chair Carol Harding
hardinc@wou.edu

The Humanities Division is responsible for majors and minors in English, French, German, Humanities, Linguistics, Philosophy, Spanish, Communication Studies and Writing.

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

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

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

Natural Sciences and Mathematics Division

wou.edu/las/natsci_math/nsmdiv.html
Division Chair Hamid Behmard
behmard@wou.edu

The Natural Sciences and Mathematics Division is responsible for majors and minors in Biology, Chemistry, Earth Science, Integrated Science, Mathematics and Natural Science.

Mission
To offer quality liberal arts education in Biology, Chemistry, Earth Science, Mathematics, Physics and Pre-Professional Studies. Our students have the opportunity to acquire and assimilate mathematical and scientific knowledge, that they may broaden and refine their understanding of the ever-changing world around them, while at Western Oregon University and throughout their lives.

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

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

Social Science Division

wou.edu/las/sossci
Division Chair Mark Henkels
henkelsm@wou.edu

The Social Science Division is responsible for majors and minors in Anthropology, Criminal Justice, Geography, History, Political Science, Public Policy and Administration, Social Science, Social Science Teacher Education and Sociology.

The following minors are taught either wholly or partially, by this division: Community Services, Homeland Security and Community Preparedness, Legal Studies, Latino/Chicano Studies, Environmental Studies, Film Studies, Gender Studies, International Studies, Latin American Studies and Military Science.

Mission
This community of scholars explores the society’s many dimensions by using methods developed by their discipline to understand both the past and the present. Division graduates apply these methods to resolving local, national and international issues.

Program objectives
1. Develop critical thinking, writing and speaking skills that analyze and communicate social issues.
2. Engage in research, internships and practicums for service agencies and schools.
3. Encourage leadership in addressing institutional, community and national issues.

For more detailed program information about coursework, faculty and admission requirements, call 503-838-8288 or go wou.edu/las/sossci.

CENTER FOR ACADEMIC INNOVATION

wou.edu/innovation
Director Dan Clark
innovation@wou.edu

The Center for Academic Innovation provides resources and services for faculty that reinforce Western Oregon University’s core mission as a teaching institution and bolster its commitment to serve the evolving educational needs of our students and our region.

WOU faculty and staff are invited to collaborate with the center to foster a sense of community that stimulates dialogue and reflection about excellence in teaching, nurtures a commitment to student access and success, supports the scholarship of teach-
ing and learning and promotes policies to support and reward innovative, high-quality teaching and learning experiences.

**Faculty development workshop resources**

Each month, the Center for Academic Innovation hosts a variety of workshops, seminars and roundtable conversations that explore instructional technology, emerging pedagogies and the teaching and learning process. No registration is required. For more information and a schedule of upcoming events, visit wou.edu/innovation/events.

**MOODLE support and resources**

The Center for Academic Innovation provides functional end-user support for students, faculty and staff on the campus learning management system. For more information, visit wou.edu/innovation/moodle.

**Online courses authorization**

Western Oregon University is a member of the Western Interstate Commission for Higher Education (WICHE) and participates in the WICHE State Authorization Reciprocity Agreement (W-SARA), an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. For more information, visit wiche.edu/sara.

**ACADEMIC RESOURCES**

**ACADEMIC ADVISING AND LEARNING CENTER**

wou.edu/advising

Director Karen Sullivan-Vance

advising@wou.edu | 503-838-8428

**Academic advising**

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

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

The Academic Advising and Learning Center works with:

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

**Tutoring services**

Academic skills are essential for college success. Peer tutors, who have been recommended by WOU faculty, provide the tutoring that is the core of the Learning Center services. The goal of tutoring is to help students improve their knowledge and develop better study skills. Services offered by the Learning Center include:

- Peer tutoring with a focus on subjects that make up the Liberal Arts Core Curriculum (LACC) and other university requirements such as computer science and second languages. Students are eligible for two hours of tutoring per week per subject providing there is a tutor available for the subject. Tutoring is free of charge and arranged by appointment. There may also be drop-in hours for certain courses.
- Peer-assisted study groups can be arranged upon request.

In order to receive tutoring, a student must be currently enrolled in the requested class at WOU.

**Student success**

WOU’s online student success network, the Wolf Connection System (WCS), is designed to help identify students who may be struggling academically. WCS allows faculty and staff to electronically refer a student who may be struggling to a member of the Western Student Success Team. In addition to responding to electronic requests for intervention, the Student Success Team is tasked with:

- Contacting students who have been referred via WCS.
- Promoting and implementing student success initiatives across campus.
- Instruction short workshops on time-management, note taking, test taking and other study skills.
- Engaging students at on-campus events, such as SOAR, New Student Week and Move-in Day.

**INTERNATIONAL EDUCATION AND DEVELOPMENT**

Assistant Vice President Neng Yang

The mission of the International Education and Development Office is to promote the concept of internationalization across the WOU campus and community. The office seeks to improve intercultural communication and understanding among WOU’s students, faculty and staff, through study abroad and international exchanges, as well as to support and enhance international students’ and scholars’ academic, cultural and social interaction at Western Oregon University. The office serves as the headquarters for all international outreach and activities on WOU’s campus.

**International Student and Scholar Services**

wou.edu/international

global@wou.edu

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

- Provides services to WOU’s international students, scholars and faculty. Advisers are available to assist international students and their dependents with immigration, housing, employment and personal and academic issues.
- Responsible for maintaining the F-1 Student Program and the J-1 Exchange Visitor’s program designated by the U.S. Citizenship and Immigration Service and the U.S. Department of State.
- International students have many opportunities to share their culture and knowledge with the campus and community through the International Cultural Service Program, international student clubs, internationalized curriculum and a wide variety of campus student activities.

For more information, visit wou.edu/international.

**Study Abroad**

studyabroad@wou.edu

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

- Study abroad, international internships and service learning are available through this department. With locations in Europe, Asia, Central and South America, Africa, Australia and New Zealand, these programs provide students intense cultural, educational and professional experiences.
- An international experience is for all students, not just those who are studying foreign languages. WOU offers programs at sites that do not have
language requirements and some programs are offered in English-speaking countries.

- Qualified students may study, participate in an internship abroad or do service learning for a summer, a quarter or a year and continue to earn credit toward their major, minor, LACC requirements or electives. Students earning at least six credits through a WOU study abroad program or international internship will have met the WOU cultural diversity requirement. Most forms of financial aid apply.
- The study abroad department reviews study abroad and international internship/fellowship applications; reviews and resolves difficulties related to overseas study; manages pre-departure orientation and re-entry sessions; evaluates and assesses programs; and maintains an overseas study database and related informational resources.

For more information, visit wou.edu/studyabroad.

INTERNATIONAL STUDENT ACADEMIC SUPPORT
wou.edu/English/tutor
Director Robert Troyer
troyer@wou.edu

The Office of International Student Academic Support (ISAS) was created to promote the academic success of international students and the faculty who instruct them. Our mission is to:

- Ensure effective and coordinated curricular offerings that meet the academic and linguistic needs of our population of international students
- Organize and promote programs that encourage academic advancement and social integration for international students
- Provide individualized support and general reference information for international students and their instructors
- Promote long-term sustainability of international student programs through continual improvement to students’ academic support and involvement on campus.

To these ends, ISAS coordinates the following programs and activities:

- An English Tutoring Center staffed by advanced undergraduates who are trained in applied linguistics and teaching English as a foreign language
- The Conversation Partners program, which pairs international students with domestic students for weekly informal conversation
- The creation of materials and organized tutoring sessions for specific courses in any department with high international student enrollment
- Individual consultations with international students regarding academic questions and challenges
- Assisting with the registration of students in courses created specifically for international students and tracking of students’ progress
- Ongoing research into the challenges that international students and their instructors face and methods for meeting these challenges

HAMERSLY LIBRARY
wou.edu/library
Dean Allen McKiel
libweb@wou.edu

The Hamersly Library provides students, faculty and staff with academic and personal information resources and services. The resources include 167,000 print book titles in the library with 9 million available within 48 hours through interlibrary loan from the Orbis Cascade Alliance, regular interlibrary loan from anywhere and 116,000 e-books and 106,000 full text e-journal titles available online from any network access.

Services include the following:

- Personal assistance with information resources including 24-hour chat access
- Tutoring provided in the library by the Math Department and the Writing Center
- In-class and online instruction in information resources relevant to courses and particular assignments
- A media production lab and assistance with its use
- A variety of technology (wireless network access, computer workstations, printers, photocopiers, scanners and microform readers/scanners)
- A university archive
- An ongoing variety of artistic and artifact exhibits
- Recreational reading with fiction and nonfiction best sellers.

PRINT SHOP
wou.edu/printshop
printshop@wou.edu
503-838-8431

The Print Shop is a full-service printing operation for students, faculty and staff, including a large-format color printer to print full color posters.

MATH CENTER
wou.edu/mathcenter
Director Laurne Burton
burtonl@wou.edu

The Math Center is a free, drop-in math tutoring lab available for WOU students taking MTH 060, 070, 095, 100 and 200-level courses (and other courses which vary term to term). The Math Center is a quiet and open room in the library (HL 228) and is a relaxing place to study and work on math homework.

Our peer tutors are experienced, knowledgeable and dedicated to helping students master the skills needed for success in math classes. Students can drop by during our open hours to work on their math homework and tutors will be available to help.

The Math Center opens at the beginning of the second week of the fall, winter and spring terms and closes at the end of dead week. The Math Center is closed during university breaks and holidays and maintains limited service hours during the summer term.

To learn more about the Math Center, including a list of all courses tutored each term, please visit: wou.edu/mathcenter.

THE RESEARCH INSTITUTE
wou.edu/tri
Director to be determined

The Research Institute (TRI) serves as the Sponsored Research Office for WOU and houses eight centers focused on informing and facilitating change in educational, public health and human service systems to improve the quality of life for all individuals. Funded through external grants, the centers conduct programs of research, develop evidence-based interventions that are provided through technical assistance and professional development and increase system capacity to impact change.

In existence for more than 50 years, TRI is guided by partnerships with consumers, families and practitioners. TRI manages a yearly grants’ expenditures budget of $8.5-$9.5 million through numerous projects funded through federal, state and other sources. TRI houses approximately 60 staff.

Two centers provide direct service to the WOU campus:

- Education Evaluation Center (EEC) offers comprehensive assessment services to individuals aged 5 years through adult. The EEC specializes in assessing an individual’s learning capacities, functional skills and educational strengths and weaknesses. Recommendations for accommodations are made across home, school, college, work and community.
- Child Development Center (CDC) provides campus-based quality care and education to children ages 30 months to 10 years. The CDC is a state-licensed facility and has been designated a QRIS 5-star program.

The other six centers include:

- Center on Deaf-Blindness (CDB) is home to projects that provide technical assistance to support the education of children who have combined hearing and vision loss. The National Center on Deaf-Blindness works to improve the quality of life for children and families through nationally identified priorities, while the Oregon Deafblind Project serves families and service providers within the state.
• Center on Research, Evaluation & Analysis
• Center for Health and Human Services (CHHS)
• Center for Educator Preparation & Effectiveness
• Center on Early Learning (CEL) works to enhance consultation.

database design; graphic design; and technology management, collection, analysis and reporting; and mobile application development; data and supports to TRI projects, including web policy formulation, program improvement and results that contribute to research, decision-making processes, program improvement and evaluation for community organizations and state and national public health efforts.

• Center on Research, Evaluation & Analysis (CREA) provides quality research, evaluation and analytical services to both public and private agencies across Oregon and the nation. CREA produces ethically defensible inquiries and results that contribute to research, decision-making processes, program improvement and policy formulation.

• Technology Information Management Services (TIMS) provides a variety of technical services and supports to TRI projects, including web and mobile application development; data management, collection, analysis and reporting; database design; graphic design; and technology consultation.

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UNIVERSITY COMPUTING SERVICES
wou.edu/ucs
Director Bill Kernan
ucshelpdesk@wou.edu

Computer labs and classrooms
Academic computer labs and classrooms are located throughout the WOU campus. Main labs can be found in the Werner University Center, Hamersly Library and the ITC complex. Various computer classrooms located in the ITC complex each contain approximately 20 computers and an instructor’s station; these are available for lab use during non-instructional times.

Smart classrooms are located throughout campus with more being developed each term. These smart classrooms use the latest technologies to aid in the instructional process.

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

Service request desk: Provides a point of contact where IT hardware and network related issues are evaluated and prioritized. Issues requiring assistance are responded to by the next available technician. This service is available by calling 503-838-8925 or emailing ucshelpdesk@wou.edu.

Digital Production Services
Digital Production Services (DPS) provides a variety of video services. The production studio is located in ITC Room 005. DPS provides video conferencing, satellite down linking, duplication services (VHS, DVD and international format conversion), captioning, video production and WIMPEG services.

Captioning can be provided for campus clients who provide advice to help coordinate with third parties. DPS records many campus lectures and events (including some athletic activities). WIMPEG is a partnership with WOU and the cities of Monmouth and Independence and assists in providing technical operation and management of the community channel access. They can be reached at dps@wou.edu or at 503-838-8975.

Telecommunication Services
Telecommunication Services provides telephone services and network data connections to the WOU campus. They are located in the ITC Building, Room 009 and are open Monday through Friday, 7:30 a.m. to 4:30 p.m. They install and maintain the hardware for the wireless system on campus.

Telecommunications is responsible for billing for phone, network, wireless and long distance services. They can be reached at 503-838-8010.

WRITING CENTER
wou.edu/writingcenter
Director Katherine Schmidt
writingcenter@wou.edu

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

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

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

- Understanding assignment directions
- Brainstorming ideas
- Creating “maps” or outlines
- Checking to see that a project meets the directions specified by the instructor
- Exploring practical routes for revision and development
- Adhering to format and style guides (e.g., AAA, APA, APSA, Chicago, CBE and MLA)

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

The Writing Center opens for business the second week of the fall, winter and spring terms and closes on Wednesday during final exam week. The Writing Center is closed during university breaks and holidays and maintains limited service hours during the summer term. To learn more about the Writing Center and to make an appointment, please visit wou.edu/writingcenter.

English writing specialist for international students: Xinjie Luo, luox@wou.edu

English writing specialist for Spanish speakers: Rosario Peralta, cortezm@wou.edu
Learning Outcomes: Undergraduate education at WOU

At WOU, all undergraduate students develop core skills that will serve them long after they graduate. Undergraduates prepare for 21st-century challenges by gaining skills in the areas of:

- Written Communication (W)
- Quantitative Literacy (Q)
- Diversity (D)
- Inquiry & Analysis (IA)
- Integrative Learning (IL)

Undergraduates can expect opportunities to work on at least one of these skills in any WOU course they take and to graduate with competency in all of them. We call these Undergraduate Learning Outcomes (ULO). Sometimes they are abbreviated as indicated above. The outcomes are drawn from the AAC&Us Liberal Education, America’s Promise (LEAP) framework, which WOU adopted in 2015.

Students study the sciences and mathematics, social sciences, histories, languages and the arts and engage with big questions, both contemporary and enduring. By doing so, students hone their skills and gain knowledge of the human cultures and the physical and natural world.

Students develop the knowledge, skills and capacities through breadth and depth of education including majors, minors, general education and elective coursework. To broaden their academic experience, students are encouraged to take advantage of service learning, research opportunities, international study, internships and student-led, co-curricular activities.

Students are responsible for reading and understanding information in this catalog. All students should regularly seek academic advice. Transfer students, in particular, should consult with an adviser in the Academic Advising and Learning Center before enrolling in WOU courses.

Light your fire.™
Western Oregon University
"The mind is not a vessel that needs filling, but wood that needs igniting." ~Plutarch
Graduation requirements for undergraduates

All undergraduates must satisfy these university requirements:
1. Complete a minimum of 180 credits, including at least 62 upper division credits
2. Complete at least 45 of the last 60 credits in Western Oregon University courses
3. Maintain a minimum 2.0 cumulative grade-point average (GPA) for all work completed at WOU
4. Students are limited to 16 credit hours for each open-ended course set: (199,399)(403)(406,408)(407)(409)
5. Complete a major including at least 36 upper division credits
6. Complete a minor including at least 12 upper division credits, unless the major does not require a minor
7. Complete the general education requirements appropriate for the degree pursued

Major and minor
All undergraduates complete a major. Students also complete a minor (unless the major does not require a minor). Requirements for majors and minors are on pages 46-86. Consult major and minor requirements for recommended general education courses and exceptions.

General education requirements by degree
All undergraduates complete general education requirements. Requirements vary by the degree pursued. Most students pursue general education requirements for a B.A. or B.S. degree. Students must complete WR 122 and the mathematics portion of their general education requirement by the end of their sophomore year at WOU (90 credits).

Bachelor of Art (B.A.)
Bachelor of Fine Arts (B.F.A.) with B.A. requirements
Liberal Arts Core Curriculum (54-58 credits)
Writing intensive (6 credits)
See page 37
Second language
See page 36
Mathematics/computer science (6 credits)
See page 36

Bachelor of Science (B.S.)
Bachelor of Fine Arts (B.F.A.) with B.S. requirements
Liberal Arts Core Curriculum (54-58 credits)
Writing intensive (6 credits)
See page 37
Cultural diversity (6 credits)
See page 37
Mathematics/Computer Science (11-12 credits)
See page 36

Bachelor of Music (B.M.)
Skills and distribution core (42 credits)
See page 36
Writing intensive (6 credits)
See page 37
Cultural diversity (6 credits)
See page 37

Applied Baccalaureate (A.B.)
Special admissions requirements apply
Applied Baccalaureate core (46 credits) See page 36
Writing intensive (6 credits)
See page 37
Cultural diversity (6 credits)
See page 37

Liberal Arts Core Curriculum (LACC)
The "core" is a major component of general education and depends on the degree pursued. B.A., B.S. and B.F.A. students complete the LACC.

Consult major and minor requirements for recommended general education courses and exceptions.

B.A. • B.S. • B.F.A.  Credits

Communication  3  COM 111
Creative Arts  9  See page 41.
Health and Physical Education  4  Take at least 1 credit from three of the following program areas: art, dance, music, theater. For qualifying courses, see page 41.
Laboratory Science  12-15  Take three lab science courses with at least two courses from the same sequence. For qualifying courses, see page 41.
Literature  8  For qualifying courses, see page 42.
Philosophy or Religion  3  For qualifying courses, see page 42.
Social Science  11-12  Take one 8 or 9 credit sequence. An additional 3-4 credit social science course can be any 100- or 200-level social science course including psychology or criminal justice. For qualifying courses, see page 42.
Writing  4  WR 122
Complete by the end of sophomore year at WOU (90 credits), see placement policy on page 37.

Courses that satisfy general education requirements may also satisfy major or minor requirements.

Courses that satisfy “core” requirements may also satisfy writing intensive and cultural diversity requirements.

Courses that satisfy major requirements may not be used to satisfy minor requirements.
## Alternative Core Curricula for Specialized Programs

### SKILLS AND DISTRIBUTION CORE

<table>
<thead>
<tr>
<th>Music (B.M.) students only</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts (other than music)</td>
<td>8</td>
</tr>
<tr>
<td>For qualifying courses, see page 41.</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>4</td>
</tr>
<tr>
<td>MUS 260</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>PE 131</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>8</td>
</tr>
<tr>
<td>For qualifying courses, see page 42.</td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>8</td>
</tr>
<tr>
<td>For qualifying courses, see page 42.</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>8</td>
</tr>
<tr>
<td>For qualifying courses, see page 42.</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>4</td>
</tr>
<tr>
<td>WR 122</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Credits in modern language courses can substitute for credits in the areas of creative arts, humanities and social science.

### APPLIED BACCALAUREATE CORE

<table>
<thead>
<tr>
<th>A.B. students only</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer skills</td>
<td>2</td>
</tr>
<tr>
<td>CS 121 or higher</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MTH 105 or above. MTH 211/212/213 must all be completed for any to apply toward this requirement.</td>
<td></td>
</tr>
<tr>
<td>Scientific/quantitative/logical thinking</td>
<td>9</td>
</tr>
<tr>
<td>At least two categories from math, natural sciences, philosophy or computer science (CS 122 or higher). For qualifying courses, see page 42.</td>
<td></td>
</tr>
<tr>
<td>Social/cultural engagement</td>
<td>9</td>
</tr>
<tr>
<td>At least two categories from social science, modern languages, religion or performing arts (dance, music, theater). For qualifying courses, see page 42.</td>
<td></td>
</tr>
<tr>
<td>Technology/life skills</td>
<td>9</td>
</tr>
<tr>
<td>At least two categories from business, entrepreneurship, computer science (CS 121), health/physical education, psychology or gerontology. For qualifying courses, see page 43.</td>
<td></td>
</tr>
<tr>
<td>Mathematics/computer science requirement</td>
<td></td>
</tr>
<tr>
<td>Students must complete the mathematics portion of their graduation requirements by the end of the sophomore year (90 credits), students who fail to meet this requirement will be put on mathematics notice.</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts (B.A.) students complete a 4 credit mathematics course (MTH 105 or above—see MTH course descriptions for prerequisites) and a 2-credit computer science course (CS 101 or above).</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science (B.S.) students will complete a combined total of 11-12 credit hours in mathematics, computer science, and/or designated quantitative literacy courses. A minimum of one course in mathematics at the level of MTH 111 or above (see MTH course descriptions for prerequisites) and one course in computer science (CS 121 or above) is required. The remaining required credit hours may be from either discipline or designated quantitative literacy courses. To enroll in MTH 111, students must complete MTH 095 with a grade of C or better, receive a satisfactory score on WOU’s math placement test.</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Fine Arts (B.F.A.) students will complete the math, computer science, and/or quantitative literacy requirements required by the general education path (B.A., B.S.).</td>
<td></td>
</tr>
<tr>
<td>If any of MTH 211, 212, 213 are to be applied toward graduation requirements, the entire sequence must be completed.</td>
<td></td>
</tr>
<tr>
<td>For qualifying quantitative literacy courses, see page 38.</td>
<td></td>
</tr>
</tbody>
</table>

### Honors LACC

<table>
<thead>
<tr>
<th>Honors students only</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts</td>
<td>9</td>
</tr>
<tr>
<td>CA 101H, 102H, 103H</td>
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</tr>
<tr>
<td>Literature</td>
<td>8</td>
</tr>
<tr>
<td>ENG 107H, 108H</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>6</td>
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<tr>
<td>PHL 201H, 202H</td>
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</tr>
<tr>
<td>Natural Science</td>
<td>12</td>
</tr>
<tr>
<td>GS 201H, 202H, 203H</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>11</td>
</tr>
<tr>
<td>Social science sequence approved by the Honors Program director, plus non-honors elective.</td>
<td></td>
</tr>
</tbody>
</table>

### Mathematics/computer science requirement

- Students must complete the mathematics portion of their graduation requirements by the end of the sophomore year (90 credits), students who fail to meet this requirement will be put on mathematics notice.
- Bachelor of Arts (B.A.) students complete a 4 credit mathematics course (MTH 105 or above—see MTH course descriptions for prerequisites) and a 2-credit computer science course (CS 101 or above).
- Bachelor of Science (B.S.) students will complete a combined total of 11-12 credit hours in mathematics, computer science, and/or designated quantitative literacy courses. A minimum of one course in mathematics at the level of MTH 111 or above (see MTH course descriptions for prerequisites) and one course in computer science (CS 121 or above) is required. The remaining required credit hours may be from either discipline or designated quantitative literacy courses. To enroll in MTH 111, students must complete MTH 095 with a grade of C or better, receive a satisfactory score on WOU’s math placement test.

### Second language requirement

- Applies only to students pursuing B.A. and B.F.A. with B.A. general education requirements.

- Proficiency through the third term (second semester) of the second year (usually 24 credit hours) of college work or the equivalent, in a second language. Proficiency is demonstrated by achieving a C- or better in 203 (the last course in second year language study). Students who do not meet this standard, including transfer students from accredited and unaccredited U.S. institutions, can show proficiency by passing the departmental proficiency exam with 80 percent. Native speakers who have attended high school in their own language may not use that language to fulfill this requirement.

- International students whose first language is not English must provide high school or college transcripts as evidence of formal training in the native language and a Test of English as a Foreign Language (TOEFL) score of at least 500 (paper based) or a score of at least 61 (internet-based) or a IELTS score of at least 5.0 to the International Education and Development Office. International students must also meet all special graduation requirements related to writing intensive coursework.

### First-year writing placement requirement

- Students scoring below 500 on the old SAT Writing Test (below 21 ACT English) or 560 on new SAT or 2682 on Smarter Balanced or 5 on the Essential Skills Test and have no other college credits in writing will enroll in WR 115.
- Students whose scores place them in WR 115 may enroll in WR 122 when they earn at least a C in WR 115 or 121 (or its equivalent).
- Students scoring 500 and above on the SAT Writing Test (21 ACT English) / (55 percentile) or 560 and above on the new SAT or 2682 and above on Smarter Balanced or 5 and above on the Essential Skills Test and do not have WR 122 credits (or its equivalent) will enroll in WR 122.
- Students scoring above 700 on the SAT Writing Test (31 ACT English)/(96 percentile) or 750 and
above on new SAT or 2796 and above on Smarter Balanced have the option to place out of WR 122 and satisfy this requirement. Those students who take the Essential Skills Test are not eligible.

- Students who are admitted to WOU without a test score, known as "Alternately Admitted Students," will enroll in WR 115.

Challenge exams will be offered throughout the year at WOU and administered by the Writing Center. Challenge exams are available on the following basis:
- Old SAT score of 480 or 490; new SAT score of 540 or 550; ACT English score of 19; or Smarter Balanced score of 2649, 2665 or 2681 are eligible to challenge placement in WR 115.
- Old SAT Writing Test score of 700, new SAT score 750, ACT English score of 31 or Smarter Balanced score of 2796 are eligible to challenge placement in WR 122.

**Writing intensive requirement**

- Applies to all students.
- Students will satisfy this requirement by completing six credits of "writing intensive" coursework taken from within any portion of the student's major or minor program. Writing intensive courses carry a "W" designation. If the course also meets the cultural diversity requirements, it will carry a "C" designation.
- Three credits of this requirement may be met by any upper division non-creative writing course (WR prefix) even if the class does not carry the "W" designation.
- Students must complete WR 122 (or its transfer equivalent) before enrolling in upper division writing intensive courses. Must be passed with a grade of C- or better to meet the LACC requirement.
- For qualifying writing intensive courses, see page 38.

**Cultural diversity requirement**

- Applies only to students pursuing B.S., B.M., B.F.A. with B.S. requirements and A.B degree (without a second language).
- Students will satisfy this requirement by successfully completing six credits of coursework that emphasizes a topic or subject dealing with cultural diversity from within any portion of the student's degree plan. Cultural diversity courses used to complete this requirement carry a special "D" designation. If the course also meets the writing intensive requirements, it will carry a special "C" designation.
- Students meeting the second language requirement for a B.A. degree will have satisfied this requirement.
- Students earning six credits through a WOU study abroad program or international internship will have met the WOU cultural diversity requirement.

- International students seeking a degree at WOU will have met the cultural diversity requirement.
- For qualifying cultural diversity courses, see page 39.

**Applied Baccalaureate (A.B.)**

A.B. degrees serve the needs of individuals with a terminal or non-transfer associate's degree who wish to pursue a bachelor's degree to advance in their careers, change careers or who may seek to pursue graduate education.

- A.B. degrees are presently offered in psychology, gerontology, computer science, information science and economics.

**Eligibility for the A.B. Baccalaureate degree program**

The A.B. degree is not open to traditional students currently enrolled at WOU (e.g., students who started college at WOU or came to WOU with a transfer degree such as the AAOT). A.B. students must meet the following criteria: have completed an A.A.S. degree (or other terminal/non-transfer associate degree) or have completed a minimum of 60 quarter credits toward an A.A.S. degree (or other terminal/non-transfer associate degree).

Students who have pursued and/or completed an Oregon Transfer Module (OTM), Associate of Arts Oregon Transfer (AAOT) degree, Associate of Science Oregon Transfer Business degree, Associate of Science degree or Associate of Science Oregon Transfer (ASOT) are not eligible for admission into the A.B. track. They will be admitted into our traditional B.A., B.S., B.F.A. and B.M. degrees.

**Academic advising**

Placement of transfer credit units into the A.B. curriculum will be determined in consultation with the academic adviser for the specific A.B. program.

**Honors Program**

WOU’s Honors Program offers an alternative LACC to students who have demonstrated outstanding ability, motivation and academic achievement. Upon completion of the honors curriculum, honors students are ideally prepared to excel in their academic major and minor courses. Each honors student integrates his or her learning into a thesis/major project that is publicly presented during senior year.

Honors Program courses are open only to students enrolled in the WOU Honors Program. Students interested in exploring the challenge of the Honors Program should contact the honors director as soon as they begin to consider this opportunity. Although acceptance usually occurs before the student attends WOU, a limited number of students can be admitted before the start of their second year. Where appropriate and approved by the Honors Program director, AP, IB and transfer credits will count towards satisfying honors requirements.

In addition to the Honors Program LACC courses (see page 36), graduation in the Honors Program requires the following additional courses:

- Honors colloquia (approved by Honors Program director) (9 credits)
- H 303 Thesis Orientation (1-2)
- H 353 Thesis Development (1-2)
- H 403 Honors Thesis/Senior Project (1-6)

Completion of the honors curriculum satisfies WOU’s writing intensive and cultural diversity requirements.

**Transfer policies**

1. WOU will accept, as satisfying any one of its LACC requirements, coursework satisfactorily completed at an 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 that is satisfactorily completed at an accredited institution if it parallels the nature of the WOU sequence. As an example, a 12-credit transfer sequence in astronomy (with lab) will meet the LACC laboratory science sequence requirement, even though WOU does not offer a sequence in this subject.

3. Only courses with a letter prefix and numbered 100-level or above may be used to meet LACC, graduation requirements, major or minor requirements. Grading must be on an A-F basis as opposed to pass/no credit or satisfactory/no credit basis (with the exception of PE activity courses).

4. Students who have earned an Associate of Arts or Associate of Science in Business Oregon Transfer degree from an Oregon community college will be considered to have met WOU's LACC requirements. The basic graduation, cultural diversity and writing intensive requirements are separate. The requirements of the Oregon Transfer degree are spelled out in the May 10, 1986 and April 18, 2003, transfer agreements. All students satisfying these requirements will have "Oregon Transfer" marked on their transcripts by the community college awarding the degree.

5. Students who have earned the California Intersegmental General Education Transfer Curriculum, California State University Transfer Degree, Hawaii Articulated Associate of Arts degree or Washington Direct Transfer Degree will be considered to have met WOU’s LACC requirements.

6. The lower-division general education requirements included with the Associate of Arts Oregon Transfer degree are 55 to 63 quarter credit hours. The lower-division general education requirements included with the Associate of Science in Business Oregon Transfer Degree are 62 to 65 quarter credit hours. These credit hours will be directly applied toward satisfying the LACC requirements. The remaining credit hours included within the degrees will be applied toward the satisfaction of basic graduation requirements, lower-division major, minor or elective requirements as noted in this catalog or in consultation with the appropriate division chair.

7. Advanced Placement (AP), College Level Examination Program (CLEP) and International Baccalaureate (IB) exams with sufficiently
high scores do satisfy specific LACC course requirements. Contact the Office of the Registrar for more information.

8. These policies do not preclude case-by-case negotiation with appropriate division chairs. For example, although WOU does not offer journalism courses, a journalism course at another institution might count toward a writing (or other) major if the Humanities Division chair is convinced of sufficient overlap in course content and skill level.

9. Students who have completed a baccalaureate degree and are pursuing a second baccalaureate degree from WOU will be considered to have met WOU’s LACC requirements.

10. For a transfer course in religious studies to count as broad enough to fulfill the LACC requirement for philosophy and religious studies, that course must be a comparative course, covering multiple religious traditions, comparable to WOU’s R 201 or R 204. A course that covered a single religious tradition can count as an elective in religious studies, but will not fulfill the LACC philosophy and religious studies requirement.

11. The social science component of the LACC may be met by having 12 credits in at least two of the following disciplines: anthropology, criminal justice, economics, geography, history, political science, psychology or sociology. Students are encouraged, but not required, to have two courses in one introductory sequence.

**Approved quantitative literacy courses**

Although the following courses have been approved for the Quantitative Literacy designation, the courses may be offered by departments without the "Q" designation; therefore, see online schedule of classes for specific courses offered as "Q" each term.

- BA 2400
- EC 315Q
- PSY 467Q
- BA 3400
- ES 302Q
- PSY 468Q
- BA 367Q
- GEOG 385Q
- SOC 328Q
- CJ 427Q
- HE 375Q

**Approved writing intensive courses**

Although the following courses have been approved for the Writing Intensive designation, the courses may be offered by departments without the "W" designation; therefore, see online schedule of classes for specific courses offered as "W" each term.

- ASL 420W Sociolinguistics of Deaf Communities
- ANTH 370W Women in Cross-Cultural Perspective
- ANTH 380W Africa
- ANTH 384W Modernization
- ANTH 388W Transnational Migration
- ANTH 410W Research Design
- ANTH 412W Senior Project
- ANTH 452W U.S.-Mexico Border Field School
- ANTH 476W Religion and Ritual
- ANTH 476W Visual Anthropology
- ANTH 325W Ethnographic Methods
- ANTH 326W Ethnographic Writing
- ANTH 369W Visual Anthropology

ED 464W Family and Community Involvement in Early Childhood Education

- ENG 218W Introduction to Literary Study
- ENG 341W Period Studies in Continental European Literature after 1700
- ENG 380W Bible as Literature
- ENG 418W Topics in Theory and Criticism
- ENG 465W Teaching Literature

ENT 460W Entrepreneurship in Action

- ES 201W Principles of Geology
- ES 202W Principles of Geology

EXS 310W Motor Learning
- EXS 483W Biomechanics

- GEOG 207W Geography and Film
- GEOG 321W Field Geography
- GEOG 411W Cultural Geography
- GEOG 425W Urban Planning and Policy
- GEOG 433W Political Geography
- GEOG 495W History and Philosophy of Geography

- GER 410W Gerontology Practicum I

- GS 313W Earth Science for Elementary Schools
- HE 362W Contemporary Health Issues
- HE 434W Infectious and Chronic Diseases
- HE 471W Program Planning
- HE 475W Epidemiology
- HE 485W Bioethics in Public Health

HST 401W History and the Internet
- HST 404W Gender Issues in History Part I
- HST 405W Gender Issues in History Part II
- HST 420W Philosophies of History
- HST 499W Senior Seminar

- HUM 325W Studies in German Culture and Literature to 1900

INT 360W Current Issues for Interpreters

- LING 410W Theories of Foreign Language Acquisition
- LING 450W Linguistic Analysis of Style & Genre

- MTH 280W Introduction to Proof
- MTH 403W Senior Project I
- MTH 404W Senior Project II
- MTH 411W Mathematics Education Capstone I
- MTH 472W History of Mathematics

- MUS 360W Music History I
- MUS 361W Music History II
- MUS 362W Music History III
- MUS 363W Ethnomusicology I

- PHL 314W Modern European Philosophy
- PHL 405W Senior Tutorial in Philosophy
PS 202W State and Local Government
PS 203W International Relations
PS 409W Practicum: Administrative Internship
PS 410W Political Science Internship
PS 415W Politics and Psychology
PS 423W Issues in National Policy
PS 425W Native American Politics and Policy
PS 430W The Aging Society
PS 445W Introduction to Policy Analysis
PS 479W American Constitutional Law
PS 492W Political Ideologies
PS 497W U.S. Foreign Policy

PSY 301W Introduction to Research Methods
PSY 426W History of Psychology
PSY 468W Advanced Research Methods

SOC 492W Senior Seminar I
SOC 493W Senior Seminar II
SOC 494W Senior Seminar III

SPED 447W Partnerships in Special Education

TA 321W Performance Art
TA 320W Dramaturgy

ASL 330D Special Topics in American Sign Language

A 100D Art Topics: various
A 404D Art History: Non-Western Art
A 405D Art History: Gender in Art

Approved diversity courses

Although the following courses have been approved for the Diversity designation, the courses may be offered by departments without the "D" designation; therefore, see online schedule of classes for specific courses offered as "D" each term.

A 100D Art Topics: various
A 404D Art History: Non-Western Art
A 405D Art History: Gender in Art

ASL 101D American Sign Language I
ASL 102D American Sign Language II
ASL 103D American Sign Language III
ASL 201D American Sign Language IV
ASL 202D American Sign Language V
ASL 203D American Sign Language VI
ASL 301D American Sign Language VII
ASL 302D American Sign Language VIII
ASL 303D American Sign Language IX
ASL 315D American Deaf Culture
ASL 325D American Sign Language Literature
ASL 330D Special Topics in American Sign Language

ASL 413D American Sign Language Phonology/Chirology
ASL 414D American Sign Language Morphology
ASL 415D American Sign Language Syntax and Semantics
ASL 425D Introduction to American Sign Language Teaching
ASL 430D Methodology and Curriculum: American Sign Language Teaching
ASL 435D Mentoring for ASL Specialists and Teachers

ANTH 213D Language and Culture
ANTH 214D Physical Anthropology
ANTH 215D Archaeology
ANTH 216D Cultural Anthropology
ANTH 310D World Prehistory
ANTH 311D Human Evolution
ANTH 313D North American Prehistory
ANTH 314D The Evolution of Human Societies
ANTH 316D Circumpolares Peoples
ANTH 324D Anthropological Theory
ANTH 325D Ethnographic Methods
ANTH 326D Ethnographic Writing
ANTH 330D Contemporary Chicano/a/Latino/a Culture
ANTH 332D Latin America
ANTH 358D Tribal Art of US and Canada
ANTH 360D Museum Studies
ANTH 369D Visual Anthropology
ANTH 370D Women in Cross-Cultural Perspective
ANTH 372D Social Constructions of Race
ANTH 375D Women Anthropologists
ANTH 380D Africa
ANTH 381D African Film & Society
ANTH 384D Modernization
ANTH 386D Anthropology of Islam
ANTH 388D Transnational Migration
ANTH 392D Applied Anthropology
ANTH 395D Medical Anthropology
ANTH 396D Environmental Anthropology
ANTH 432D Human Rights
ANTH 435D U.S.-Mexico Border
ANTH 452D U.S.-Mexico Border Field School
ANTH 461D Urban Anthropology
ANTH 475D Anthropological Approaches to Law
ANTH 476D Religion and Ritual
ANTH 478D Political Anthropology
ANTH 482D Historical Archaeology
ANTH 494D Northwest Indian Cultures
ANTH 496D Indian America

BA 361D Organizational Behavior
BA 370D Business and Society
BA 390D Management
BA 392D Management of Diversity
BA 484D International Management

COM 325D Intercultural Communication
COM 335D Communication and Gender
COM 435D Rhetoric of the Women's Movement

CJ 212D History and Development of American Law Enforcement
CJ 213D Introduction to Criminal Justice
CJ 219D Ethics and Leadership in Criminal Justice
CJ 241D Introduction to Community Crime Prevention
CJ 267D Research and Writing about Social Justice Issues
CJ 331D Police and Community: Policy Perspective
CJ 372D Social Constructions of Race
CJ 435D Gender, Crime and Justice
CJ 436D Minorities, Crime, Social Policy and Social Control
CJ 440D Community Crime Prevention Studies
CJ 450D Criminology
CJ 451D Youth, Crime and Society
CJ 454D Parole and Probation
CJ 455D Correctional Casework and Counseling
CJ 463D Topics on Juvenile Issues

D 170D World Dance 1
D 171D World Dance 2
D 172D World Dance 3
D 251D Introduction to Dance
D 310D Dance and Gender

EC 202D Introduction to Macroeconomics
EC 417D Development of Economics
EC 440D International Trade

ED 231D Typical & Atypical Development (ages 3rd-4th grade)
ED 259D Special Education and Inclusive Communities
ED 250D Inclusive Practices in Early Childhood Settings (birth-4th grade)
ED 409D Practicum
ED 446D Approaches and Assessment Strategies for Bilingual Classroom: Latin America
ED 481D Intro to ESOL/Bilingual Education
ED 482D Foundations of ESOL/Bilingual Education
ED 483D Culture, Community and the ESOL/Bilingual Classroom
ED 484D First and Second Language Acquisition and Educational Linguistics
ED 488D Culture and Community in ESOL/Bilingual Classrooms: Latin America
ED 491D Curriculum Models, Instructional Approaches and Assessment Strategies for English Language Learners
ED 492D Classroom Strategies for English Language Development in ESOL and Bilingual Settings

ENG 385D Folklore
ENG 389D U.S. Minority Literature
ENG 390D World Literatures
ENG 489D Studies in US Minority Literature
ENG 490D Studies in World Literatures

FR 101D First Year French I
FR 102D First Year French II
FR 103D First Year French III
FR 110D Introduction to French Literature in Translation
FR 201D Second Year French I
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>FR 202D</td>
<td>Second Year French II</td>
</tr>
<tr>
<td>FR 203D</td>
<td>Second Year French III</td>
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<tr>
<td>FR 301D</td>
<td>Intermediate French Composition and Phonetics I</td>
</tr>
<tr>
<td>FR 302D</td>
<td>Intermediate French Composition and Phonetics II</td>
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<tr>
<td>FR 303D</td>
<td>Intermediate French Composition and Phonetics III</td>
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<tr>
<td>FR 310D</td>
<td>Intro to French Literature</td>
</tr>
<tr>
<td>FR 340D</td>
<td>Topics in French Arts and Culture</td>
</tr>
<tr>
<td>FR 410D</td>
<td>Topics in French Language &amp; Literature</td>
</tr>
<tr>
<td>FR 440D</td>
<td>Topics in French Civilization &amp; Culture</td>
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GEOG 107D</td>
<td>Introductory Cultural Geography</td>
</tr>
<tr>
<td>GEOG 307D</td>
<td>Canadian Identity Through Film</td>
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<tr>
<td>GEOG 310D</td>
<td>World Regional</td>
</tr>
<tr>
<td>GEOG 311D</td>
<td>Geography of Europe</td>
</tr>
<tr>
<td>GEOG 313D</td>
<td>The Pacific Northwest</td>
</tr>
<tr>
<td>GEOG 315D</td>
<td>The Indian Subcontinent</td>
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<td>GEOG 321D</td>
<td>Field Geography</td>
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<td>GEOG 371D</td>
<td>Mexico and Central America</td>
</tr>
<tr>
<td>GEOG 372D</td>
<td>South America</td>
</tr>
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<td>GEOG 410D</td>
<td>Global Issues</td>
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<td>GEOG 411D</td>
<td>Cultural Geography</td>
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<td>GEOG 420D</td>
<td>The West and the American Imagination</td>
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<td>GEOG 421D</td>
<td>The Changing American West</td>
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<td>GEOG 432D</td>
<td>Geography of Africa</td>
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<td>GL 101D</td>
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<td>GL 102D</td>
<td>First Year German</td>
</tr>
<tr>
<td>GL 103D</td>
<td>First Year German</td>
</tr>
<tr>
<td>GL 110D</td>
<td>Introduction to German Literature in Translation</td>
</tr>
<tr>
<td>GL 201D</td>
<td>Second Year German</td>
</tr>
<tr>
<td>GL 202D</td>
<td>Second Year German</td>
</tr>
<tr>
<td>GL 203D</td>
<td>Second Year German</td>
</tr>
<tr>
<td>GL 301D</td>
<td>Third Year German</td>
</tr>
<tr>
<td>GL 302D</td>
<td>Third Year German</td>
</tr>
<tr>
<td>GL 303D</td>
<td>Third Year German</td>
</tr>
<tr>
<td>GL 310D</td>
<td>German Film and Conversation</td>
</tr>
<tr>
<td>GL 320D</td>
<td>Business German</td>
</tr>
<tr>
<td>GL 340D</td>
<td>German Culture and Civilization I: Romans-Enlightenment</td>
</tr>
<tr>
<td>GL 341D</td>
<td>German Culture and Civilization II: Classicism-Reunification</td>
</tr>
<tr>
<td>GL 342D</td>
<td>Studies in German Culture and Literature to 1900</td>
</tr>
<tr>
<td>GL 343D</td>
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<td>History of the United States: Reform and Progress</td>
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<td>History of the United States: First World War to the Present</td>
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<td>Gender Issues in History Part I</td>
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<td>Gender Issues in History Part II</td>
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<td>20th Century Latin America</td>
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<td>History of Inter-American Relations</td>
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<td>History of East Asia: Traditional Japan</td>
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<td>Modern East Asia</td>
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<td>Health, Medicine and Gender in Historical Perspective</td>
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<td>Mexican Foundations of Chicana/a/Latina/o History</td>
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<td>Introduction to Chicana/o/Latina/o Culture</td>
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<td>SOC 409D</td>
<td>Practicum: Latin/o/a Ed Mentor</td>
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<td>African American Studies: Social Issues, Social Movement</td>
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<tr>
<td>SOC 435D</td>
<td>Chicana/o/Latina/o Studies: Social Issues, Social Movement</td>
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Approved LACC courses

Creative arts

Art
A 100 Art Topics: various (2)
A 115 Beginning Design (2D) (4)
A 116 Beginning Design (3D) (4)
A 120 Foundations of Digital Art & Design (4)
A 130 Beginning Drawing (4)
A 204 Art History: Prehistoric Late Antiquity (4)
A 205 Art History: Middle Ages Renaissance (4)
A 206 Art History: Baroque-Contemporary (4)

Theatre
TA 110 Introduction to Theatre (3)
TA 112 Introduction to Film (3)
TA 115 Introduction to Scenic Arts (4)
TA 246 Technical Theatre: Costuming (2)
TA 247 Technical Theatre: Sound (2)
TA 251 Elements of Acting (3)
TA 252 Technical Theatre: Makeup (3)
TA 253 Production Workshop (1-3)

Music
MUEN 101 Concert Choir (1)
MUEN 102 Chamber Singers (1)
MUEN 111 Western Oregon Symphony (1)
MUEN 112 Wind Ensemble (1)
MUEN 113 Early Music Consort (1)
MUEN 120 Chamber Ensemble (1)
MUEN 121 Brass Chamber Ensemble (1)
MUEN 122 String Chamber Ensemble (1)
MUEN 123 Woodwind Chamber Ensemble (1)
MUEN 124 Piano Chamber Ensemble (1)
MUEN 141 Percussion Ensemble (1)
MUEN 142 New Music Ensemble (1)
MUEN 143 Guitar Ensemble (1)
MUEN 151 Opera Scenes: Vocal (1-3)
MUEN 152 Opera Scenes: Instrumental (1-3)
MUEN 153 Musical Theatre: Vocal (1-3)
MUEN 154 Musical Theatre: Instrumental (1-3)
MUEN 161 Western Hemisphere Voices (1)
MUEN 162 Western Hemisphere Orchestra (1)
MUEN 163 Orquesta Brasil (1)
MUEN 170 Combo (1)
MUEN 171 Jazz Repertoire Combo (1)
MUEN 172 Hemisphere Combo (1)
MUEN 173 Singer/Songwriter Combo (1)
MUEN 190 Ensemble (1)
MUEN 201 WOU Drum Line (1)
MUEN 202 WOU Pep Band (1)
MUS 101 Popular Music in America (3)
MUS 102 Rock Music: A Social History (3)
MUS 103 Jazz History (3)
MUS 105 The Magic of Mozart (3)
MUS 111 Beginning Musicianship (3)
MUS 120 Music Theory Fundamentals
MUS 181 Voice Class (2)
MUS 182 Voice Class (2)

Dance
D 251 Introduction to Dance (3)
The following are dance studio courses to be taken in sequence:

Health and physical education

PE 111 Beginning Weight Training (2)
PE 112 Jogging/Walking (2)
PE 113 Intermediate Weight Training (2)
PE 114 Aerobic Dance (2)
PE 115 Aerobic Kickboxing (2)
PE 116 Beginning Pilates (2)
PE 117 Body Conditioning (2)
PE 118 Military Physical Conditioning (1)
PE 119 Zumba (2)
PE 120 Intermediate Pilates (2)
PE 121 Multicultural Dance (2)
PE 122 Social Dance (2)
PE 123 Social Dance II (2)
PE 131 Individual Health and Fitness (2)
PE 132 Badminton (2)
PE 133 Bowling (2)
PE 134 Golf (2)
PE 139 Tennis (2)
PE 143 Yoga (2)
PE 144 Energy Yoga (2)
PE 145 Tai Chi (2)
PE 146 Intermediate Tai Chi (2)
PE 147 Karate (2)
PE 150 Basketball (2)
PE 152 Indoor Soccer (2)
PE 154 Soccer (2)
PE 155 Softball (2)
PE 156 Volleyball (2)
PE 157 Intermediate Volleyball (2)
PE 162 Fitness Swim (2)
PE 173 Alpine Skiing and Snowboarding (2)
PE 175 Nordic Skiing and Snowshoeing (2)
PE 176 Beginning Rock Climbing (2)
PE 182 Backpacking (2)
PE 183 Advanced Backpacking (2)
PE 184 Cycling (2)
PE 188 Indoor Cycling (2)

Laboratory science

Earth science
ES 201, 202, 203 Principles of Geology (4 each)

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

Earth system science
ES 104, 105, 106 Earth System Science (5 each)
ACADEMICS

Chemistry
CH 103 Allied Health Chemistry (5)
CH 104 Chemistry and the Environment (4)
CH 105 Consumer Chemistry (4)
CH 106 Biochemistry and Technology (4)

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

Intermediate biology
BI 211, 212, 213 Principles of Biology (5 each)

Intermediate chemistry
CH 221, 222, 223 General Chemistry (5 each)

Physics with calculus
PH 211, 212, 213 General Physics With Calculus (4 each)

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

Linguistics
LING 210 Introduction to Linguistics (4)

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

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

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

Societal/Cultural Engagement
Modern languages
French, German, Spanish, ASL or other contemporary language/culture courses (3-4 each)
Appropriate placement assessed by department.

Approved Applied Baccalaureate Core courses

SCIENTIFIC/QUANTITATIVE/LOGICAL THINKING
Computer science
CS 122 or above

Math
MTH 105 or above (4-5)

Other courses suggested by Math Department
Appropriate placement assessed by department.

Natural sciences
BI 101, 102, 103 General Biology (5 each)
BI 211, 212, 213 Principles of Biology (5 each)
CH 104 Chemistry and the Environment (4)
CH 105 Consumer Chemistry (4)
CH 106 Biochemistry and Technology (4)
CH 221, 222, 223 General Chemistry (5 each)
ES 104, 105, 106 Earth System Science I, II, III (5 each)
ES 201, 202, 203 Principles of Geology (4 each)

PH 201, 202, 203 General Physics (4 each)
PH 211, 212, 213 General Physics with Calculus (4 each)

Philosophy
PHL 101 Intro to Philosophy: Knowledge and Reality (3)
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PHL 103 Intro to Logic (3)
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PHL 252 Medical Ethics (3)
PHL 255 Environmental Ethics (3)
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Societal/Cultural Engagement
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BI 211, 212, 213 Principles of Biology (5 each)
CH 104 Chemistry and the Environment (4)
CH 105 Consumer Chemistry (4)
CH 106 Biochemistry and Technology (4)
CH 221, 222, 223 General Chemistry (5 each)
ES 104, 105, 106 Earth System Science I, II, III (5 each)
ES 201, 202, 203 Principles of Geology (4 each)
GL 310 German Film and Conversation
GL 320 Business German
GL 340 German Culture and Civilization I: Romans-Enlightenment
GL 341 German Culture and Civilization II: Classicism-Reunification
GL 342 Studies in German Culture and Literature to 1900
GL 343 Studies in German Culture and Literature to 1945
GL 344 Studies in German Culture and Literature to the Present
GL 401 Fourth Year German
GL 402 Fourth Year German

SPAN 101 First Year Spanish I
SPAN 102 First Year Spanish II
SPAN 103 First Year Spanish III
SPAN 201 Second Year Spanish I
SPAN 202 Second Year Spanish II
SPAN 203 Second Year Spanish III
SPAN 301 Third Year Spanish I
SPAN 302 Third Year Spanish II
SPAN 303 Third Year Spanish III
SPAN 317 Intermediate Spanish for Bilingual/Heritage Speakers I
SPAN 318 Intermediate Spanish for Bilingual/Heritage Speakers II
SPAN 319 Intermediate Spanish for Bilingual/Heritage Speakers III
SPAN 320 Business Spanish
SPAN 328 Intro to Latino/Chicano Literature
SPAN 338 Hispanic Culture and Civilization: Spain
SPAN 339 Hispanic Culture and Civilization: Latin America
SPAN 340 Hispanic Culture and Civilization: Mexico
SPAN 342 Intro to Latino/Chicano Culture
SPAN 370 Survey of Peninsular Spanish Literature
SPAN 371 Intro to Latin American Literature
SPAN 401 Advanced Spanish Composition
SPAN 411 Topics in Medieval Spanish Literature
SPAN 412 Topics in Golden Age Spanish Literature
SPAN 413 Don Quijote
SPAN 414 Topics in Spanish Literature 18th and 19th Century
SPAN 415 Topics in Contemporary Spanish Literature
SPAN 441 Topics in Latin American Colonial Literature
SPAN 442 Topics in 19th-Century Latin American Literature
SPAN 443 Topics in Contemporary Latin American Literature
SPAN 445 Hispanic Women Writers
SPAN 490 Studies in Spanish Literature
SPAN 491 Studies in Latin American Literature

Other courses suggested by American Sign Language and modern language programs.

Performing arts (dance, music, theatre)
D 251 Introduction to Dance (3)
D 170, 171, 172 World Dance 1, 2, 3; to be taken in sequence (1 each)

MUS 103 Jazz History (3)
TA 110 Intro to Theatre (3)
TA 112 Intro to Film (3)

Business, entrepreneurship
BA 101 Intro to Business (3)
BA 211 Financial Accounting (4)
BA 213 Managerial Accounting (4)
BA 217 Accounting for Non-Accountants (3)
BA 220 Intro to Financial Management (3)
BA 229 Personal Finance (3)

ENT 320 Entrepreneurial Finance (1)
ENT 330 Panning and Creating New Ventures (3)
ENT 350 Small Business Management (3)

Other courses suggested by the Business and Economics Division.

Computer Science
CS 121 Computer Applications (2)

Health & physical education
HE 211 Techniques of Relaxation (3)
HE 227 Community and Public Health (4)
HE 325 Nutrition (4)
HE 329 Health and Social Services (4)
HE 399 Poverty and Public Health (4)
HE 375 Epidemiology (4)
HE 413 Complementary & Alternative Medicine (4)
HE 434 Diseases (4)
HE 465 International Health (4)
HE 485 Bioethics and Public Health (4)

PE 131 Individual Health and Fitness (2)
PE 111-199 Activity courses (2)

Other courses suggested by the Health and Exercise Science Division.

WRITTEN/VISUAL/COMMUNICATION

Art
A 100 Art Topics (2)
A 115 Beginning Design: 2D (4)
A 116 Beginning Design: 3D (4)
A 130 Beginning Drawing (4)

Appropriate placement assessed by department

Communication studies
COM 111 Principles of Public Speaking (3)
COM 112 Interpersonal Communication (3)

Other courses suggested by Communication Studies Department

English
ENG 204, 205, 206 Survey of British Literature (4 each)
ENG 253, 254 Survey of American Literature (4 each)
LING 210 Introduction to Linguistics (4)

Other courses suggested by the English Department

Writing
WR 222 Writing for the Sciences (4)
### College of Liberal Arts and Sciences

#### Undergraduate Degrees

**Applied Baccalaureate**
- Computer Science
- Economics
- Gerontology
- Information Systems
- Psychology

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**Bachelor of Fine Arts**
- BFA Art
- BFA Theatre Arts

**Bachelor of Music**
- B.Mus. Contemporary Music (CM) major: Concentration Composition
- B.Mus. CM major: Concentration Instrumental Performance
- B.Mus. CM major: Concentration Jazz and Popular Music
- B.Mus. CM major: Concentration Pre-Teaching
- B.Mus. CM major: Concentration Vocal Performance

**Majors with minors**
- Anthropology
- Art
- Biology
- Business
- Chemistry
- Communication Studies
- Computer Science
- Dance
- Economics
- English
- Geography
- German Studies
- Gerontology
- History
- Humanities
- Information Systems
- International Studies
- Mathematics
- Music
- Social Science
- Sociology
- Spanish
- Theatre Arts
- Visual Communication Design
## College of Education

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### Minors only
- Health
- Physical Education
- Special Education/Rehabilitation Counseling

### Other
- Bilingual/ESOL
- Crime Analysis
- Geographic Information Science
- Homeland Security and Community Preparedness
- Honors Program
- Nursing Program
- Pre-Professional Studies
- Teaching English as a Foreign Language
AEROSPACE STUDIES
AIR FORCE ROTC
Air Force Reserve Officer Training Corps (AFROTC) is a nationwide program that allows students to pursue commissions (become officers) in the United States Air Force (USAF) while simultaneously attending college. AFROTC classes are held on college campuses throughout the United States and Puerto Rico; students can register through normal course registration processes.

AFROTC consists of four years of aerospace studies classes (Foundations of the USAF, Evolution of USAF and Space Power, Air Force Leadership Studies and National Security Affairs/Preparation for Active Duty) and a corresponding Leadership Laboratory for each year (where students apply leadership skills, demonstrate command and effective communication, develop physical fitness and practice military customs and courtesies).

College students enrolled in the AFROTC program (known as ‘‘cadets’’) who successfully complete both AFROTC training and college degree requirements will graduate and simultaneously commission as Second Lieutenants in the Active Duty Air Force. The AFROTC program is currently offered at Oregon State University, but they have a crosstown agreement that allows our students to enroll in AFROTC and become full-fledged cadet participants.

For more information on the AFROTC program, please review flyingbeavs.com.

Mission
The ROTC selects and prepares young men and women, through a program of instruction coordinated with the students’ normal academic curriculum, for commissioning and service as officers in the regular and reserve components of the Air Force.

Learning outcomes
Students will:
1. Develop leadership skills.
2. Develop character values consistent with commissioning as an officer in the Air Force.
3. Develop a commitment to lifelong learning as an attribute of a strong leader.

Aerospace studies minor
(29 credits)
At least 18 of the 29 hours required in the minor must include the following Aerospace Studies courses.
AS 311, 312, 313* Air Force Leadership and Management (9)
AS 411, 412, 413* National Security Forces in Contemporary American Society (9)
Choose one course from each category: (11)
History (4)
HST 482 America and the World Wars
HST 483 Cold War America
Political Science (3)
PS 423 Issues in National Policy
PS 497 U.S. Foreign Policy
Writing (4)
Any Writing course offered at WOU higher than WR 122

* Courses offered through Oregon State University.

For information on Air Force ROTC, contact Oregon State University, Air Force ROTC, 308 McAlexander Field House, Corvallis OR 97331, 541-737-3291.

AMERICAN SIGN LANGUAGE/ENGLISH INTERPRETING
Professor: Elisa Maroney
Associate professor: Amanda Smith
Coordinator: Erin Trine

Mission
To prepare its graduates to enter the profession of interpreting.

Learning outcomes
1. Demonstrate the academic foundation and world knowledge essential to effective interpreting.
2. Analyze communication situations and apply appropriate problem solving approaches as needed.
3. Interpret accurately between American Sign Language and English and collaborate effectively in a variety of settings and across a range of subject matter.

Acceptance into the interpreting program is required for all INT 300- and INT 400-level courses except ASL 353 and ASL 429. Applications for admission are typically due during winter term for admission the following fall.

Third-year ASL language courses, INT 254, INT 260 and ASL 353, are considered prerequisites to admission. All 300-level courses should be successfully completed before enrolling in INT 441.

Interpreting majors must have a grade of B or better in courses that are used to satisfy the major requirement.

ASL/English interpreting major
(67 credits)
ASL 353 Linguistics of ASL* (3)
ASL 456 First and Second Language Acquisition: Deaf and HH Children (3)
INT 254 Introduction to the Profession of Interpreting (3)
INT 260 Pre-Interpreting Skills Development (3)
INT 330 Theory and Process of Interpreting I (4)
INT 340 Ethics and Decision Making for Interpreters (3)
INT 341 Theory and Process of Interpreting II ** (4)
INT 342 Theory and Process of Interpreting III** (4)
INT 360 Current Issues for Interpreters (3)
INT 365 Interpreting in Community Settings (3)
INT 392 Language and Communication (3)
INT 410 Internship *** (12)
ASL 429 America Deaf History (3)
INT 441 Theory and Process of Interpreting IV ** (4)
INT 442 Theory and Process of Interpreting Practicum ** (4)
INT 466 Interpreting in Postsecondary Settings (3)
INT 467 Interpreting in Educational Settings (3)
INT 469 Cultural Intelligence in a Diverse World (3)

* Prerequisite: ASL VIII
** Must be taken in numerical order
*** All program coursework must be successfully completed prior to internship

AMERICAN SIGN LANGUAGE STUDIES
(B.A. ONLY)
Coordinator: Brent Redpath

Mission
Create and transmit knowledge of American Sign Language (ASL) in a climate that promotes respect for Deaf culture, Deaf history and Deaf Community.

Learning outcomes
1. Depict language mastery in ASL linguistics including the ability to express and comprehend ASL.
2. Demonstrate sensitivity and understanding of deaf culture and deaf history perspectives in a global society.
3. Develop strong background knowledge and skills suitable for pursuing careers in education, government, social services, graduate work and lifelong learning of ASL.

American Sign Language Studies major prerequisites:
ASL 101 American Sign Language I* (4)
ASL 102 American Sign Language II* (4)
ASL 103 American Sign Language III* (4)
ASL 201 American Sign Language IV** (4)
ASL 202 American Sign Language V* (4)
ASL 203 American Sign Language VI** (4)
LING 210 Introduction to Linguistics (4)

ASL Studies majors must have a grade of C or better in courses that are used to satisfy the major requirement. Students entering ASL 301 must take the WOU ASL Assessment (WASLA) and achieve a rating of Survivor+. Students entering ASL 302 and 303, must take the WASLA.

American Sign Language Studies
(B.A. only: 60 credits beyond second year ASL)
ASL 205 Introduction to ASL Studies (3)
ASL 301 American Sign Language VII* (4)
ASL 302 American Sign Language VIII* (4)
ASL 303 American Sign Language IX* (4)
ASL 315 American Deaf Culture (3)
ASL 353 Linguistics of ASL (3)
ASL 413 American Sign Language Cereology/Phonology (3)
ASL 420 Sociolinguistics of Deaf Communities (3)
ASL 456 First and Second Language Acquisition: Deaf and Hard of Hearing (3)
Electives: (30)
Students will work with an adviser to complete 30 credit hours from the following list of approved courses:
ASL 210 Cultural Competencies Needed for Working with Latino Deaf (3)
ASL 215 Visual Gestural Communication (2)
ASL 310 ASL Fingerspelling (2)
ASL 320 Deaf Women: Sociolinguistic, Historical and Contemporary (3)
ASL 325 American Sign Language Literature (3)
ASL 330 Special Topics in American Sign Language (4)
ASL 339 Service Learning (3)
ASL 406 Special Individual Studies (1-15)
ASL 407 Seminar: ASL Studies (1-3)
ASL 408 Workshop (1-15)
ASL 409 Practicum (1-12)
ASL 414 American Sign Language Morphology (3)
ASL 415 American Sign Language Syntax and Semantics (3)
ASL 425 Introduction to ASL Teaching (3)
ASL 429 Deaf History: Social and Cultural Issues (3)
ASL 430 Methodology and Curriculum: ASL Teaching (3)
ASL 435 Mentoring of ASL Specialists and Teachers (3)
ASL 439 Portfolio (3)
ASL 440 Mental Health in Deaf Community (3)
INT 409 Practicum: Seabeck (3)
INT 470 Deaf-Blind Interpreting (3)
RC 475 Assistive Listening Devices and Technology (1)

*Must be taken in numerical order*

**American Sign Language minor**

18 credits
ASL 301, 302, 303 (12)
Six additional upper division credits (6)

Students who begin coursework at a higher level than 301 may substitute other courses in consultation with their adviser. All courses for minor must be passed with a C or better.

Students interested in ASL studies should contact Deaf Studies and Professional Studies at 503-838-8322 or dspaninfo@wwu.edu

**ANTHROPOLOGY**

Professor: Robin Smith
Associate professor: Isidore Lobnibe

**Mission**

A community of scholars committed to teaching, learning, research and service toward a scientific understanding of human behavior and cultural diversity.

**Learning outcomes**

1. Describe the four subdisciplines of anthropology and discuss how they interrelate to support holistic understanding of the human condition across cultures and through time.
2. Apply problem-solving anthropological investigative approaches to advance understanding of culture.
3. Critically examine human behavior and cultural diversity in their own and other societies.

**Anthropology major**

(64 credits)

**B.A. thesis option**

ANTH 213 Language and Culture (4)
ANTH 214 Physical Anthropology (4)
ANTH 215 Archaeology (4)
ANTH 216 Cultural Anthropology (4)
ANTH 324 Anthropological Theory (4)
ANTH 325 Ethnographic Methods (4)
ANTH 410 Research Design (4)
ANTH 411 Fieldwork (4)
ANTH 412 Senior Project (4)

Choose one additional methods course: (4)

ANTH 326 Ethnographic Writing
ANTH 350 Research Methods in Archaeology
ANTH 352 Laboratory Methods in Archaeology

ANTH 360 Museum Studies

Choose one additional theory course: (4)

ANTH 311 Human Evolution
ANTH 480 History and Theory of Archaeology

Choose five topical or regional courses: (20)

ANTH 310 World Prehistory
ANTH 313 North American Prehistory
ANTH 322 Forensic Anthropology
ANTH 326 Ethnographic Writing
ANTH 328 Forensic Osteology

ANTH 329 Archaeological Resources: Policies and Procedures
ANTH 332 Latin America
ANTH 333 Forensic DNA Analysis
ANTH 369 Visual Anthropology
ANTH 370 Women in Cross-Cultural Perspective

(64 credits)

**Anthropology minor**

(28 credits)

A 28 credit minor program to be planned with the help of an adviser.

**ART (B.A./B.S.)**

Professors: Jodie Garrison, Kim Hoffman, Rebecca McCannell, Diane Tarter
Associate professors: Jennifer Bracy, Michael Freeman, Mary Harden, Daniel Tankersley
Assistant professor: Garima Thakur

**Mission**

Cultivate a unified atmosphere of learning in the undergraduate programs of visual art through aesthetic research activities and artmaking, personalized learning and public service. The program teaches theory, philosophy and aesthetic awareness. Student and professional gallery exhibits contribute to the cultural environment of the campus and region. The process of critical and creative thinking, skill building and visual literacy are emphasized throughout the program.

**Learning outcomes**

1. Apply design elements and principles in the work for self-expression and communication.
2. Develop and engage in written and verbal communication skills to articulate one's own artistic intentions and to evaluate the art of other artists.
3. Develop technical abilities and a disciplined work ethic within the studio media that incorporates exploration and risk-taking into the process of transforming thought to form.
Art program prerequisites and studio concentrations: All 200-level studio courses require A 130 and either A 115 or A 116.

All 300-level studio courses require A 115, A 130 and one or two 200-level studio courses; most also require A 116 and A 119 or A 120.

Most upper division courses are organized into studio concentrations: ceramics, drawing, painting, printmaking and sculpture. Students majoring in Art typically choose a primary studio concentration and take its 300- and 400-level courses.

All 300- and 400-level courses within each studio concentration must be taken in numerical order.

Upper division courses in art & technology, digital images & photography, graphic design, interactive media, print design and video & animation are organized differently from the studio concentrations described above. Students taking these courses as part of the Art major or Art minor must meet with an academic adviser from the department.

**Art major**

(84 credits)

Art History courses: (12)
- A 204 Art History: Prehistoric-Late Antiquity
- A 205 Art History: Middle Ages-Renaissance
- A 206 Art History: Baroque-Contemporary

Foundation courses: (20)
- A 115 Beginning Design: 2-D
- A 116 Beginning Design: 3-D

Choose one: (4)
- A 119 Digital Presentation for Artists
- A 120 Foundations of Digital Art & Design
- A 130 Beginning Drawing
- A 230 Beginning Life Drawing

Contracted art courses: (12) See adviser

Minimum of three 200-level studio courses: (30-32 credits)

Theory: (8) See adviser

Choose one (4):
- A 315 Intermediate Design: 2-D
- A 316 Intermediate Design: 3-D
- A 318 Production: Gallery Exhibition (1-4)
- A 418 Gallery Exhibition (1-4)
- A 419 Professional Concerns (2)

Upper division studio coursework: (32) See adviser

Minimum of eight 300- and/or 400-level courses

**Art minor: Studio Art**

(30-32 credits)

A 115 Beginning Design: 2-D (4)
A 116 Beginning Design: 3-D (4)
A 130 Beginning Drawing (4)

One 200-level studio course (4) see adviser

All prerequisites required.

**Art minor: Art History**

(28 credits)

200-level art history survey courses: (12)
- A 204 Art History: Prehistoric-Late Antiquity
- A 205 Art History: Middle Ages-Renaissance
- A 206 Art History: Baroque-Contemporary

Choose four upper division art history courses (at least two from 300-level): (16)
- A 304 History of Modern Art, 1789-1914
- A 305 History of Modern Art, 1914-1965
- A 306 History of Modern Art, 1966-Present
- A 404 Non-Western Art*
- A 405 Gender in Art
- A 406 Special Topics*

* May be repeated with different course topics. The 400-level art history courses are offered on a rotating basis.

**VISUAL COMMUNICATION DESIGN**

Professors: Jodie Garrison, Kim Hoffman, Rebecca McCannell, Diane Tarter

Associate professors: Jennifer Bracy, Michael Freeman, Mary Harden, Daniel Tankersley

Assistant professor: Garima Thakur

**Mission**

To foster critical and creative thinking, skill building and visual literacy for application to visual communication. Students engage design processes in a studio atmosphere, bringing together message, meaning and form to create memorable and effective communications and digital media art projects. The curriculum emphasizes skills for effective learning, collaboration and technological expertise. Through active participation beyond the university, the program empowers students as designers and artists to address issues that concern their local, global and online communities.

**Learning outcomes**

1. Apply design elements and principles effectively in communication, art, commerce and self-expression.
2. Utilize technical abilities and a disciplined work ethic across multiple media, incorporating history, theory, technology and creativity into communication practices to convey messages and experiences through form.
3. Articulate one’s own goals, processes and solutions through speaking and writing; thoughtfully read and evaluate others’ work in art and design.

**Visual communication design major prerequisites:**

All 200-level studio courses require A 115 and A 130;

A 262 also requires A 119 or A 120. Most 300- and 400-level studio courses require A 220 and A 262. Many also have specific upper division prerequisites.

In some cases, students may substitute other Art Department coursework into a VCD major or minor. Any substitutions require the approval of a VCD adviser.

**Visual Communication Design major**

(84 credits)

Foundation courses: (16)
- A 115 Beginning Design: 2-D
- A 116 Beginning Design: 3-D
- A 120 Foundations of Digital Art & Design
- A 130 Beginning Drawing

Introduction courses: (8)
- A 220 Intro to Typography
- A 262 Digital Images & Photography 1

Art history courses: (12)
- A 204 Art History: Prehistoric-Late Antiquity
- A 205 Art History: Middle Ages- Renaissance
- A 206 Art History: Baroque-Contemporary

Required upper division courses: (16)
- A 308 History of Graphic Design
- A 320 Graphic Design: Process & Theory
- A 321 Graphic Design: Form & Communication
- A 322 Graphic Design: Contemporary Issues

Upper division electives: (28)

Choose three to five courses from the following: (12-20)
- A 315 Intermediate Design: 2-D
- A 316 Intermediate Design: 3-D
- A 323 Interactive Media: Web Structure & Communication
- A 324 Interactive Media: Applied
- A 326 Video & Animation 1
- A 327 Video & Animation 2
- A 329 Print Design: Systems & Techniques

Choose two to four courses from the following: (8-16)
- A 421 Print Design: Structural and Expressive
- A 422 Print Design: Presentation & Contemporary Issues
- A 425 Interactive Media: Contemporary Issues
- A 462 Digital Images & Photography 2
- A 468 Art & Technology Workshop

Capstone experience: (4)
- A 429 Portfolio & Professional Preparation

**Visual Communication Design minor**

(36 credits)

Foundation courses: (16)
- A 115 Beginning Design: 2-D
- A 116 Beginning Design: 3-D
- A 120 Foundations of Digital Art & Design
- A 130 Beginning Drawing

Introduction courses: (8)
- A 220 Intro to Typography
- A 262 Digital Images & Photography 1

Upper division courses: (12) See adviser

Minimum of three 300- and/or 400-level courses
ART (B.F.A.)

Professors: Jodie Garrison, Kim Hoffman, Rebecca McCannell, Diane Tarter
Associate professors: Jennifer Bracy, Michael Freeman, Mary Harden, Daniel Tankersley
Assistant professor: Garima Thakur

Mission
Cultivate a unified atmosphere of learning in the undergraduate programs of visual art through aesthetic research activities and artmaking, personalized learning and public service. The program teaches theory, philosophy and aesthetic awareness. Student and professional gallery exhibits contribute to the cultural environment of the campus and region. The process of critical and creative thinking, skill building and visual literacy are emphasized throughout the program.

Learning outcomes
1. Apply design elements and principles in the work for self-expression and communication.
2. Develop and engage in written and verbal communication skills to articulate one's own artistic intentions and to evaluate the art of other artists.
3. Develop technical abilities and a disciplined work ethic within the studio media that incorporates exploration and risk-taking into the process of transforming thought to form.

Applications for acceptance into the B.F.A. degree program in Art are due the second Friday of April each year. Applications are available in the Art Department office during winter term. Students apply in their senior year when they are within one term (approximately 15 credits) of completing the B.A./B.S. requirements for the art degree. Upon acceptance into the B.F.A. program, students must submit an application for graduation specifying the B.F.A. degree.

B.F.A. in Art major
(133 credits)
A 115 Beginning Design: 2-D (4)
A 116 Beginning Design: 3-D (4)
Choose one: (4)
   A 119 Digital Presentation for Artists
   A 120 Foundations of Digital Art & Design
   A 130 Beginning Drawing (4)
   A 204 Art History: Prehistoric through Late Antiquity (4)
   A 205 Art History: Middle Ages-Renaissance (4)
   A 206 Art History: Baroque through Contemporary (4)
Contracted art courses: (12) See adviser
   Minimum of three 200-level studio courses
   A 230 Introduction to Life Drawing (4)
   A 304, 305, 306 History of Modern Art sequence (12)
Choose one: (4)
   A 315 Intermediate Design: 2-D (4)
   A 316 Intermediate Design: 3-D (4)
Upper division studio sequences: (36)

300 and 400-level in ceramics, drawing, painting, printmaking, sculpture or visual communication design disciplines

Twelve additional credits of upper division studio coursework: * (12)
A 412 Practicum - and/or - A 413 International Studio Art Study (3)**
A 445, A 455, A 475, A 485 or A 495 B.F.A. Thesis Project in primary concentration area* (18)

Capstone course(s) for specific major - choose one: (4)
   Art major
   A 318 Production: Gallery Exhibition
   A 418 Gallery Exhibition
   A 419 Professional Concerns
   Visual Communication Design major
   A 429 Portfolio & Professional Preparation
   * Concentration areas: ceramics, printmaking, painting, sculpture or visual communication design.
   ** Practicum (service learning) and international studies may be combined to meet the 3 credit requirement.
   *** A 413 - this requirement may be met with studio art courses from another accredited university only if approved.

Completion of the Liberal Arts Core Curriculum and the B.A./B.S. requirements for language or math/computer science is part of the B.F.A. in Art. A minor is not required for a B.F.A. in Art.

THE ARTS (ART, DANCE, MUSIC, THEATRE)

Mission
Provides individualized instruction with opportunities for professional involvement, service to the community, public exhibition and performance.

Learning outcomes
1. Learn high standards of quality, achieved through individual attention to student practice and progress, professional example and expectations of student excellence.
2. Have experience with three of the four discipline areas in the Creative Arts Division and become familiar with professional practices.
3. Demonstrate a broad understanding of the arts and their place in culture.

The Arts program allows students to study contemporary practices through a solid foundation of traditional training in three of the four arts areas offered in the division – art, music, theatre and dance. Creative work, analytical thinking and global awareness are integrated into performance and production.

The Arts major
(72 credits)
Choose areas of focus from art, dance, music and theatre.
   - First focus area (39) at least 21 upper division
   - Second focus area (15) six or more upper division
   - Third focus area (12) three or more upper division

The degree plan must include a capstone project, to be documented by the following coursework, depending on the student’s first focus area:
   Art: A 318 (1) and A 419 (2)
   Dance: D 405 (3)
   Music: MUS 405 and MUS 406 (6)
   Theatre: TA 453 (3)

Students seeking a B.S. in The Arts must complete the following: CS 121; MTH 111 and CS 161 or CS 406 with advance consent of the instructor.

The Arts minor
(27 credits)
All minors must be planned with and approved by a Creative Arts Division adviser.

BILINGUAL/ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Endorsement only
Coordinator: Maria Dantas-White

Mission
Prepares teachers to ensure that students succeed in all aspects of their schooling: academics, socialization, linguistic development, acculturation and physical and emotional health.

Learning outcomes
1. Prepare teachers who understand how first and second languages are acquired and developed and who apply research-based teaching and assessment practices that address the needs of English language learners in a variety of school settings;
2. Prepare teachers who foster a classroom climate that is inclusive of all diversity and who understand the influence of culture on students’ learning process and academic achievement; and
3. Prepare teachers who are knowledgeable about policies related to the education of English language learners and who collaborate with colleagues, administrators and families to meet their learners’ needs.

As the demographics of the state change and the language minority population increases, teachers need to be prepared to educate culturally and linguistically diverse (CLD) students. Teachers with bilingual/ESOL education credentials are in high demand and are usually first to be hired by school districts with high CLD populations.

This program prepares teachers to work effectively with CLD students in mainstream, sheltered bilingual and English Language Development (ELD) classrooms.

Endorsement in Bilingual/ESOL or ESL
(21 credits)
ED 481 Introduction to ESOL and Bilingual Education (3)
ED 482 Foundations of ESOL/Bilingual Education (3)
ED 483 Cultural, Community and the ESOL/Bilingual Classroom (3)
Successful completion of ED 481, ED 482 and ED 483 strongly recommended for all other courses.
ED 484 First and Second Language Acquisition and Educational Linguistics (3)
ED 491 Curriculum Models, Instructional Approaches and Assessment Strategies for English Language Learners (3)*
ED 492 Classroom Strategies for English Language Development in ESOL and Bilingual Settings (3)*
*ED 491 and ED 492 are not open to Pre-Ed majors.
ED 409 Practicum (3)
Prerequisites for ED 409 are:
1. Obtain a passing score on the required ESOL test.
2. Complete at least 15 credits of coursework toward the ESOL endorsement. Students must apply to the director of clinical practice and license one term preceding the practicum.
For ESOL endorsement, no second language is required. For Bilingual/ESOL endorsement, verification of language proficiency is required.

BIOLOGY
Professors: Sarah Boomer, Erin Baumgartner, Bryan Dutton, Karen Haberman, Michael LeMaster
Associate professors: Michael Baltzley, Ava Howard, Kristin Latham-Scott

Mission
Prepare students for careers in biology and science education and admission to graduate and professional schools in the life and health sciences. We also promote the understanding of biology as an essential part of a liberal arts education and of global citizenship.

Learning outcomes
1. Demonstrate mastery of key concepts from the many disciplines within the biological sciences.
2. Demonstrate critical thinking through laboratory experimentation, field research, data analysis and interpretation.
3. Apply concepts and skills from multiple courses to engage in advanced studies and research.

Biology major
(74-81 credits)
Required biology core courses (58-60)
BI 211, 212, 213 Principles of Biology (15)
CH 221, 222, 223 General Chemistry (15)
BI 314 Introductory Genetics (4)
BI 315 Cell Biology (4)
BI 316 Evolution (4)
BI 331 General Microbiology (4)
BI 357 General Ecology (4)
Field biology (choose one): (4-5)
BI 317 Vertebrate Natural History (4)
BI 321 Systematic Field Botany (4)
BI 361 Marine Ecology (5)
BI 451 Invertebrate Zoology (5)
BI 454 Plant Ecology (5)
BI 474 Biology of Insects (4)
Plant biology (choose one): (4-5)
BI 321 Systematic Field Botany (4)
BI 330 Plant Physiology (5)
BI 340 Plant Nutrition (4)
BI 371 Structure of Seed Plants (4)
BI 454 Plant Ecology (5)
All biology majors must complete MTH 112 (or MTH 251 or MTH 252) and MTH 243. Additional MTH courses are required for some focuses.
BI 406 credit may be substituted for one course in the selected focus with pre-approval of the student's biology adviser.
Each course can fulfill only one specified requirement within the major.
Select one of the following six focuses:
General biology focus (16-20 credits)
At least one course selected in the focus must be a plant-focused course.
Choose two (physiology and below): (8-10)
BI 324 Comparative Vertebrate Anatomy (5)
BI 326 Developmental Biology (4)
BI 330 Plant Physiology (5)
BI 340 Plant Nutrition (4)
BI 371 Structure of Seed Plants (4)
BI 432 Immunology (4)
BI 434 Comparative Animal Physiology (4)
BI 437 Neurobiology (4)
BI 475 Molecular Biology (4)
Choose two (organismal and above): (8-10)
BI 317 Vertebrate Natural History (4)
BI 321 Systematic Field Botany (4)
BI 360 Animal Behavior (4)
BI 361 Marine Ecology (5)
BI 451 Invertebrate Zoology (5)
BI 453 Marine Vertebrates (4)
BI 454 Plant Ecology (5)
BI 461 Conservation Biology (4)
BI 474 Biology of Insects (5)
Botany focus (17-18 credits)
BI 330 Plant Physiology (5)
BI 340 Plant Nutrition (4)
BI 371 Structure of Seed Plants (4)
Any upper division biology course approved by student's biology adviser (4-5)

Field biology (choose one): (4-5)
BI 317 Vertebrate Natural History (4)
BI 321 Systematic Field Botany (4)
BI 361 Marine Ecology (5)

Molecular/cell focus (17-20 credits)
BI 475 Molecular Biology (4)
CH 450 Biochemistry I (3)
CH 451 Biochemistry II (3)
Any upper division chemistry course approved by student's biology adviser (3-5)
Any upper division biology course approved by student's biology adviser (4-5)

In addition to other requirements, students in this focus must complete the Physical Science minor and complete MTH 251.

Natural history/field biology focus (16-20 credits)
Choose four (at least one must be a plant-focused course):
BI 317 Vertebrate Natural History (4)
BI 321 Systematic Field Botany (4)
BI 361 Marine Ecology (5)
BI 451 Invertebrate Zoology (5)
BI 453 Marine Vertebrates (4)
BI 454 Plant Ecology (5)
BI 461 Conservation Biology (4)
BI 474 Biology of Insects (5)

Pre-professional focus (19-21 credits)
Any upper division biology course approved by student's biology adviser (4-5)
Choose one option: (15-16)
Option A: (15)
BI 334, 335, 336 Advanced Human Anatomy & Physiology (12)
CH 451 Biochemistry (3)
Option B: (16)
BI 324 Comparative Vertebrate Anatomy (5)
BI 434 Comparative Animal Physiology (4)
Choose one: (4)
BI 326 Developmental Biology
BI 432 Immunology
BI 437 Neurobiology
BI 475 Molecular Biology

Selection of an option above requires approval from a biology adviser as each option is designed to address specific professional program prerequisites. Additional math courses may be required for some pre-professional programs. Pre-professional students should consult the appropriate pre-professional biology adviser.

Zoology focus (17-19 credits)
Choose one (Biology of Invertebrates): (4-5)
BI 451 Invertebrate Zoology (5)
BI 474 Biology of Insects (4)
Choose one (Biology of Vertebrates): (4-5)
BI 317 Vertebrate Natural History (4)
BI 324 Comparative Vertebrate Anatomy (5)
BI 453 Marine Vertebrates (4)
Choose one (General Zoology): (4)
BI 326 Developmental Biology
BI 360 Animal Behavior (4)
BI 432 Immunology
BI 434 Comparative Animal Physiology (4)

Any upper division biology course approved by student's biology adviser (4-5)
Biology program:
1. Biology majors, regardless of the focus, are required to maintain a C average in courses that are used to satisfy biology degree requirements.
2. Students graduating in the various focuses of the Biology major are required to take a standardized exit exam in their last year.

Biology minor
(27 credits)
BI 211, 212 and 213 or an equivalent sequence (15)
Upper division courses approved by a biology adviser (12)

Students are required to maintain a C average in courses that are used to satisfy Biology minor degree requirements.

Human Biology minor
(26-28 credits)
BI 234, 235, 236 Human Anatomy & Physiology (12)
Choose two of the following: (8)*
BI 318 Microbiology for the Health Sciences
BI 370 Humans and the Environment
BI 441 Human Heredity
300/400-level health electives (3-4 credits) in consultation with a human biology minor adviser
300/400-level psychology electives (3-4 credits) in consultation with a Human Biology minor adviser

*Appropriate upper division biology courses may be substituted in consultation with a Human Biology minor adviser.

Students are required to maintain a C average in courses that are used to satisfy Human Biology minor degree requirements.

Biology Teacher Education major
(70-73 credits)
BI 211, 212, 213 Principles of Biology (15)
CH 221, 222, 223 General Chemistry (15)
BI 314 Introductory Genetics (4)
BI 315 Cell Biology (4)
BI 316 Evolution (4)
BI 321 Systematic Field Botany (4)
BI 331 General Microbiology (4)
BI 357 General Ecology (4)
ES 351 Geology for Educators (3)

Cell/development: (4)

Choose one:
BI 326 Developmental Biology
BI 432 Immunology
BI 475 Molecular Biology

Anatomy and physiology: (8-10)

Choose two:
BI 324 Comparative Vertebrate Anatomy (5)
BI 330 Plant Physiology (5)
BI 371 Structure of Seed Plants (4)
BI 434 Comparative Animal Physiology (4)
Field biology of animals: (4-5)

Choose one:
BI 317 Vertebrate Natural History (4)
BI 361 Marine Ecology (5)
BI 451 Invertebrate Zoology (5)
BI 474 Biology of Insects (5)

All students pursuing this degree must complete PH 201, 202, 203 (general physics) or PH 211, 212, 213 (General physics with calculus) as part of the LACC laboratory science requirement and MTH 112 must be completed as the additional degree requirement in mathematics. Furthermore, this program does not lead to a biology degree but may lead to an education degree following the completion of the professional education core in the College of Education. Requirements for admission into education programs can be obtained from the College of Education.

BUSINESS

Professors: Hamid Bahari-Kashani, Kristina Frankenberger, John Leadley
Associate professors: Bojan Ilievski, Keven Malkewitz
Assistant professor: Zubair Raja

Mission
Prepare students for challenging roles and opportunities in business, advanced degree programs and professional certification.

Learning outcomes
1. Demonstrate quantitative literacy in a variety of business contexts.
2. Interpret and analyze information to solve problems or make decisions.
3. Use appropriate writing methods to communicate concepts in business environments.

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

Business major prerequisites:
BA 211 Financial Accounting (4)
BA 213 Managerial Accounting (4)
BA 240 Quantitative Business Methods or MTH 241 Calculus for Social Science (4)
BA 243 Business Statistics (4) or MTH 243 Introduction to Probability and Statistics (4)
COM 111 Principles of Public Speaking (3)
CS 121 Computer Applications (2)
EC 201 Introduction to Microeconomics (4)
EC 202 Introduction to Macroeconomics (4)
MTH 111 College Algebra (4)
WR 122 College Writing (4)

Additional information regarding these requirements should be obtained from the division.

Limited courses taken at other institutions may be transferred to the program based on the course and grade obtained.

Business major
(73 credits)
BA 211 Financial Accounting (4)
BA 213 Managerial Accounting (4)
BA 230 Introduction to Business Law (3)
BA 243 Business Statistics (4)
BA 310 Principles of Marketing (3)
BA 315 Financial Management (3)
BA 325 Portfolio Management (3)
BA 361 Organizational Behavior (3)
BA 362 Business Ethics (3)
BA 367 Regression Analysis (3)
BA 368 Introduction to Operations Research (3)
BA 411 Marketing Strategy (3)
BA 490 Operations Management (3)
BA 491 Strategic Management (3)

Choose one:
EC 318 Money and Banking (4)
EC 319 Public Finance (4)
EC 440 International Trade (4)

Upper division electives (24 credits in Business, Economics or Entrepreneurship) Within these 24 upper division credits, students wishing to obtain a concentration in Accounting, Finance, International Business, Management or Marketing will select from designated courses as follows:

Accounting
BA 317 Intermediate Accounting I
BA 318 Intermediate Accounting II
BA 319 Intermediate Accounting III
BA 431 Federal Income Tax I
BA 451 Auditing

Choose one:
BA 421 Cost Accounting
BA 432 Federal Income Tax II

Finance (12)
BA 316 Advanced Financial Management
BA 340 Business Forecasting
BA 420 Securities Analysis
BA 424 Capital Budgeting
BA 427 Small Business Finance
BA 438 Real Estate Investment
BA 478 Topics in Finance
BA 485 International Finance

International Business (12)
BA 484 International Management
BA 485 International Finance
BA 486 International Marketing
BA 487 International Law
EC 440 International Trade
EC 441 International Monetary Economics

Management (12)
BA 391 Human Resource Management
BA 392 Management of Diversity
BA 474 Business Leadership
BA 484 International Management
BA 492 Total Quality Management
BA 495 Organization Design
ENT 330 Planning and Creating New Ventures
ENT 350 Small Business Management

Marketing (12)
BA 311 Personal Selling
### BUSINESS

- BA 410 Marketing Research
- BA 412 New Product Development
- BA 414 Sports Marketing
- BA 415 Advertising and Promotion
- BA 477 Topics in Marketing
- BA 486 International Marketing

### ACADEMICS

#### CHEMISTRY

**Professors:** Arlene Courtney, Pete Poston  
**Associate professors:** Patricia Flatt, Rahim Kazerouni

**Mission**

Provides preparation for professional work in chemistry or forensic science; graduate work in chemistry or forensic science; or pre-professional training in the health sciences or secondary education. Coupling the program with an appropriate minor prepares students to enter related fields such as biochemistry, oceanography, pharmacy, toxicology and the environmental or atmospheric sciences. Through the study of general, organic, analytical and physical chemistry, students gain an understanding of the world around them.

**Learning outcomes**

1. Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry.
2. Employ critical thinking and quantitative analytical skills to solve problems and evaluate scientific data.
3. Use and application of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data and interpret results.
4. Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner.
5. Gather, comprehend, apply and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions.
6. Demonstrate ethical awareness and conduct with regards to: (1) honesty in data reporting; (2) the safety of practitioners, test subjects and the local community/environment; and (3) their social responsibility to recognize the impact that our actions have on the natural and human world.

Formal admission is required for all students seeking a chemistry or chemistry-forensic chemistry concentration degree. Typically, application for admission will be made at the end of a student's sophomore year by completing a degree plan with the adviser. Prior to admission, the student should have completed the set of courses below.

**Chemistry major prerequisites:**

- PH 211, 212, 213 (traditional chemistry major)  
- PH 201, 202, 203 or PH 211, 212, 213 (forensic chemistry major)
- MTH 251, 252

Additional information regarding these requirements should be obtained from the division.

Limited courses taken at other institutions may be transferred to the program based on the course and grade obtained.

**Chemistry major**

- **(73 credits)**
  - CH 221, 222, 223 General Chemistry (15)  
  - CH 312 Quantitative Analysis (4)  
  - CH 313 Instrumental Analysis (4)  
  - CH 334, 335, 336 Organic Chemistry (9)  
  - CH 337 Organic Chemistry Lab I (1)  
  - CH 338 Organic Chemistry Lab II (2)  
  - CH 350 Chemical Literature (1)  
  - CH 407 Seminar (1)  
  - CH 440, 441, 442 Physical Chemistry (9)  
  - CH 461, 462, 463 Experimental Chemistry (6)  
  - MTH 251, 252 Calculus I, II (8)  
  - MTH 254 Multivariate Calculus (4)  
  - Upper division chemistry electives (6)

Preparation for a prospective chemistry major includes high school chemistry, physics and a minimum of three years of mathematics including a minimum of MTH 111 equivalency. The B.A. requires MTH 252, CS 121 and completion of the third term of the second year of a modern language course. The B.S. requires a combined total of 12 credit hours of coursework in mathematics and computer science including MTH 252 and CS 161.

The B.S. and B.A. require completion of the cultural diversity and writing intensive requirements. For this major the six credits of writing intensive coursework should come from CH 350W, CH 407W, CH 461W and CH 462W. The sequence PH 201, 202, 203 or PH 211, 212, 213 is to be completed as the LACC science requirement. PH 213, PH 252 or PH 255 must be completed as the LACC philosophy or religion requirement. For students interested in pursuing a career as a DNA analyst, the BI 475 Molecular Biology concentration is recommended.

**Forensic Science minor:**

**Chemistry majors**

- **(30 credits)**
  - CH 161 Fundamentals of Photography for Forensic Science (2)  
  - CH 320 Introduction to Forensic Science (3)  
  - CH 420 Forensic Chemistry (4)  
  - CH 430, 431, 432 Applications of Forensic Science (6)  
  - CJ 321 Principles of Forensic Investigation (4)  
  - COM 327 Communication in the Legal Field (3)

Choose two: (8)

- BI 315 Cell Biology  
- BI 331 General Microbiology  
- BI 334 Advanced Human Anatomy and Physiology I  
- BI 335 Advanced Human Anatomy and Physiology II  
- BI 336 Advanced Human Anatomy and Physiology III

### BUSINESS

- BA 211 Financial Accounting (4)  
- BA 310 Principles of Marketing (3)  
- BA 315 Financial Management (3)  
- BA 361 Organizational Behavior (3)  
- BA 370 Business and Society (3)

**Upper division electives in business, economics or entrepreneurship (6)**

#### Formal admission

Formal admission is required for all students seeking a chemistry or chemistry-forensic chemistry concentration degree. Typically, application for admission will be made at the end of a student's sophomore year by completing a degree plan with the adviser. Prior to admission, the student should have completed the set of courses below.

**Chemistry major prerequisites:**

- PH 211, 212, 213 (traditional chemistry major)  
- PH 201, 202, 203 or PH 211, 212, 213 (forensic chemistry major)
- MTH 251, 252

Additional information regarding these requirements should be obtained from the division.

Limited courses taken at other institutions may be transferred to the program based on the course and grade obtained.

**Chemistry major**

- **(73 credits)**
  - CH 221, 222, 223 General Chemistry (15)  
  - CH 312 Quantitative Analysis (4)  
  - CH 313 Instrumental Analysis (4)  
  - CH 334, 335, 336 Organic Chemistry (9)  
  - CH 337 Organic Chemistry Lab I (1)  
  - CH 338 Organic Chemistry Lab II (2)  
  - CH 350 Chemical Literature (1)  
  - CH 407 Seminar (1)  
  - CH 440, 441, 442 Physical Chemistry (9)  
  - CH 461, 462, 463 Experimental Chemistry (6)  
  - MTH 251, 252 Calculus I, II (8)  
  - MTH 254 Multivariate Calculus (4)  
  - Upper division chemistry electives (6)

Preparation for a prospective chemistry major includes high school chemistry, physics and a minimum of three years of mathematics including a minimum of MTH 111 equivalency. The B.A. requires MTH 252, CS 121 and completion of the third term of the second year of a modern language course. The B.S. requires a combined total of 12 credit hours of coursework in mathematics and computer science including MTH 252 and CS 161.

The B.S. and B.A. require completion of the cultural diversity and writing intensive requirements. For this major the six credits of writing intensive coursework should come from CH 350W, CH 407W, CH 461W and CH 462W. The sequence PH 201, 202, 203 or PH 211, 212, 213 is to be completed as the LACC science requirement. PH 213, PH 252 or PH 255 must be completed as the LACC philosophy or religion requirement. For students interested in pursuing a career as a DNA analyst, the BI 475 Molecular Biology concentration is recommended.

**Forensic Science minor:**

**Chemistry majors**

- **(30 credits)**
  - CH 161 Fundamentals of Photography for Forensic Science (2)  
  - CH 320 Introduction to Forensic Science (3)  
  - CH 420 Forensic Chemistry (4)  
  - CH 430, 431, 432 Applications of Forensic Science (6)  
  - CJ 321 Principles of Forensic Investigation (4)  
  - COM 327 Communication in the Legal Field (3)

Choose two: (8)

- BI 315 Cell Biology  
- BI 331 General Microbiology  
- BI 334 Advanced Human Anatomy and Physiology I  
- BI 335 Advanced Human Anatomy and Physiology II  
- BI 336 Advanced Human Anatomy and Physiology III
 querying disciplinary majors other than chemistry
must complete PHL 251, PHL 252, or PHL 255 as
a minor may come from the CH 334-338 series). In
majors, up to 4 of the elective credits required by the
disciplines providing they complete CH 221-223,
BI 336 Human Histology and Physiology (4)
BI 334, 335 Advanced Human Anatomy and
PH 211, 212, 213 General Physics with Calculus
(12)

The B.A. requires MTH 251, MTH 252 and CS
121 or 161 and completion of the third term of the
second year of a modern language course. The B.S.
requires a combined 12 credit hours of coursework
in mathematics and computer science including
MTH 251, MTH 252 and CS 121 or 161. For this
major, the six hours of writing intensive coursework
should come from CH 350W, CH 407W, CH 461W
and CH 462W. The sequence BI 211, 212, 213 is to
be completed as the LACC science requirement.

Pre-professional students should take EC 201 or
EC 202 as part of their LACC requirements. Students
selecting this major must complete the Medicinal
Chemistry and Pharmacology minor (natural science
track) and maintain a C average in their major and
minor coursework.

Medicinal Chemistry and
Pharmacology minor: Natural
Science track
(29 credits)
BI 314 Genetics (4)
BI 315 Cell Biology (4)
BI 331 General Microbiology (4)
CH 322 Medicinal Chemistry & Pharmacology (4)
CH 345 Introduction to Toxicology (3)
CH 347 Biochemistry of CAM (3)
CH 452 Biochemistry Lab (3)
MTH 243 Intro to Probability and Statistics (4)

This minor may be taken by majors in scientific
disciplines other than chemistry providing they
complete CH 221, 222, 223. Biology majors selecting
this minor option are required to meet with a
Medicinal Chemistry and Pharmacology minor
adviser to select appropriate course substitutions
for any minor-specific coursework that overlaps with
Biology major requirements.

Medicinal Chemistry and
Pharmacology minor: Health and
Community track
(27-28 credits)
CH 103 Allied Health Chemistry (5)
CH 322 Medicinal Chemistry and Pharmacology (4)
CH 345 Introduction to Toxicology (3)
CH 347 Biochemistry of CAM (3)
HE 325 Nutrition (4)
Choose two: (8-9)
BI 102 General Biology (5)
CH 105 Consumer Chemistry (4)
CH 106 Biochemistry and Technology (4)

Chemistry major: Environmental
Chemistry concentration
(74 credits)
BI 211, 212, 213 Principles of Biology (15)
Chemistry major: Chemistry Teacher Education option
(73-74 credits)
CH 221, 222, 223 General Chemistry (15)
CH 312 Quantitative Analysis (4)
CH 334, 335, 336 Organic Chemistry (9)
CH 337, 338 Organic Chemistry Lab I & II Lab (3)
CH 340 Elementary Physical Chemistry (4)
CH 350 Chemical Literature (1)
CH 409 Practicum: Laboratory Preparation (1)
CH 450 Biochemistry I (3)

Choose one: (3)
CH 371 Environmental Chemistry
ES 390 Basic Meteorology

MTH 251, 252 Calculus I & II (8)

Choose one sequence: (12)
PH 201, 202, 203 General Physics
PH 211, 212, 213 General Physics with Calculus

Upper division electives: (8-10) (others approved by adviser)
CH 310 Environmental Geochemistry (3)
CH 313 Instrumental Analysis (4)
PH 211, 212, 213 General Physics with Calculus

PH 311, 312 Introduction to Modern Physics (8)
MTH 251, 252 Calculus I & II (8)

MTH 251, 252 Calculus I & II (8)

Choose one sequence: (12)
PH 201, 202, 203 General Physics
PH 211, 212, 213 General Physics with Calculus

One upper division physical science course (i.e., a course with a CH, ES, GS or PH prefix) approved by adviser (3-5)

All students pursuing the molecular/cell focus for the Biology major must complete the PH 211, 212, 213 sequence as requirements for this minor. All students pursuing the preprofessional focus for the Biology major must complete CH 450 as a requirement for this minor.

COMUNICATION STUDIES
Professors: Nick Backus, Claire Ferraris, Molly Mayhead, Frank Nevius, Emily Plec
Associate professor: Paula Baldwin
Assistant professor: Dana Schowalter

Mission
Committed to excellence in teaching, research and service in communication based on sound theory and practice, concentrating on understanding contexts and perspectives, preparing students for lifelong effective communication.

Learning outcomes
1. Learn and apply communication theories, perspectives, principles and concepts.
2. Create messages appropriate to the audience, purpose and context.
3. Critically analyze targeted messages.

Communication Studies major
(66 credits)
Interpersonal and organizational communication
Choose six: (18)
COM 112 Interpersonal Communication
COM 212 Advertising and Society
COM 312 Public Relations Communication
COM 323 Group Discussion and Leadership
COM 324 Business and Professional Communication
COM 331 Nonverbal Communication
COM 340 Conflict Management
COM 351 Foundations of Health Communication
COM 361 Health Literacy
COM 410 Communication and Event Planning
COM 420 Communication in Organizations

COM 440 Relational Communication
COM 450 Crisis Communication Management
COM 461 Family Communication
COM 462 The Dark Side of Family Communication

Rhetoric and critical thinking
Choose six: (18)
COM 321 Influencing Through Argument
COM 326 Communication & Controversy
COM 327 Communication in the Legal Field
COM 370 Communication Ethics
COM 405 Human Communication Theory
COM 412 Criticism of Public Discourse
COM 422 Persuasion
COM 432 Rhetoric in the Western Tradition
COM 435 Rhetoric of the Women’s Movement
COM 439 Contemporary U.S. Public Address
COM 442 Communication & Social Change
COM 446 Critical Media Analysis

Media, culture and society
Choose six: (18)
COM 211 Intro to Mass Communication
COM 236 Contemporary Issues in Media
COM 325 Intercultural Communication
COM 328 Law and Popular Culture
COM 335 Communication and Gender
COM 342 Media Literacy
COM 343 Communication in the Information Age
COM 360 Sport Communication
COM 380 Environmental Communication
COM 416 Communication and Politics
COM 426 Language of the Mass Media
COM 430 Social Media and Culture
COM 436 Gender, Power and Cultural Production
COM 444 Global Media

Communication studies electives
Choose four: (12)
Choose from any COM courses not used to fulfill another requirement in the major.

COMPUTER SCIENCE
Professors: Jie Liu, John Marsaglia, Scot Morse, David Olson
Associate professors: Breeann Flesch, Becka Morgan, Yanwei Wu

Mission
Founded in 1980, the WOU Computer Science program blends instruction of theoretical and practical aspects of computing, with an emphasis on the practical. Our graduates demonstrate a solid foundation in core concepts, problem solving and decision-making skills, preparing graduates who will be productive employees as software developers.
engineers and lifelong learners. As part of the College of Liberal Arts and Sciences, students select from a wide variety of minors. The major and minor combination provides unique employment opportunities for our graduates.

**Learning outcomes**
1. Demonstrate expertise in software engineering practices.
2. Master software development and project management tools consistent with current industry standards.
3. Exhibit autodidactic qualities through individual studies, group projects and research opportunities.

**Computer Science major**
(74 credits)
CS 160 Survey of Computer Science (4)
CS 161 Computer Science I (4)
CS 162 Computer Science II (4)
CS 260 Data Structures (4)
CS 271 Computer Organization (4)
CS 360 Programming Languages (4)
CS 361 Algorithms (4)
CS 363 Information Assurance and Security (4)
CS 364 Information Management (4)
CS 365 Operating Systems and Networking (4)
CS 460 Software Engineering I (4)
CS 461 Software Engineering II (4)
CS 462 Software Engineering III (4)

Computer science electives: (13)
Choose courses above CS 400

Mathematics requirements (10)
MTH 231 Elements of Discrete Mathematics I (3)
MTH 232 Elements of Discrete Mathematics II (3)
MTH 354 Applied Discrete Mathematics (4)

Computer science majors must have a grade of C or better in computer science courses and a grade of C- or better in mathematics courses used to satisfy major requirements.

**Computer Science minor**
(27 credits)
Twelve credits from upper division. The minor program to be planned with the help of an adviser.

**CRIMINAL JUSTICE**

**Mission**
Provide students with a high-quality liberal arts education in the interdisciplinary field of criminal justice. Maintain a network of local, state, federal and academic institutions through outreach and research. Criminal Justice majors are prepared to engage in civic endeavors and to assume field positions in criminal justice and social service agencies or enter graduate programs.

**Learning outcomes**
1. Explain and analyze the role of each component of the criminal justice field and how they relate to each other.
2. Analyze and articulate the multitude of issues, theories, policies, practices and current challenges related to the ethical administration of justice in a free society.
3. Apply basic theories and practices in real world contexts.

**Criminal Justice major**
(72 credits)
Core criminal justice courses (48 credits)
CJ 213 Introduction to Criminal Justice (4)
CJ 219 Ethics & Leadership in Criminal Justice (4)
CJ 252 American Court System (4)
CJ 327 Research Methods in Criminal Justice (4)
CJ 331 Police and Community (4)
CJ 352 Criminal Law (4)

**Forensic Anthropology minor**
For Criminal Justice majors (28 credits)
Core forensic anthropology courses (16)
CJ 322/ANTH 322 Forensic Anthropology (4)
CJ 328/ANTH 328 Forensic Osteology (4)
CJ 441/ANTH 441 Forensic Archaeology & Taphonomy (4)
CJ 442/ANTH 442 Readings in Forensic Anthropology (4)
**FORENSIC ANTHROPOLOGY**

Choose three: (12)
- ANTH 216 Cultural Anthropology
- ANTH 311 Human Evolution
- ANTH 313 North American Prehistory
- ANTH 324 Anthropological Theory
- ANTH 392 Applied Anthropology
- ANTH 432 Human Rights
- CJ 321 Principles of Forensic Investigation
- CJ 245 GIS Maps and Spatial Information
- CJ 372/ANTH 372 Social Constructions of Race
- CJ 333/ANTH 333 Forensic DNA Analysis
- PSY 336 Introduction to Forensic Psychology

**Forensic Anthropology minor**

For Anthropology majors (28 credits)
Core forensic anthropology courses (16)
- CJ 322/ANTH 322 Forensic Anthropology
- CJ 328/ANTH 328 Forensic Osteology
- CJ 441/ANTH 441 Forensic Archaeology & Taphonomy
- CJ 442/ANTH 442 Readings in Forensic Anthropology

Choose three: (12)
- ANTH 311 Human Evolution
- ANTH 313 North American Prehistory
- ANTH 392 Applied Anthropology
- ANTH 432 Human Rights
- CJ 219 Ethics and Leadership in Criminal Justice
- CJ 245 GIS Maps and Spatial Information
- CJ 321 Principles of Forensic Investigation
- CJ 372/ANTH 372 Social Constructions of Race
- CJ 333/ANTH 333 Forensic DNA Analysis
- CJ 427 Quantitative Methods
- PSY 336 Introduction to Forensic Psychology

**Core forensic anthropology courses: (16)**
- CJ 441/ANTH 441 Forensic Archaeology & Taphonomy
- CJ 328/ANTH 328 Forensic Osteology

(25-28 credits)
- CJ 220 Introduction to Homeland Security
- CJ 320 Developing Homeland Security Practices
- CJ 420 Implementing Homeland Security Strategies
- Electives
  - Choose two: (6-8)
    - GEOG 310 World Regional Geography (4)
    - GEOG 410 Global Issues (4)
    - GEOG 413 Urban Geography (4)
    - GEOG 425 Urban Planning and Policy (4)
    - GEOG 433 Political Geography (4)
    - HE 227 Community and Public Health (4)
    - HST 411 World Problems (4)
    - PS 202 State and Local Government (4)
    - PS 203 International Relations (4)
    - PS 350 Introduction to Public Policy (3)
    - PS 351 Introduction to Public Administration (3)
    - PS 454 Public Personnel Administration (3)

- Choose an option: (8)
  A. Option one
    - CJ 421 Policy Analysis in Criminal Justice
    - CJ 425 Program Evaluation/Participation
  B. Option two
    - CJ 422 Community Collaboration and Development
    - CJ 425 Program Evaluation/Participation

**Homeland Security & Community Preparedness certificate**

(20 credits)
- Core criminal justice courses (12)
- CJ 220 Introduction to Homeland Security
- CJ 320 Developing Homeland Security Practices
- CJ 420 Implementing Homeland Security Strategies
- Electives
  - Choose an option: (8)
    A. Option one
      - CJ 421 Policy Analysis in Criminal Justice
      - CJ 425 Program Evaluation/Participation
    B. Option two
      - CJ 422 Community Collaboration and Development
      - CJ 425 Program Evaluation/Participation

**Forensic Anthropology minor**

For disciplines other than criminal justice or anthropology (28 credits)
Core forensic anthropology courses: (16)
- CJ 322/ANTH 322 Forensic Anthropology
- CJ 328/ANTH 328 Forensic Osteology
- CJ 441/ANTH 441 Forensic Archaeology & Taphonomy
- CJ 442/ANTH 442 Readings in Forensic Anthropology

Choose three: (12)
- ANTH 216 Cultural Anthropology
- ANTH 311 Human Evolution
- ANTH 313 North American Prehistory
- ANTH 324 Anthropological Theory
- ANTH 392 Applied Anthropology
- ANTH 432 Human Rights
- CJ 219 Ethics and Leadership in Criminal Justice
- CJ 245 GIS Maps and Spatial Information
- CJ 321 Principles of Forensic Investigation
- CJ 372/ANTH 372 Social Constructions of Race
- CJ 333/ANTH 333 Forensic DNA Analysis
- CJ 427 Quantitative Methods
- PSY 336 Introduction to Forensic Psychology

**Core criminal justice courses (12)**
- CJ 213 Introduction to Criminal Justice
- CJ 451 Youth Crime and Society
- CJ 411 Families and Crime
- CJ 449 Youth Gangs in American Society
- CJ 461 Youth Immigration and Crime
- CJ 463 Topics on Juvenile Issues
- Elective (4)
  - Choose from:
    - CJ 444 Restorative Justice Compared
    - CJ 455 Correctional Casework and Counseling
    - SOC 409 Practicum Latino Education Mentorship Program
    - CJ 403 Field Study in Criminal Justice

**Youth Crime Studies minor**

(28 credits)
- CJ 213 Introduction to Criminal Justice (4)
- CJ 451 Youth Crime and Society (4)
- CJ 411 Families and Crime (4)
- CJ 449 Youth Gangs in American Society (4)
- CJ 461 Youth Immigration and Crime (4)
- CJ 463 Topics on Juvenile Issues (4)
- Elective (4)
  - Choose from:
    - CJ 444 Restorative Justice Compared
    - CJ 455 Correctional Casework and Counseling
    - SOC 409 Practicum Latino Education Mentorship Program
    - CJ 403 Field Study in Criminal Justice

**DANCE**

Professors: Sharon Oberst, Darryl Thomas

**Mission**

Offers students opportunities to develop knowledge, skills, understanding and appreciation of dance as an art form that can enrich and inform the quality of life. The B.A./B.S. degrees in Dance include academic courses, performance opportunities and choreographic experiences geared entirely for the undergraduate student seeking a career in dance or a dance-related field.

**Learning outcomes**

1. Demonstrate a significant body of theoretical, cultural and historical knowledge pertaining to the field of dance.
2. Integrate and independently apply dance skills, abilities, theories and/or methodologies.
3. Connect ideas, synthesize techniques and transfer that knowledge into current dance practices.

**Dance major**

(72 credits)
- D 260 Improvisation (1)
- D 240 Wellness for Dancers (3)
- D 351 Dance Composition I (3)
- D 352 Dance Composition II (3)
- D 399 Dance Theatre (2)
- D 405 Senior Project (2)
- D 455 Group Choreography (3)

Modern dance technique (12)
- D 180, 181, 182 Modern Dance 1, 2, 3
- D 280, 281, 282 Modern Dance 4, 5, 6
- D 380, 381, 382 Modern Dance 7, 8, 9
- D 480, 481, 482 Modern Dance 10, 11, 12

Ballet technique (6)
- D 185, 186, 187 Ballet 1, 2, 3
- D 285, 286, 287 Ballet 4, 5, 6
- D 385, 386, 387 Ballet 7, 8, 9
- D 485, 486, 487 Ballet 10, 11, 12

Elective technique courses from modern, ballet, jazz, tap, world dance, hip-hop, pointe, conditioning (12)

Choose two: (6)
- D 310 Dance and Gender (3)
- D 357 Dance in Musical Theatre (3)
- D 453 Ballet History (3)
- D 454 Evolution of Modern Dance (3)

Choose from: (19)
- D 199 SS: Group Choreography (1)
- D 250 Drumming for Dancers (1-3)
- D 270 Dance Partnering (1-3)
- D 390 Kinesiology for Dancers (3)
- D 466 Independent Studies (1-3)
- D 407 Seminar (1-15)
- D 408 Workshop (1-15)
- D 409 Internship (1-6)
- D 450 Dance Repertory (1-3)
- D 451 Dance Production (3)
- D 451L Dance Production Lab (1)
- D 460 Dance and Technology (3)
D 491 Creative Dance for Children (3)
D 494 Dance Pedagogy (3)

All dance majors are required to take D 251 to meet the LACC requirement in creative arts which is not counted in the 72 hours of the major.

Dance minor
(33 credits)
D 260 Improvisation (1)
D 351 Dance Composition I (3)

Modern technique: (6)
D 180, 181, 182 Modern Dance 1, 2, 3 (1 each)
D 280, 281, 282 Modern Dance 4, 5, 6 (2 each)
D 380, 381, 382 Modern Dance 7, 8, 9 (2 each)

Choose one: (3)
D 453 Ballet History
D 454 Evolution of Modern Dance

Elective technique courses from modern, ballet, jazz, tap, world dance, hip-hop, pointe, conditioning (11)

Electives in dance: (9)
D 199 SS: Group Choreography (1)
D 240 Wellness for Dancers (3)
D 250 Drumming for Dancers (1-3)
D 270 Dance Partnering (1-3)
D 251 Intro to Dance (3)
D 300 Human Movement Notation (3)
D 310 Dance and Gender (3)
D 330 Rhythmic Awareness (3)
D 352 Dance Composition II (3)
D 357 Dance in Musical Theatre (3)
D 390 Kinesiology for Dancers (3)
D 399 Dance Theatre/Musical (1-3)
D 406 Independent Studies (1-3)
D 407 Seminar (1-15)
D 408 Workshop (1-15)
D 409 Internship (1-6)
D 450 Dance Repertory (1-3)
D 451 Dance Production (3)
D 451L Dance Production Lab (1)
D 455 Group Choreography (3)
D 460 Dance and Technology (3)
D 491 Creative Dance for Children (3)
D 494 Dance Pedagogy (3)
D 496 Creativity (3)

EARTH SCIENCE

Professors: Jeffrey Myers, Stephen Taylor, Jeffrey Templeton
Assistant professor: Melinda Shimizu

Mission
The Earth Science program provides a liberal arts education in geoscience with an emphasis on scientific methods, problem solving and interdisciplinary science education. A key objective of the program is to prepare undergraduates for careers as professional geoscientists and educators. The program also promotes the development of an informed citizenry for wise decision-making on issues related to natural resources, environmental quality and sustainability in Oregon and beyond.

Learning outcomes
1. Demonstrate knowledge of the physical, chemical and biological processes operating in the Earth system.
2. Apply technology-based methods to solve geologic problems and communicate results.
3. Conduct scientific investigations in laboratory and field settings.

Earth Science major
(65-70 credits)
ES 201, 202, 203 Principles of Geology (12)
Choose two: (8-10)
BI 101, 102, 103 General Biology
BI 211, 212, 213 Principles of Biology
PH 201, 202, 203 General Physics
PH 211, 212, 213 General Physics with Calculus
ES 301 Petrographic Microscopy (2)
ES 302 Quantitative Methods (2)
ES 321 Structural Geology (4)
ES 322 Geomorphology and Aerial Photo Interpretation (4)
ES 407 Senior Seminar (1)
ES 450 Introduction to Petrology (4)
ES 453 Geology of the Pacific Northwest (4)
ES 473 Environmental Geology (4)
ES 493 Sedimentary Geology (4)
Choose one course in Earth System Science (3)
ES 331 Introduction to Oceanography
ES 390 Basic Meteorology
GS 351 Elements of Astronomy
Choose one course in Sedimentology/Paleobiology (3-4)
ES 304 Survey of the Fossil Record
ES 431 Paleobiology
ES 491 Stratigraphy and Depositional Systems
Choose one course in Tectonics/Volcanology/Petrology (3-4)
ES 354 Geology of Earthquakes
ES 454 Volcanology
ES 460 Energy and Mineral Resources
Choose one course in Environmental Geology/Surface Processes (3-4)
ES 458 River Environments of Oregon
ES 476 Hydrology
ES 486 Petroleum Geology
Choose one course in Geospatial Technology (4)
ES 341 Geographic Information Systems I
ES 342 Geographic Information Systems II
ES 444 Remote Sensing
ES 492 Advanced GIS Applications in Earth Science

At least two chemistry courses at the 200-level are to be completed as part of the LACC laboratory science requirement. To fulfill the mathematics and computer science general education requirement, the B.S. requires MTH 112, MTH 243 and one computer science course. The B.A. requires MTH 112, one computer science course and completion of the second language requirement. MTH 251 or MTH 252 may be used to fulfill the MTH 112 requirement for both the B.S. and B.A. degrees.

Note: completion of the Earth Science major qualifies graduates to begin the process of professional licensure as registered geologists in the State of Oregon. Students should confer with their adviser for specific coursework that best fits their career objectives.

Earth Science Major: Pre-Graduate Studies concentration
(74 credits)
CH 221, 222, 223 General Chemistry (15)
ES 201, 202, 203 Principles of Geology (12)
MTH 251 Calculus I (4)
MTH 252 Calculus II (4)
ES 301 Petrographic Microscopy (2)
ES 302 Quantitative Methods (2)
ES 321 Structural Geology (4)
ES 322 Geomorphology and Aerial Photo Interpretation (4)
ES 341 Geographic Information Systems I (4)
ES 407 Senior Seminar (1)
ES 450 Introduction to Petrology (4)
ES 473 Environmental Geology (4)
ES 491 Stratigraphy and Depositional Systems (4)
ES 492 Advanced GIS Applications in Earth Science (4)
ES 493 Sedimentary Geology (4)

To fulfill the LACC laboratory science requirement for this option, students must complete one of the physics 200-level sequences. The B.S. requires MTH 112, MTH 243 and one computer science course. The B.A. requires MTH 112, one computer science course and completion of the second language requirement. For this option, 4 hours of writing intensive coursework should come from WR 300. To pursue graduate studies in geoscience, students will need to complete a four- to six-week summer field geology course.

Earth Resources minor
(27-30 credits)
ES 201, 202 Principles of Geology (8)
ES 473 Environmental Geology (4)
ES 491 Stratigraphy and Depositional Systems (4)
Choose one: (3)
CH 310 Geochemistry
CH 371 Environmental Chemistry
Choose two: (6-8)
ES 321 Structural Geology
ES 354 Geology of Earthquakes
ES 454 Volcanology
ES 460 Energy and Mineral Resources
Choose one: (3-4)
ES 341 Geographic Information Systems I
ES 476 Hydrology
ES 492 Advanced GIS Applications in Earth Science (4)
ACADEMICS

### Earth System Science minor
(25-28 credits)
- ES 201 Principles of Geology (4)
- ES 202 Principles of Geology (4)
- ES 351 Geology for Educators (3)
- ES 203 Principles of Geology (4)
- ES 431 Paleobiology (4)
- ES 491 Stratigraphy and Depositional Systems (4)

This minor is an interdisciplinary series of courses designed to introduce science, liberal arts and content-specific educators to the history of the Earth and its life. Biology majors may substitute approved upper division biology or Earth science electives for BI 211, BI 314 and BI 446.

### ECONOMICS
Professors: John Leadley, Zenon Zygmont
Associate professor: Bojan Ilievski

**Mission**
Trains students in the tools of the discipline and encourages them to apply that knowledge to domestic and international economic and social problems. Introductory and intermediate courses in macroeconomics and microeconomics, a course in econometrics and report writing, as well as additional upper division electives in various economic specialties will prepare students for career goals.

**Learning outcomes:**
1. Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
2. Demonstrate quantitative literacy in the context of economic behavior.
3. Use appropriate writing methods to effectively communicate economic concepts.

### Geology minor
(28 credits)
- ES 201, 202, 203 Principles of Geology (12)
- ES 301 Petrographic Microscopy (2)
- ES 302 Quantitative Methods (2)
- ES 322 Geomorphology and Aerial Photo Interpretation (4)
- ES 450 Introduction to Petrology (4)

In addition to the minor, the Geologic Information Science curriculum may also be completed as a professional development certificate program.

### History of the Earth and Biosphere minor
(25-26 credits)
- BI 211 Principles of Biology (5)
- BI 314 Introductory Genetics (4)
- BI 316 Evolution (4)

Choose one: (4) or other approved introductory geology course.

### ECONOMICS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 201 Introduction to Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>EC 202 Introduction to Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>EC 311 Intermediate Microeconomics I</td>
<td>4</td>
</tr>
<tr>
<td>EC 312 Intermediate Microeconomics II</td>
<td>4</td>
</tr>
<tr>
<td>EC 313 Intermediate Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>EC 315 Econometric Analysis &amp; Report Writing</td>
<td>4</td>
</tr>
<tr>
<td>MTH 111 College Algebra</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose one: (4)
- MTH 243 Introduction to Probability and Statistics
- BA 243 Business Statistics

Upper division economics courses (20)

Economics minor
(28 credits)
- EC 201 Introduction to Microeconomics | 4 |
- EC 202 Introduction to Macroeconomics | 4 |
- EC 311 Intermediate Microeconomics I | 4 |
- EC 312 Intermediate Microeconomics II | 4 |
- EC 313 Intermediate Macroeconomics | 4 |
- MTH 111 College Algebra | 4 |

Upper division electives in economics (4)

### EDUCATION
Professors: Mary Bucy, Maria Dantas-Whitney, Mark Girod, Rachel Harrington, Chloé Hughes, Marie LeJeune, Mickey Pardew, Adele Schepige, Dana Uveland
Associate professors: Carmen Cáceda, Kenneth Carano, Melanie Landon-Hays, Cindy Ryan, Alicia Wenzel, Greg Zobel
Assistant professors: Natalie Danner, Xiaopeng Gong, Katrina Hovey, Annie Ittner, Maria Peterson-Ahmad, Joshua Schulze

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

**Learning outcomes**
The program prepares caring, competent professionals who:
1. Demonstrate evidence of appropriate content knowledge, skills and dispositions necessary for attaining high achievement for all PK-12 students.
2. Create a climate where diversity is valued.
3. Successfully affect the learning and development of PK-12 students in schools.

There are special requirements for admission to the education programs. Contact the Teacher Education Division representatives for more information. The College of Education’s Policy Analysis and Review Committee establishes policies and standards that students must meet before being admitted to teacher education courses. Students may explore their interest in teaching during their freshman and sophomore years by enrolling in ED 200, 230, 240.

The university has found it necessary to evaluate a person’s background to determine his or her likelihood of maintaining standards of professional conduct necessary in the discipline. An evaluation may take into consideration current performance as well as past experiences and actions that could affect a student’s ability to perform in the particular course or program.

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

### Early Childhood Education Preparation

**Coordinator:** Cindy Ryan

Age 3 through grade four in an elementary school only. (Early Childhood Preparation students will also gain experience with children ages birth-4th grade in inclusive settings.)

Professional education core (43 credits)
Education majors are required to have successfully completed all required 200, 300 and 400 level education courses prior to entry into the professional core.
Early Childhood Teaching Preparation (106-109 credits)

Test requirements: passing score on all required tests. See wou.edu/education/tests.

Early childhood only

Term I:
ED 404 Clinical Experience Seminar I (1)
ED 411 Clinical Experience I (birth-4th grade inclusive settings) (3)
ED 443 Supporting Language, Literacy and Culture (3)
ED 446 Environments for Diverse Learners (3)
ED 464 Family and Community Involvement in Early Childhood Education (3)

Term II:
ED 405 Clinical Experience Seminar II (1)
ED 412 Clinical Experience II (birth-4th grade inclusive settings) (3)
ED 448 Early Childhood Curriculum (birth-4th grade) (3)
ED 450 Methods for Classroom Management (3)
ED 466 Technology in Inclusive Early Childhood Settings (3)

Term III:
ED 429 Professional Development Seminar III (2)
ED 485 ECE Leadership and Administration (3)
ED 498 Clinical Experience III (birth-4th grade inclusive settings) (10)

Education (39-41)
ED 220 Introduction to Early Childhood Education (3)
ED 231 Typical and Atypical Development (birth-4th grade) (3)
ED 250 Inclusive Practices in Early Childhood Settings (3)
ED 322 Early Childhood Motor Development and Movement Education (3)
ED 324 Creative Arts in Early Childhood Settings (birth-4th grade) (3)
ED 345 Designing Early Childhood Environments (birth-4th grade) (3)
ED 348 Developmentally Appropriate Practices: EC Play, Development & Literacy (3)
ED 354 ECE Numeracy & Mathematics (3)
ED 368 Science & Social Studies in Early Childhood Settings (3)
ED 373 Introduction to Curriculum and Assessment (3)
ED 374 Teaching Writing in the Elementary Classroom (3)
ED 380 Infant and Toddler Development (3)
ED 481 Introduction to ESOL and Bilingual Education (3)

Humanities/language arts (12)
LING 210 Introduction to Linguistics (4)*
LING 314 Language Study for Elementary/Middle Teachers (4)

Choose one: (4)
ENG 104 Introduction to Fiction*
ENG 105 Introduction to Drama*

NG 106 Introduction to Poetry*
Mathematics (18)
MTH 211 Foundations of Elementary Mathematics I* (4)
MTH 212 Foundations of Elementary Mathematics II* (4)
MTH 213 Foundations of Elementary Mathematics III* (4)
MTH 396 Elementary Problem Solving (3)

Choose one: (3)
MTH 392 College Algebra for Elementary and Middle School Teachers
MTH 393 Probability and Statistics for Elementary and Middle School Teachers
MTH 394 Introduction to Geometry for Elementary Teachers
MTH 398 Discrete Mathematics for Elementary and Middle School Teachers

Science (18)
BI 101 General Biology* (5)

Choose two: (10)
ES 104 Earth System Science*
ES 105 Earth System Science*
ES 106 Earth System Science*
GS 325 Science Inquiry and Design for K-8 Teachers (3)

Social science (19)
Choose one: (4)
EC 201 Introduction to Microeconomics
EC 202 Introduction to Microeconomics

Choose one: (4)
GEOG 105 Introductory Geography*
GEOG 106 Introductory Geography*
GEOG 107 Introductory Geography*

Choose two: (8)
HST 201 History of the United States: Native American Cultures to Early 19th Century*
HST 202 History of the United States: Reform and Progress*
HST 203 History of the United States: First World War to the Present*

Choose one: (4)
PS 201 American National Government
PS 202 State and Local Government

* Counts for both major and LACC or B.S. requirement.

Early Childhood Studies major (non-licensure) (83-88 credits)

EDUCATION

Mission
Prepares skilled and reflective early childhood teachers who can effectively respond to the unique learning needs of diverse young children and their families. Grounded in the principles of educational equity, cultural sensitivity professionalism and an intellectually vital learning community, we are committed to facilitating the learning and development of our early childhood practitioners who, in turn, can successfully affect the learning and development of young children from birth-4th grade in inclusive settings.

Learning outcomes
1. Develop reflective teacher leaders who are advocates for young children and their families.
2. Create an inclusive climate where diversity is valued.
3. Demonstrate evidence of appropriate content knowledge, skills and dispositions needed to provide quality care and early education for all young children (birth-4th grade) and their families.

This major prepares students to work in inclusive early childhood settings (including Head Start, childcare, preschool and K-4 elementary schools). Early childhood studies majors are required to complete all pre-education courses (all 200 and 300 level) required for the major prior to entry to the education core.

Early Childhood Studies major (non-licensure) (83-88 credits)

Education (39)
ED 220 Introduction to Early Childhood Education (3)
ED 231 Typical and Atypical Development (birth-4th grade) (3)
ED 250 Inclusive Practices in Early Childhood Settings (3)
ED 322 EC Motor Development and Movement Education (3)
ED 324 Creative Arts in Early Childhood Settings (birth-4th grade) (3)
ED 345 Designing Early Childhood Environments (birth-4th grade) (3)
ED 348 Developmentally Appropriate Practices: EC Play, Development and Literacy (3)
ED 354 ECE Numeracy & Mathematics (3)
ED 368 Science & Social Studies in Early Childhood Settings (3)
ED 373 Introduction to Curriculum and Assessment (3)
ED 380 Infant and Toddler Development (3)
ED 481 Introduction to ESOL and Bilingual Education (3)

Humanities/language arts (8)
LING 210 Introduction to Linguistics (4)*

Choose one: (4)
ENG 104 Introduction to Fiction*
ENG 105 Introduction to Drama*
ENG 106 Introduction to Poetry*

Mathematics (12)

MTH 211 Foundations of Elementary Mathematics I* (4)
MTH 212 Foundations of Elementary Mathematics II* (4)
MTH 213 Foundations of Elementary Mathematics III* (4)

Science (15)

Choose one: (5)
BI 101 General Biology* (5)
BI 102 General Biology* (5)

Choose two: (10)
ES 104 Earth System Science*
The professional education core includes three quarters of intensive classes and clinical experiences organized in the following fashion, by authorization level and major. Students must maintain a minimum GPA of 3.0 in education coursework and grades of B- or better in all courses while enrolled in the professional education core.

**Early childhood/elementary**

Term I:
- ED 404 Clinical Experience Seminar I (1)
- ED 411 Clinical Experience I (3)
- ED 418 Assessment, Planning, & Instruction (3)
- ED 443 Supporting Language, Literacy and Culture (3)
- ED 446 Environments for Diverse Learners (3)

Term II:
- ED 405 Clinical Experience Seminar II (1)
- ED 412 Clinical Experience II (3)
- ED 444 Content Literacy (3)
- ED 450 Methods for Classroom Management (3)
- ED 421 Technology Integration (3)

Term III:
- ED 429 Professional Development Seminar III (2)
- ED 498 Clinical Experience III (10)

**Elementary/middle**

Term I:
- ED 404 Clinical Experience Seminar I (1)
- ED 411 Clinical Experience I (3)
- ED 418 Assessment, Planning, & Instruction (3)
- ED 434 Content Pedagogy I (3)
- ED 477 Literacy at the Middle Level (3)
- ED 446 Environments for Diverse Learners (3)

Term II:
- ED 405 Clinical Experience Seminar II (1)
- ED 412 Clinical Experience II (3)
- ED 444 Content Literacy (3)
- ED 450 Methods for Classroom Management (3)
- ED 421 Technology Integration (3)

Term III:
- ED 429 Professional Development Seminar III (2)
- ED 498 Clinical Experience III (10)

**Middle/high and high only**

Term I:
- ED 404 Clinical Experience Seminar I (1)
- ED 411 Clinical Experience I (3)
- ED 418 Assessment, Planning, & Instruction (3)
- ED 434 Content Pedagogy I (3)
- ED 446 Environments for Diverse Learners (3)
- ED 481 Introduction to ESOL and Bilingual Education (3)

Term II:
- ED 405 Clinical Experience Seminar II (1)
- ED 412 Clinical Experience II (3)
- ED 421 Technology Integration (3)
- ED 436 Content Pedagogy II (3)
- ED 444 Content Literacy (3)
- ED 450 Methods for Classroom Management (3)

Term III:
- ED 429 Professional Development Seminar III (2)
- ED 498 Clinical Experience III (10)

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**Undergraduate Teacher Preparation**

Coordinator: Marie LeJeune

**Initial licensure**

Professional education core (38-43 credits)

Education majors are required to complete all pre-education courses (all 200, 300 and 400 level with a grade of B- or better) required for the major (early childhood only, early childhood/elementary, elementary/middle, middle/high or high only) prior to entry to the education core.

Requirements for admission into the professional education core include: (1) a minimum overall (or last 90 hours) GPA of 2.75, (2) a minimum GPA of 3.0 in education coursework and (3) for middle and high preparations a minimum of 3.0 in endorsement area content courses.
MTH 393 Probability and Statistics for Elementary and Middle School Teachers
MTH 394 Introduction to Geometry for Elementary Teachers
MTH 398 Discrete Mathematics for Elementary and Middle School Teachers

Physical education (4)
EXS 433 Physical Education in Elementary School (4)

Psychology (3)
PSY 218 Psychological Foundations of Education

Science (18)
EC 201 Introduction to Microeconomics
EC 202 Introduction to Macroeconomics

Choose one: (4)
EC 201 Introduction to Microeconomics
EC 202 Introduction to Macroeconomics

Choose one: (4)
GEOG 105 Introductory Geography*
GEOG 106 Introductory Geography*
GEOG 107 Introductory Geography*

Choose two: (8)
HST 201 History of the United States: Native American Cultures to Early 19th Century*
HST 202 History of the United States: Reform and Progress*
HST 203 History of the United States: First World War to the Present*

Choose one: (4)
PS 201 American National Government
PS 202 State and Local Government

Focus area (10-12)
Choose one focus area from: Spanish, Language Arts, Science, Mathematics, Cultural Geography, Regional Geography, United States History, European History, Latin American History, Asian History, Basic Political Science or American Government - see below.

Spanish (12)
SPAN 350 Spanish Pronunciation and Phonetics (4)

Choose one: (4)
SPAN 338 Hispanic Culture and Civilization: Spain
SPAN 339 Hispanic Culture and Civilization: Latin America
SPAN 340 Hispanic Culture and Civilization: Mexico
One elective beyond SPAN 303 or 319 (4)

Language arts (11)
ENG 218 Introduction to Literary Study (4)

Choose one: (3)
COM 342 Media Literacy
COM 325 Intercultural Communication

Choose one: (4)
ENG 205 Survey of British Literature
ENG 206 Survey of British Literature
ENG 253 Survey of American Literature
ENG 254 Survey of American Literature
ENG 301 Shakespeare
ENG 389 Minority Literature
ENG 390 World Literatures
ENG 489 Studies in U.S. Minority Literature
ENG 490 Studies in World Literatures

Science (12)
ES 331 Oceanography
ES 351 Geology for Educators
ES 390 Basic Meteorology
GS 351 Elements of Astronomy

Mathematics (12)
MTH 495 Calculus for Middle School Teachers (3)

Choose two: (6) (cannot be same courses used to meet other requirements)
ACADEMICS

EDUCATION

200, ED 233, ED 259, ED 373.

Test requirements: passing score on all required academic area:

- American government (12)
- Asian history (12)
- PS 469 Congress and the Presidency (3)
- PS 201 American National Government (4)
- Basic political science (12)
- PS 201 American National Government (4)
- PS 414 Political Parties, Pressure Groups and Elections
- PS 419 American Presidential Elections

High School Preparations

Grade nine through grade 12 in a high school. Professional education core (38-41 credits)

High school teaching majors are required to have successfully completed each of the following prior to entry into the professional core: ED 200, ED 270, ED 233, ED 259, ED 373.

EDUCATION STUDIES

Coordinator: Dana Ulveland

Mission

Prepare those students interested in a career in the field of education but not necessarily classroom teaching. This non-licensure program prepares individuals for positions requiring expertise in formal and non-formal learning and educational settings that do not require licensure. Provides students with a solid liberal arts foundation along with a strong background in educational theory and practice.

Learning outcomes

1. Develop an understanding of educational policies, structures and practices and the institutions and contextual factors that influence them.
2. Develop pedagogical knowledge, expertise in culturally and linguistically responsive practice and skill in innovative uses of technology.
3. Become a reflective, dynamic and educational leader.

Education Studies Major (non-licensure)

(63-68 credits)

Major includes coursework in four areas:

- Content area focus outside of education (15 credits)
- Educational Foundations (18 credits)
- Educational Methods (24-29)
- Field Experience and Reflective Practice (6 credits)

Content area focus outside of education (15 credits)

Choose a minimum of 15 credits from one academic area outside of Education. Courses must be approved by an Education and LACC academic advisor.

- Educational Foundations (18 credits)
- Educational Methods (24-29)
- Field Experience and Reflective Practice (6)

Middle Level/High School Preparations

Grade five through grade 12 in a middle level or high school only.

Professional education core (38-41 credits)

Middle level/high school teaching majors are required to have successfully completed each of the following before entry into the professional core: ED 200, ED 233, ED 259, ED 373.

Middle Level/High School Teaching Preparations (53-77 credits)

Test requirements: passing score on all required tests. See wou.edu/educationtests. For programs in academic specialty areas, see listings under the academic area:

- Biology teacher education
- Chemistry Teacher Education
- German teacher education
- Integrated science teacher education
- Language arts teacher education
- Mathematics teacher education
- Physical education teacher education
- School Health teacher education
- Social science teacher education
- Spanish teacher education

Choose one (3):

- ED 242 Applied Children's Learning and Development
- ED 233 Applied Adolescent Learning and Development
- ED 320 Typical and Atypical Development (birth-4th grade)
- ED 259 Special Education and Inclusive Communities (3)
- ED 373 Introduction to Curriculum and Assessment (3)

Choose one (3):

- ED 421 Teaching and Learning with Technology
- ED 466 Technology in inclusive early Childhood Settings (birth-4th grade)

Eduational methods (24-29)

Choose four of the subsets below:

- ARE 433 Art Education (3)
- MUE 318 Music for the Classroom Teacher (3)
- -or- PE 433 Physical Education in Elementary School (4)
- HE 351 Elementary School Health (4) -or- LING 314 Language Study for Elementary/Middle Teachers (4)
- ED 374 Teaching Writing in Elementary Classrooms (3) -or- GS 325 Science Inquiry and Design for K-8 Teachers (8)
- ED 325 Elementary Science Methods (3) or MTH 396 Elementary Problem Solving (3)
- ED 353 Elementary Mathematics Methods (3) -or- ED 352 Elementary Social Studies Methods (3)
- PS 375 Scope and Methods of Political Science (3) -or- SOC 390 Critique of Education/Critical Pedagogy (3)
- HST 301 Introduction to Historical Research (4) -or- ED 481 Introduction to ESOL and Bilingual Education (3)
- ED 483 Cultural, Community and the ESOL/Bilingual Classroom (3) -or- GEOG 384 Qualitative Research Methods (4)
- SOC 327 Research Methods (3)

Field Experience and Reflective Practice (6)

- ED 409 Practicum (3)
- ED 407 Seminar: Reflective Practice Portfolio (3)

EDUCATIONAL PSYCHOLOGY

Professors: Joel Alexander, David Foster, Lauren Roscoe, Chehalis Strapp, Tamina Toray, Robert Winningham

Associate professors: Jaime Cloud, Ethan McMahan

Mission

Provide students with an interdisciplinary foundation of knowledge and skills drawn from the fields of psychology and education. Students will develop critical thinking skills and apply research to improve learning, behavior and mental health.

Learning outcomes

1. Use critical thinking in analyzing theory, research and practice related to educational psychology.
2. Demonstrate understanding of complex cognitive, physiological, social and motivational influences on learning, behavior and mental health.
3. Explain current approaches to assessing outcomes across diverse environments and populations.

**Educational Psychology minor**

(28-29 credits)
Should be planned with an adviser. Consists of 28-29 credit hours, of which at least 15 hours must be upper division. All students complete a required core, then choose from electives listed below.

**Core (13-14)**

Choose one: (3)
- ED 200 Foundations of Education
- ED 220 Introduction to Early Childhood Education
- SPED 200 Careers in Human Services
- ED 373 Introduction to Curriculum and Assessment (3)

Choose one: (3-4)
- PSY 201 General Psychology
- PSY 218 Psychological Foundations of Education
- SPED coursework.

Choose one: (3)
- ED 230 Children’s Literature in Diverse Classrooms
- ED 240 Young Adult Literature in Diverse Classrooms

Choose one: (3)
- ED 270 Technology in Education
- ED 466 Technology in Inclusive Early Childhood Environments
- Other electives (15-16) must include at least 6 hours of ED or SPED coursework.

**Electives (15-16)**

Choose one: (3)
- ED 372 Movement Education
- ED 373 Introduction to Curriculum and Assessment
- ED 464 Technology in Inclusive Early Childhood Education
- ED 466 Technology in Inclusive Early Childhood Education

**Electives (15-16)**

Choose one: (3)
- PSY 349 Introduction to Behavior Modification
- PSY 411 Mentoring II (4)
- PSY 449 Psychology of Creativity (4)
- PSY 458 Language Development (4)
- PSY 463 Child Psychopathology (4)
- PSY 465 Motivation (4)
- PSY 480 Infancy and Childhood (4)
- PSY 482 Adolescence (4)
- SPED 447 Partnerships in Special Education (3)

**ENGLISH (B.A. ONLY)**

**Professors:** Kit Andrews, Kathleen Cassity, Carol Harding, David Hargreaves, Henry Hughes, Gavin Keulks, Marjory Lange, Cornelia Paraskesas, Thomas Rand, Katherine Schmidt, Uma Shrestha, Curtis Vehnert

**Associate professors:** Ann Bliss, Robert Troyer

**Assistant professors:** Leigh Graziano, Lars Söderlund

**Mission**
Providing personalized learning opportunities leading to advanced studies or a variety of careers including teaching, writing, editing, linguistics and literature. The various programs help students develop a broad knowledge of literature, language and writing to foster analytical and critical skills. Students encounter new ideas; appreciate aesthetic and practical language; become impassioned readers, writers and thinkers; and gain perspectives in assimilating and evaluating their new experiences.

**Common core foundation:** (41 credits)
Before taking common core literature courses (ENG prefix), students must complete two LACC literature courses. ENG 107 and 108 should be taken as the two LACC literature courses for English majors and language arts secondary education majors. ENG 109 is also recommended.

Students who already have taken ENG 104, 105, 106, 109, FR 110 or GL 110 should see their English adviser to substitute for ENG 107 and/or 108 on their Academic Degree Program form. All students should complete ENG 218W as early as possible in the English core.

**Common core foundation:** (41 credits)
- Three 300-level literature courses (12)
- Three 400-level literature courses (12)

**Common core foundation:** (41)
- ENG 318 Contemporary Literary Theory (4)
- Three 300-level literature courses (12)
- Three 400-level literature courses (12)

**Learning outcomes**
1. Develop a capacity for close attention to language structure and language use.
2. Develop familiarity with and appreciation for major authors, literary movements and genres and their place in the development of American, British and other literatures.
3. Build the skills required to write persuasive, coherent explanations of literary texts, to appropriately support arguments with both primary and secondary source material and to properly employ the conventions of documentation as a foundation for writing effective critical essays in upper-division courses.
4. Develop familiarity with the core issues in writing studies.
5. Situate each literary work within its cultural traditions and genres.
6. Apply theories and research methods to analyze and interpret literature.
7. Analyze how literature relates to culture, society and the individual.

**English major: Literature concentration**

(68-69 credits)

**Learning outcomes**
1. Develop a capacity for close attention to language structure and language use.
2. Develop familiarity with and appreciation for major authors, literary movements and genres and their place in the development of American, British and other literatures.
3. Build the skills required to write persuasive, coherent explanations of literary texts, to appropriately support arguments with both primary and secondary source material and to properly employ the conventions of documentation as a foundation for writing effective critical essays in upper-division courses.
4. Develop familiarity with the core issues in writing studies.
5. Situate each literary work within its cultural traditions and genres.
6. Apply theories and research methods to analyze and interpret literature.
7. Analyze how literature relates to culture, society and the individual.

**Common core foundation:** (41)
- ENG 318 Contemporary Literary Theory (4)
- Three 300-level literature courses (12)
- Three 400-level literature courses (12)

**English major: Literature concentration**

(68-69 credits)

**Learning outcomes**
1. Develop a capacity for close attention to language structure and language use.
2. Develop familiarity with and appreciation for major authors, literary movements and genres and their place in the development of American, British and other literatures.
3. Build the skills required to write persuasive, coherent explanations of literary texts, to appropriately support arguments with both primary and secondary source material and to properly employ the conventions of documentation as a foundation for writing effective critical essays in upper-division courses.
4. Develop familiarity with the core issues in writing studies.
5. Situate each literary work within its cultural traditions and genres.
6. Apply theories and research methods to analyze and interpret literature.
7. Analyze how literature relates to culture, society and the individual.

**Common core foundation:** (41)
- ENG 318 Contemporary Literary Theory (4)
- Three 300-level literature courses (12)
- Three 400-level literature courses (12)

**English major: Literature concentration**

(68-69 credits)

**Learning outcomes**
1. Develop a capacity for close attention to language structure and language use.
2. Develop familiarity with and appreciation for major authors, literary movements and genres and their place in the development of American, British and other literatures.
3. Build the skills required to write persuasive, coherent explanations of literary texts, to appropriately support arguments with both primary and secondary source material and to properly employ the conventions of documentation as a foundation for writing effective critical essays in upper-division courses.
4. Develop familiarity with the core issues in writing studies.
5. Situate each literary work within its cultural traditions and genres.
6. Apply theories and research methods to analyze and interpret literature.
7. Analyze how literature relates to culture, society and the individual.

**Common core foundation:** (41)
- ENG 318 Contemporary Literary Theory (4)
- Three 300-level literature courses (12)
- Three 400-level literature courses (12)

**English major: Literature concentration**

(68-69 credits)

**Learning outcomes**
1. Develop a capacity for close attention to language structure and language use.
2. Develop familiarity with and appreciation for major authors, literary movements and genres and their place in the development of American, British and other literatures.
3. Build the skills required to write persuasive, coherent explanations of literary texts, to appropriately support arguments with both primary and secondary source material and to properly employ the conventions of documentation as a foundation for writing effective critical essays in upper-division courses.
4. Develop familiarity with the core issues in writing studies.
5. Situate each literary work within its cultural traditions and genres.
6. Apply theories and research methods to analyze and interpret literature.
7. Analyze how literature relates to culture, society and the individual.

**Common core foundation:** (41)
- ENG 318 Contemporary Literary Theory (4)
- Three 300-level literature courses (12)
- Three 400-level literature courses (12)

**English major: Literature concentration**

(68-69 credits)

**Learning outcomes**
1. Develop a capacity for close attention to language structure and language use.
2. Develop familiarity with and appreciation for major authors, literary movements and genres and their place in the development of American, British and other literatures.
3. Build the skills required to write persuasive, coherent explanations of literary texts, to appropriately support arguments with both primary and secondary source material and to properly employ the conventions of documentation as a foundation for writing effective critical essays in upper-division courses.
4. Develop familiarity with the core issues in writing studies.
5. Situate each literary work within its cultural traditions and genres.
6. Apply theories and research methods to analyze and interpret literature.
7. Analyze how literature relates to culture, society and the individual.

**Common core foundation:** (41)
- ENG 318 Contemporary Literary Theory (4)
- Three 300-level literature courses (12)
- Three 400-level literature courses (12)

**English major: Literature concentration**

(68-69 credits)

**Learning outcomes**
1. Develop a capacity for close attention to language structure and language use.
2. Develop familiarity with and appreciation for major authors, literary movements and genres and their place in the development of American, British and other literatures.
3. Build the skills required to write persuasive, coherent explanations of literary texts, to appropriately support arguments with both primary and secondary source material and to properly employ the conventions of documentation as a foundation for writing effective critical essays in upper-division courses.
4. Develop familiarity with the core issues in writing studies.
5. Situate each literary work within its cultural traditions and genres.
6. Apply theories and research methods to analyze and interpret literature.
7. Analyze how literature relates to culture, society and the individual.

**Common core foundation:** (41)
- ENG 318 Contemporary Literary Theory (4)
- Three 300-level literature courses (12)
- Three 400-level literature courses (12)
English major: Writing concentration
(BA: 67-69 credits)

Learning outcomes
1. Develop a capacity for close attention to language structure and language use.
2. Develop familiarity with and appreciation for major authors, literary movements and genres and their place in the development of American, British and other literatures.
3. Build the skills required to write persuasive, coherent explications of literary texts, to appropriately support arguments with both primary and secondary source material and to properly employ the conventions of documentation as a foundation for writing effective critical essays in upper-division courses.
4. Develop familiarity with the core issues in writing studies.
5. Demonstrate applications of varied writing styles, creative and professional genres and rhetorical strategies and conventions.
6. Demonstrate competency with invention, drafting and revision processes as both writer and critic through activities such as workshops, peer reviews and group projects.
7. Demonstrate competency in creating text-appropriate sentences as well as in editing for syntactic and stylistic punctuation and conventions.

Common core foundation (41)
Three 300-level writing classes* (11-12)
Three different 400-level writing classes for a minimum of (12)
One upper division humanities elective (3-4)
* May include TA 330 Script Writing

Teaching English as a Foreign Language (TEFL) Certificate
(26 credits)
LING 210 Intro to Linguistics (4)
LING 315 Structure of English (4)
Choose one: (4)
LING 312 Language and Society
LING 350 Linguistics in the Digital Age
LING 370 Meaning and Context
LING 410 Theories of Foreign Language Acquisition with Adult/Young Adult Learners (4)
LING 415 Strategies in TEFL for Adult/Young Adult Learners (4)
LING 416 Practicum (2)
LING 492 Pedagogical Grammar in TEFL for Adult/Young Adult Learners (4)

The TEFL Certificate program prepares undergraduate and post-baccalaureate students who are interested in their first international/cross-cultural English teaching position. The program is designed to meet the needs of students who seek experience teaching English as a foreign language by providing a strong foundation in English linguistics and training in second language acquisition/TEFL methodologies. The Teaching English as a Foreign Language (TEFL) Certificate is distinct from the College of Education ESOL/bilingual endorsement.

The TEFL Certificate is for undergraduate or post-baccalaureate students. Undergraduate students may also choose to obtain a linguistics minor (20 credits) along with the certificate. Students entering the program with a baccalaureate may obtain the certificate by completing the required courses (26 credits) and fulfilling the residency requirements of a second bachelor’s degree.

ENTREPRENEURSHIP
Professor: Hamid Bahari-Kashani

Mission
Provides an opportunity to learn more about starting and managing your own business. The program combines theoretical study and practical experience, creating a challenging program that provides students the skills and knowledge for initiating and operating successful ventures.

Learning outcomes
1. Explain the unique characteristics of the entrepreneurial business environment.
2. Interpret and analyze information to solve problems or make decisions related to business start-ups and small business management.
3. Use appropriate writing methods to communicate concepts relevant to entrepreneurs.

Entrepreneurship minor
(19 credits)
BA 211 Financial Accounting (4)*
BA 310 Principles of Marketing (3)*
ENT 320 Entrepreneurial Finance (1)
ENT 330 Planning and Creating New Ventures (3)

ENT 350 Small Business Management (3)
Choose one: (3)
ENT 365 Retailing
ENT 460 Entrepreneurship in Action
Choose two: (2)
ENT 380 Entrepreneurs Today (1)
ENT 381 Creativity and Entrepreneurs (1)
ENT 382 Innovation and Strategy (1)
ENT 383 Entrepreneurs and Society (1)
ENT 384 Going into Business in Oregon (1)
* If business major, choose any business or economics elective.

ENVIRONMENTAL STUDIES

Professors: Bryan Dutton, Mark Henkels, Mary Pettenger, Emily Plec, Stephen Taylor, Jeffrey Templeton
Associate professors: Susan Daniel, Mark Van Steeter

Mission
Educate students about the physical, biological and social dimensions of the environment. The program teaches specific topics and skills central to understanding environmental issues and promotes pathways to jobs in the environmental field.

Learning outcomes
1. Explain the interconnectedness of humans and the environment.
2. Apply problem solving skills to real-world environmental issues.
3. Demonstrate knowledge of current environmental issues in a community context.

Environmental Studies minor
(27-31 credits)
Core courses (8)
HST 489 Environmental History (4)
Choose one: (4)
BI 357 General Ecology
BI 370 Humans and the Environment
Foundation courses (13-14)
CH 371 Environmental Chemistry (3)
ES 473 Environmental Geology (4)
Choose two: (6-7) (one course from any two disciplines)
COM 380 Environmental Communication (3)
GEOG 380 Environmental Conservation (4)
GEOG 392 Physical Geography (4)
GEOG 425 Urban Planning and Policy (4)
GEOG 480 Nature and the American West (4)
PHL 255 Environmental Ethics (3)
PS 447 Environmental Politics and Policy (3)
PS 449 Environmental Values and Political Action (3)
PS 477 International Environmental Politics (3)
Electives (6-9)
Select two courses approved by minor adviser:
ANTH 311 Human Evolution (4)
BI 317 Vertebrate Natural History (4)
BI 321 Systematic Field Botany (4)
BI 331 General Microbiology (4)
BI 361 Marine Ecology (5)  
BI 451 Invertebrate Zoology (5)  
BI 453 Marine Vertebrates (4)  
CH 310 Geochemistry (3)  
CH 412 Inorganic Chemistry of the Environment (4)  
EC 436 Environmental Economics and Public Policy (4)  
ES 322 Geomorphology and Aerial Photography Interpretation (4)  
ES 331 Introduction to Oceanography (3)  
ES 390 Basic Meteorology (3)  
ES 431 Paleobiology (4)  
ES 453 Geology of Pacific Northwest (4)  
ES 454 Volcanology (4)  
ES 460 Energy and Mineral Resources (3)  
ES 476 Hydrology (3)  
ES 492 Advanced GIS Applications in Earth Science (4)  
GEOG 240 Map & Air Photo Interpretation (4)  
GEOG 340 Cartography (4)  
GEOG 341 Geographic Information Systems (4)  
GEOG 385 Quantitative Methods in Geography (4)  
GEOG 391 Biogeography (4)  
GEOG 393 Soils (4)  
GEOG 490 Global Climate Change (4)  
HST 407 Nuclear Landscapes (4)  
HST 490 Western U.S. 20th Century Issues (4)  
HST 492 Pacific Northwest History (4)  
PS 409 Administrative Pracitum (3-6)  
PS 446 Land Resource Politics and Policy (3)  
SOC 290 World Population & Social Structure (3)  
SOC 328 Social Data Analysis (3)  
SOC 350 Food and Hunger (3)  
SOC 400 International Development (3)  

**EXERCISE SCIENCE**  
Professors: Jeffrey Armstrong, Marita Cardinal, Brian Caster, Gay Timken  
Associate professor: Robert Hautala  
Assistant professor: Jennifer Taylor  

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

**Learning outcomes**  
1. Plan effective exercise and movement interventions based on assessment of individual, environmental and task constraints and on assessment of interactions among constraints.  
2. Implement and evaluate strategies, interventions and programs.  
3. Demonstrate professional development and advocate for research based practices within exercise science.  

**Exercise Science major**  
(72-74 credits)  
Required core courses (32)  
EXS 230 foundations of Exercise Science (4)  
EXS 310 Motor Learning (4)  
EXS 371 Kinesiology (4)  
EXS 415 Lifespan Motor Development (4)  
EXS 444 Lifespan Adapted Physical Activity (4)  
EXS 470 Sociological and Psychological Aspects of Physical Activity (4)  
EXS 473 Physiology of Exercise (4)  
EXS 483 Biomechanics (4)  

**Professional tracks**  
Select one:  
- Applied exercise science (40)  
- Exercise Nutrition (4)  
- Internship in Exercise Science (4)  
- Exercise Testing and Prescription (4)  

Choose two: (8)  
- HE 426 Sports and Exercise Nutrition  
- EXS 484 Advanced Topics in Biomechanics  
- EXS 486 Advanced Topics in Motor Behavior  
- EXS 487 Advanced Topics in Physiology of Exercise  
- EXS 488 Exercise Motivation and Adherence  

Elocutes (20)  
Courses must be selected with advisor approval and may include courses outside the division.  

**Pre-education non-licensure (42)**  
EXS 235 Teaching Movement Education (3)  
EXS 240 Teaching Dance in Physical Education (3)  
EXS 241 Teaching Games I (3)  
EXS 242 Teaching Games II (3)  
EXS 243 Teaching Outdoor and Adventure Education (3)  
EXS 244 Teaching Aerobic Fitness (3)  
EXS 245 Teaching Strength Training and Conditioning (3)  
EXS 330 Teaching Methods in Physical Education I (4)  
EXS 335 Field Experience in Physical Education (1)  
EXS 430 Teaching Methods in Physical Education II (4)  
EXS 431 Assessment Strategies in Physical Education (4)  
EXS 445 Curricular Issues in Physical Education (4)  

Choose two courses from the following areas: (4)  
- Aquatics  
- Eastern Arts  
- Gymnastics  
- Outdoor Recreation  

Exercise science majors must have a grade of C- or better in courses used to satisfy requirements of the major. It is recommended that students take BI 102 General Biology and BI 234 and BI 235 Human Anatomy and Physiology to fulfill the natural science requirement in the LACC. BI 234, 235 and 236 are prerequisites to several major required and elective courses. See course descriptions for specific prerequisites.  

**FILM STUDIES**  
Professors: Shaun Huston, Gavin Keulks, Mark Perlman, Michael Phillips, Emily Plec, Robin Smith  
Associate professor: Daniel Tankersley  
Assistant professor: Kate Connolly  

**Mission**  
To engage students in the critical study of moving images, including opportunities for practical experience in film and video making and criticism.  

**Learning outcomes**  
1. Explain the power of visual media to shape perceptions of the world.  
2. Analyze moving image arts and media through a variety of critical theories and/or strategies.  
3. Explain the relationships of moving image arts and media to the multiple contexts in which they are embedded.  

**Film Studies minor**  
(29-35 credits)  
Core courses (11)  
ANTH 369 Visual Anthropology (4)  
COM 426 Language of the Mass Media (3)  
ENG 386 Form and Meaning in Film (4)  

**Theory, tools and methods (6-8)**  
Choose two:  
- A 305 History of Modern Art, 1914-1965 (4)  
- A 306 History of Modern Art, 1966-Present (4)  
- A 326 Video & Animation I (4)  
- A 327 Video & Animation II (4)  
- COM 342 Media Literacy (3)  
- ENG 218 Introduction to Literary Study (4)  
- GEOG 386 Making Digital Video for the Social Sciences (4)  
- MUS 423 Media Music Production III (3)  
- MUS 460 Special Topics in Music History (3)  
- PHL 282 Philosophy of Art (3)  
- SOC 460 Feminist Theory (3)  
- TA 251 Elements of Acting (3)  
- TA 308 History of Fashion (4)  
- TA 330 Script Writing (4)  
- TA 338 History of Architecture and Decor (4)  

**Topical courses (6-8)**  
Choose two:  
- FR 340 Topics in French Arts and Culture (3)  
- GEOG 207 Geography and Film (4)  
- GEOG 307 Canadian Identity Through Film (4)  
- GEOG 420 The West and the American Imagination (4)  
- GEOG 421 The Changing American West (4)  
- GL 310 German Film (3)  
- PS 478 Political Fiction and Film (3)  
- SOC 407 Latin American Social Issues Through Film (3)  
- SPAN 335 Contemporary Hispanic Societies Through Film (4)  

Elocutes (6-8)  
Choose courses in consultation with a film studies adviser. Courses not listed here may be applied towards the minor with advisor approval. Students may...
also apply credits from FLM 406 Special Individual Studies and FLM 409 Practicum towards completion of the minor.

FORENSIC ANTHROPOLOGY MINOR
See Criminal Justice, page 55.

FORENSIC CHEMISTRY MINOR
See Chemistry, page 52.

FORENSIC PSYCHOLOGY MINOR
See Psychology, page 81.

FRENCH
Mission
Create and transmit knowledge concerning the French language, literature and culture in a climate that promotes ease of communication and mutual understanding.

Learning outcomes
1. Speak, aurally comprehend, write and read French at a level suitable for graduate education or careers in business, government, social services, tourism.
2. Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.
3. Analyze and critique original texts and cultural artifacts from French/Francophone sources.

French minor
(18 credits)
FR 301, 302, 303 (12)
Upper division hours in French (6)

Students who begin coursework at a higher level than 301 can substitute other courses in consultation with their adviser. Students must maintain a 2.0 GPA in their minor courses.

GENDER STUDIES
Professors: Maureen Dolan, Kimberly Jensen, Robin Smith
Mission
Explores scholarship on women and gender. Historical and cross-cultural perspectives, critical theory and interdisciplinary approaches are employed to examine questions of gender difference, inequality and exclusion. In keeping with the philosophy of liberal arts education, the goal of gender studies is to better understand and ultimately to transform our lives and the world in which we live.

Learning outcomes
1. Analyze how gender roles and ideologies are differently constructed and expressed in different cultures.
2. Explain the history of patriarchy and analyze the history of efforts to balance its effects.
3. Explain how race, class, gender and other categories of difference interact in society.

Gender Studies minor
(26-28 credits)
Core: choose at least three (10-12)
ANTH 370 Women in Cross-Cultural Perspective (4)
HST 404 Gender Issues Part I (4)
HST 405 Gender Issues Part II (4)
PS 436 Gender and Public Policy (3)
SOC 360 Sociology of Gender (3)
Electives: choose from at least two divisions (16)
Creative arts
A 405 Art History: Gender in Art (4)
D 310 Dance and Gender (3)
Education
HE 367 Human Sexuality (4)
Humanities
COM 335 Communication and Gender (3)
COM 435 Rhetoric of the Women’s Movement (3)
COM 436 Gender, Power and Cultural Production (3)
SPAN 445 Hispanic Women Writers (4)
Psychology
PSY 492 Psychology of Women (4)
Social science
ANTH 375 Women Anthropologists (4)
CJ 435 Gender, Crime and Justice (4)
HST 425 Modern France: Revolution and Napoleon (4)
HST 426 Modern France: 19th Century (4)
HST 427 Modern France: 20th Century (4)
HST 439 Colonial Cultures (4)
HST 440 Gender and Colonialism (4)
HST 445 Postcolonial North Africa (4)
HST 452 Women and the Family in the Middle Ages (4)
HST 471 Women in Japanese Society (4)
HST 472 Women in Chinese Society (4)
HST 481 American Voices (4)
HST 484 Health, Medicine and Gender in Historical Perspective (4)
HST 493 Women in Oregon History (4)
SOC 338 Sociology of the Family (3)
SOC 437 Sociology of Race/Ethnic Relations (3)
SOC 440 Women and Development (3)
SOC 460 Feminist Theories (3)
SOC 403 Research/Internship (1-9)

SSC 403, with a focus on some aspect of gender, is encouraged. Also, minor may include any seminar that focuses on adding content on/by women to the curriculum or that substantially and explicitly addresses gender issues and feminist theory in the treatment of its subject area or a course in which the student has the option of selecting and exploring gender-related topics in the process of developing a special skill, e.g. an advanced writing course.

GEOGRAPHY
Professors: Shaun Huston, Michael McGlade
Associate professors: Sriram Khe, Mark Van Steeter
Mission
The Geography Department believes that geographic literacy is essential for the lifelong development and professional service of all the university’s students, not merely those majoring or minoring in the discipline. We aim to provide a learning environment in which students will have structured opportunities to develop expertise in geography and to also achieve the institutional Undergraduate Learning Outcomes.

Learning outcomes
1. Explain important elements of geographic thought and practice.
2. Interpret the interrelationships between people, space and place.
3. Analyze human-environment relations.
4. Interpret the interrelationships between people, space and place.

Geography major
(64 credits)
Foundations (12)
GEOG 105, 106, 107 Introductory Geography
Geographic thought and practice (12)
GEOG 495 History and Philosophy of Geography
Choose two:
GEOG 240 Map and Air Photo Interpretation
GEOG 321 Field Geography
GEOG 340 Cartography –or- ES 340 Cartography
GEOG 341 Geographic Information Systems –or- ES 341 Geographic Information Systems
GEOG 384 Qualitative Research Methods
GEOG 385 Quantitative Methods
GEOG 386 Making Digital Video for the Social Sciences
People, space and place (8)
Choose two:
GEOG 327 Popular Culture in Global Perspective
GEOG 370 Human Migration
GEOG 371 Mexico & Central America
GEOG 391 Biogeography
GEOG 410 Global Issues
GEOG 411 Cultural Geography
Human-environment relations (8)
Choose two:
GEOG 380 Environmental Conservation
GEOG 425 Urban Planning and Policy
GEOG 470 Energy, Environment and Society
GEOG 480 Nature and the American West
Capstone (4)
GEOG 499 Capstone Experience

Choose one of the following three concentrations:
Culture and politics (20)
Choose five:
GEOG 207 Geography and Film
GEOG 307 Canadian Identity through Film
GEOG 327 Popular Culture in Global Perspective
GEOG 380 Environmental Conservation
GEOG 409 Practicum
GEOG 411 Cultural Geography
GEOG 412 Special Topics
GEOG 420 The West and the American Imagination
GEOG 421 The Changing American West
GEOG 433 Political Geography
GEOG 480 Nature and the American West
Urban and international (20)
Choose five:
GEOG 315 The Indian Subcontinent
GEOG 370 Human Migration
GEOG 371 Mexico and Central America
GEOG 409 Practicum
GEOG 410 Global Issues
GEOG 412 Special Topics
GEOG 413 Urban Geography
GEOG 418 International Trade and Transportation
GEOG 425 Urban Planning and Policy
GEOG 435 U.S. & Canadian Geopolitics
GEOG 470 Energy, Environment and Society

Geography minor
(28 credits)
GEOG 105 Introductory Physical Geography (4)
Choose one: (4)
  GEOG 106 Introductory Economic Geography (4)
  GEOG 107 Introductory Cultural Geography (4)
Choose one: (4)
  GEOG 321 Field Geography
  GEOG 495 History and Philosophy of Geography
Any four upper division geography courses (16)

Planning minor
(28 credits)
GEOG 105, 106 Introductory Geography (8)
GEOG 413 Urban Geography (4)
GEOG 425 Urban Planning and Policy (4)
Choose one: (4)
  ES 341 Geographic Information Systems I
GEOG 240 Map and Air Photo Interpretation
Choose one: (4)
  GEOG 370 Human Migration
  GEOG 380 Environmental Conservation
  GEOG 411 Cultural Geography
Upper division elective in geography (4)
GEOG 409 Practicum or any upper division geography course

GERMAN STUDIES
(B.A. ONLY)
Associate professor: Gudrun Hoobler
Mission
Create and transmit knowledge concerning the German language, literature and culture in a climate that promotes ease of communication and mutual understanding.
Learning outcomes
1. Speak, aurally comprehend, write and read German at a level suitable for graduate education or careers in business, government, social services or tourism.
2. Explain and apply German cultural and historical perspectives to events and ideas in a globalized society.
3. Analyze and critique original texts and cultural artifacts from German sources.

German major
(55-58 credits) beyond first year language
GL 201, 202, 203 Second Year German (12)*
GL 301, 302, 303 Third Year German (12)
GL 110 Introduction to German Literature in Translation (4)
Choose five: (15-16) At least two 300-level and at least two 400-level
GL 310 German Film and Conversation (3)
GL 320 Business German (3)
GL 331 German Pronunciation and Phonetics (3)
GL 340 Culture and Civilization I - from Romans to Enlightenment (3)
GL 341 Culture and Civilization II - from Classicism to Reunification (3)
GL 350 Methods in Translation (3)
GL 399 Special Studies (3)
GL 401, 402, 403 Fourth Year German (3 each)
GL 406 Special Individual Studies (1-6)
GL 411 German Literature I: Medieval to Classical (3)
GL 412 German Literature II: Naturalism to Present (3)
GL 423 Studies in German Language and Literature (3)
GL 440 19th-Century German Drama (3)
GL 441 20th Century German Drama (3)
GL 442 German Drama - Performance (4)
GL 481 History and Structure of German Language (3)
Choose two: (instruction in English, readings and compositions in German) (6)
GL 342 Studies in German Culture and Literature to 1900 (4)
GL 343 Studies in German Culture and Literature to 1945 (4)
GL 344 Studies in German Culture and Literature to the Present (4)
Two 400-level GL courses (6)
Four other upper division German courses (12)

GERMAN STUDIES
(B.A. ONLY)
Associate professor: Gudrun Hoobler
Mission
Create and transmit knowledge concerning the German language, literature and culture in a climate that promotes ease of communication and mutual understanding.
Learning outcomes
1. Speak, aurally comprehend, write and read German at a level suitable for graduate education or careers in business, government, social services or tourism.
2. Explain and apply German cultural and historical perspectives to events and ideas in a globalized society.
3. Analyze and critique original texts and cultural artifacts from German sources.

German major
(55-58 credits) beyond first year language
GL 201, 202, 203 Second Year German (12)*
GL 301, 302, 303 Third Year German (12)
GL 110 Introduction to German Literature in Translation (4)
Choose five: (15-16) At least two 300-level and at least two 400-level
GL 310 German Film and Conversation (3)
GL 320 Business German (3)
GL 331 German Pronunciation and Phonetics (3)
GL 340 Culture and Civilization I - from Romans to Enlightenment (3)
GL 341 Culture and Civilization II - from Classicism to Reunification (3)
GL 350 Methods in Translation (3)
GL 399 Special Studies (3)
GL 401, 402, 403 Fourth Year German (3 each)
GL 406 Special Individual Studies (1-6)
GL 411 German Literature I: Medieval to Classical (3)
GL 412 German Literature II: Naturalism to Present (3)
GL 423 Studies in German Language and Literature (3)
GL 440 19th-Century German Drama (3)
GL 441 20th Century German Drama (3)
GL 442 German Drama - Performance (4)
GL 481 History and Structure of German Language (3)
Choose two: (instruction in English, readings and compositions in German) (6)
GL 342 Studies in German Culture and Literature to 1900 (4)
GL 343 Studies in German Culture and Literature to 1945 (4)
GL 344 Studies in German Culture and Literature to the Present (4)
Two 400-level GL courses (6)
Four other upper division German courses (12)

Study abroad, internship or capstone project: The German Studies major requires study abroad or an internship in a German-speaking country. If the student is unable to study or intern abroad, the adviser will help design a capstone project that meets the objectives of study abroad.

* Students who begin coursework beyond 201 must identify substitute credits with their adviser.

German Studies minor
(18 credits)
GL 301, 302, 303 (12)
Upper division hours in German (6)
(not GL 342, 343, 344 or other courses which are taught in English)

Students who begin coursework at a higher level than 301 can substitute other courses in consultation with their adviser. Students must maintain a 2.0 GPA in their minor courses.

German Teacher Education major
(53 credits) beyond first year language
GL 201, 202, 203 Second Year German (12)
GL 301, 302, 303 Third Year German (12)
GL 331 Pronunciation and Phonetics (3)
GL 340, 341 Culture and Civilization (6)
GL 416 Language Teaching Practicum (2)
Two 400-level GL courses (6)
Four other upper division German courses (12)
GERONTOLOGY

ACADEMICS

Gerontology

Professors: Joel Alexander, Tamina Toray, Robert Winningham
Associate professor: Margaret Manoogian
Assistant professor: Melissa Cannon

Mission

Provide students with a multidisciplinary foundation of core knowledge and skills drawn from the fields of gerontology, psychology, social work, health, political science, communications and business. Students will gain competence in accessing, evaluating and integrating sources of knowledge within the field. They will develop and refine essential skills through service-learning and practicum experiences. Graduates will apply such knowledge and skills in a manner consistent with an understanding of professional standards and practice.

Learning outcomes

1. Identify the needs of older adults and assess different approaches to address those needs.
2. Explain the cognitive, physical and social changes associated with older adulthood.
3. Apply perspectives from two or more disciplines to understand the needs of older adults.

Gerontology major

(58 credits)

Required courses (42)

- PSY 201 General Psychology
- PSY 202 General Psychology
- PSY 301 Introduction to Research Methods
- GERO 320 Introduction to Gerontology
- GERO 360 Cognitive and Physical Changes in Aging
- GERO 410 Gerontology Practicum I
- GERO 411 Gerontology Practicum II
- GERO 430 Palliative Care and Chronic Illness
- GERO 455 Social Ties and Aging
- GERO 460 Retirement/LTC Housing for Older Adults

Electives (16)

Select at least two courses:
- GERO 370 Aging & Mental Health
- GERO 480 Alzheimer's Disease and Other Dementias Management

Select at least two courses:
- ANTH 395 Medical Anthropology
- BI 102 General Biology
- BI 234 Human Anatomy and Physiology
- BI 235 Human Anatomy and Physiology
- BI 434 Diseases
- BI 485 Bioethics and Public Health
- PS 350 Intro to Public Policy
- PS 430 The Aging Society
- PS 433 Healthcare Politics and Policy

PSY courses:
- PSY 439 Positive Psychology
- PSY 445 Introduction to Industrial/Organizational Psychology
- PSY 446 Psychology of Leadership
- PSY 451 Behavioral Neuroscience
- PSY 460 Cognitive Neuroscience
- PSY 483 Adulthood and Aging
- PSY 484 Death, Dying and Grief

Gerontology minor

(27 credits)

The Gerontology minor should be planned with a gerontology adviser. The minor consists of 27 hours of focused coursework beyond introductory prerequisite coursework.

GERO 320 Introduction to Gerontology

Choose three (12):
- GERO 360 Cognitive and Physical Changes in Aging
- GERO 407 Seminar
- GERO 410 Gerontology Practicum I
- GERO 430 Palliative Care and Chronic Illness
- GERO 455 Social Ties and Aging
- GERO 460 Retirement/LTC Housing for Older Adults

Choose at least 11 credits:
- GERO 120 Medical Terminology
- GERO 370 Aging & Mental Health
- GERO 480 Alzheimer's Disease and Other Dementias Management
- HE 375 Epidemiology
- HE 434 Diseases
- HE 485 Bioethics and Public Health
- PS 311 Developmental Psychology
- PSY 451 Behavioral Neuroscience
- PSY 461 Psychopharmacology
- PSY 483 Adulthood and Aging
- PSY 484 Death, Dying and Grief
- PS 350 Intro to Public Policy
- PS 430 The Aging Society
- PS 433 Healthcare Politics and Policy

HEALTH

Professors: Peggy Pedersen, Linda Stonecipher
Associate professor: Doris Cancel-Tirado, Siobhan Maty
Assistant professors: Natalie DeWitt, Emily Lilo, Megan Patton-Lopez, Emily Vala-Haynes

Mission

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

Learning outcomes

1. Plan effective strategies, interventions and programs based on assessment of individual and community needs.
2. Implement and evaluate programs.
3. Coordinate, communicate and advocate for research-based practices.
HISTORY
Professors: David Doellinger, Bau Hwa Hsieh, Kimberly Jensen, John Rector
Associate professor: Patricia Goldsworthy-Bishop
Assistant professor: Elizabeth Swedo

Mission
Promote a community of scholars dedicated to excellence in teaching, research, professional and community service. This community connects students with the past through a global and comparative perspective and provides them with the tools for critical thinking and analysis that are the foundation of the liberal arts education.

Learning outcomes
1. Critically analyze, synthesize and evaluate primary and secondary historical sources.
2. Engage multiple historical methodologies and multiple sources to produce well-researched written work.
3. Explain historical developments across multiple cultures and regions.

History major
(72 credits)
HST 104 World History: The Ancient and Classical World
HST 105 World History: Expanding Societies
HST 106 World History: The Modern World
Choose two:
HST 201 History of the United States: Native American Cultures to Early 19th Century
HST 202 History of the United States: Reform and Progress
HST 203 History of the United States: First World War to the Present
HST 420 Philosophies of History
HST 499 Senior Seminar
Select at least two courses from four of the five areas below (44)

Consult a History Department adviser in developing your plan. This may include History 407 seminars on topical/regional areas offered on a periodic basis. With prior approval from their History Department adviser, students may plan a program that includes up to 9 hours of social science electives relevant to their concentration areas in history to complete the 44-hour sequence.

Students will use a paper completed for an upper division history course at WOU as a foundation for their Senior Seminar thesis. They will revise and expand this topical paper, with History Department advisers, across the senior year to complete Senior Seminar (HST 499) in the spring term. HST 420 should be taken the term preceding HST 499.

In HST 420 the student will explore the theoretical foundations of the research topic that will become the basis for the HST 499 senior thesis paper.

Europe/Russia
HST 412 Yugoslavia: From Experiment to Collapse
HST 413 Dissent & Opposition in East Europe
HST 414 British History to 1300
HST 415 British History to the 18th Century
HST 418 The Reformation
HST 419 Early Modern Europe
HST 422 Germany: The 19th Century
HST 423 Germany 1914 to 1945
HST 424 Postwar German History
HST 425 Modern France: Revolution and Napoleon
HST 426 Modern France: The 19th Century
HST 427 Modern France: The 20th Century
HST 428 19th-Century Europe
HST 429 20th-Century Europe: From World Wars to Cold Wars
HST 430 20th-Century Europe: Postwar Period
HST 431 Russia to Peter the Great
HST 432 Imperial Russia
HST 433 Soviet Russia
HST 434, 435 Mediterranean Worlds
HST 436 History of Modern Paris
HST 437 WW II in Film
HST 439 Colonial Cultures
HST 447 Early Middle Ages
HST 448 High Middle Ages
HST 449 Late Middle Ages
HST 451 The Crusades
HST 452 Women and Family in the Middle Ages
HST 496 Empire and Environment

North American Studies
HST 404/405 Gender Issues in History
HST 454 Mexico and the Caribbean
HST 456 Mexico Since Independence
HST 475 Colonial America
HST 476 Market Democracy in America
HST 477 Civil War and Reconstruction
HST 478 Managing and Resisting Incorporation, 1865-1914
HST 479 Challenges of Progressive Era America
HST 480 Topics in Multicultural American History
HST 481 American Voices: Autobiography, Biography and Memoir in American History
HST 482 America and the World Wars
HST 483 Cold War America
HST 484 Health, Medicine and Gender in Historical Perspective
HST 487 Canada: to Confederation (1867)
HST 488 Canada: Since Confederation
HST 489 Environmental History
HST 490 Wests of Early America
HST 491 Western US: 20th-Century Issues
HST 492 Pacific Northwest History
HST 493 Women in Oregon History
HST 494 North American Constitutional History

Comparative/methods
HST 301 Introduction to Historical Research
HST 401 History and the Internet
HST 404/405 Gender Issues in History
HST 406 Archival Science
HST 408 Oral History
HST 409 Historical Editing
HST 410 Introduction to Public History
HST 411 World Problems
HST 413 Dissent & Opposition in East Europe
HST 437 WW II in Film
HST 439 Colonial Cultures
HST 440 Gender and Colonialism
HST 441 Decolonization and its Aftermaths
HST 442 North Africa and the World
HST 451 The Crusades
HST 452 Women and Family in the Middle Ages
HST 458 History of Inter-American Relations
HST 479, 480 Challenges of Progressive Era America
HST 481 American Voices: Autobiography, Biography and Memoir in American History
HST 483 Gender and Colonialism
HST 484 Health, Medicine and Gender in Historical Perspective
HST 485 Mexican Foundations of Chicano/a/Latino/a History
HST 486 Chicano/a History (4)
HST 487 Canada: to Confederation (1867)
HST 488 Canada: Since Confederation
HST 489 Environmental History
HST 490 Wests of Early America
HST 491 Western US: 20th-Century Issues
HST 492 Pacific Northwest History
HST 493 Women in Oregon History
HST 494 North American Constitutional History

Academic courses
HST 494 North American Constitutional History
HST 496 Empire and Environment

Africa/Latin America
HST 434, 435 Mediterranean Worlds
HST 438 European Imperialisms
HST 441 Decolonization and its Aftermaths
HST 442 North Africa and the World
HST 443 Jewish North Africa
HST 444 Colonial North Africa
HST 445 Postcolonial North Africa
HST 453 Precolumbian and Colonial Latin America (4)
HST 454 Mexico and Caribbean Since Independence (4)
HST 455 South America Since Independence (3)
HST 456 Mexico Since Independence (4)
HST 457 20th Century Latin America (4)
HST 485 Mexican Foundations of Chicano/a/Latino/a History (4)
HST 486 Chicano/a History (4)
HST 497 Islam in Africa (4)
East and West Asia
HST 438 European Imperialisms
HST 441 Decolonization and its Aftermaths
HST 461, 462, 463 History of East Asia
HST 464 South East Asia: Imperialism to Independence
HST 465 South East Asia: Second World War to Cold War
HST 466 South East Asia: Cold War to Present
HST 467 Modern China I: Fragmentation and Reform Movements in Late Imperial China
HST 468 Modern China II
HST 469 Modern China III: Peoples Republic of China, Confucianism and Socialism
HST 470 Women in Indian Society
HST 471 Women in Japanese Society
HST 472 Women in Chinese Society
HST 473 Popular Culture in China
HST 474 Popular Culture in Japan
HST 495 Arab World in Transition

**ACADEMICS**

3. Effectively communicate concepts studied
   - At least four of the five courses must be upper division per block/area;
   • Other humanities areas may be included in the plan in addition to the two blocks of courses;
   • First-year language courses will not count in the major.

**Required:** 36 upper division credits, including HUM 450 Senior Capstone (1)

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**HOMELAND SECURITY AND COMMUNITY PREPAREDNESS**

See Criminal Justice, page 56.

**HUMANITIES**

**Mission**

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

**Learning outcomes**

1. Creatively integrate and apply perspectives from multiple Humanities disciplines to understand language, culture, literary art, and/or religious and philosophical thought.
2. Critically analyze ideas and language in several Humanities disciplines.
3. Effectively communicate concepts studied in Humanities disciplines in writing and/or speech, adapting to meet the needs of multiple audiences.

**Humanities minor**

(15 credits)

Approved upper division hours in humanities areas; maximum six credits of internship.

**INFORMATION SYSTEMS**

Professors: Jie Liu, John Marsaglia, Scot Morse, David Olson
Associate professors: Breeann Flesch, Becka Morgan, Yanwei Wu

**Mission**

The Information Systems degree bridges the study of business and information systems and is less theoretical than the computer science major. An academic focus is placed on the practical application of technology in support of business operation, management and decision making. Graduates receive a solid foundation in enterprise computing. Enterprise computing encompasses various types of enterprise software required to support an organization’s operations and goals. We are committed to preparing graduates to become productive employees.

**Learning outcomes**

1. Design and implement information system solutions to meet organizational needs.
2. Identify opportunities and implement systems using information technology to improve organizational efficiency and productivity.
3. Manage ongoing information system operations.

**Information Systems major**

(71 credits)

Choose one: (4)
- CS 123 Introduction to Information Systems
- CS 160 Survey of Computer Science

Choose one: (4)
- One course numbered CS 13X programming language
- CS 161 Computer Science I

Required courses (47)
- IS 240 Information Management I (4)
- IS 270 Operating Systems (4)
- IS 278 Networks (4)
- IS 340 Information Management II (4)
- IS 345 Systems Analysis (4)
- IS 350 Enterprise Architecture (4)
- IS 355 Strategy, Acquisition and Management of Information Systems (4)
- IS 440 Systems Administration (4)
- IS 470 Project Management (4)
- IS 475 Project Implementation (4)
- MTH 231 Elements of Discrete Mathematics I (3)
- MTH 243 Introduction to Probability and Statistics (4)

Electives (16) at least 12 upper division credits.

Approved electives include any IS course or CS course above CS 123 and/or
BA 211 Financial Accounting (4)
MTH 232 Elements of Discrete Mathematics II (3)
WR 300 Workplace and Technical Writing (4)

Information Systems majors must have a grade of C or better in courses that are used to satisfy the major requirements. Students must also have a C or better in all listed prerequisite courses unless waived by the course instructor and the computer science division chair.

**Information Systems minor**

(16 credits)

16 upper division credits in IS. Minor should be planned with the help of an adviser.

**INTEGRATED SCIENCE**

Professors: Adele Schepige, Jeffrey Templeton

**Mission**

Prepares and trains students to become effective middle and high school teachers in the area of general science, physical science and Earth and space science.

**Learning outcomes**

1. Develop content knowledge in biology, chemistry, physics and Earth/space science that is directly applicable to middle and high school level science teaching.
2. Integrate fundamental concepts across a range of science disciplines and recognize the relevance of science to the broader world.
3. Acquire reasoning and problem-solving skills through coursework and participation in authentic scientific investigations that are appropriate for future secondary level educators.

**Integrated Science Teacher Education major**

(64-70 credits)

Choose one upper division biology course: (4-5)
- BI 357 General Ecology
- BI 361 Marine Ecology

Choose one upper division chemistry course: (3-4)
- CH 310 Environmental Geochemistry
- CH 320 Introduction to Forensic Science
- CH 360 Nuclear Chemistry

Choose one upper division physics course: (3-5)
- PH 211, 212, 213 General Physics
- PH 211, 212, 213 General Physics with Calculus
- PH 211, 212, 213 General Physics with Calculus

Choose one upper division biology course: (4-5)
- BI 314 Introductory Genetics
- BI 321 Systematic Field Botany
- BI 324 Comparative Vertebrate Anatomy
- BI 330 Plant Physiology
- BI 357 General Ecology
- BI 361 Marine Ecology

Choose one upper division chemistry course: (3-4)
- CH 221, 222, 223 General Chemistry (15)
- CH 201, 202, 203 Principles of Geology (12)

Choose one sequence: (12)
- PH 211, 212, 213 General Physics
- PH 211, 212, 213 General Physics with Calculus
- PH 211, 212, 213 General Physics with Calculus

Choose one upper division biology course: (4-5)
- ES 331 Introduction to Oceanography (3)
- ES 390 Basic Meteorology (3)
- ES 351 Elements of Astronomy (3)

Choose one upper division biology course: (4-5)
- BI 314 Introductory Genetics
- BI 321 Systematic Field Botany
- BI 324 Comparative Vertebrate Anatomy
- BI 330 Plant Physiology
- BI 357 General Ecology
- BI 361 Marine Ecology

Choose one upper division chemistry course: (3-4)
- CH 310 Environmental Geochemistry
- CH 320 Introduction to Forensic Science
- CH 360 Nuclear Chemistry

Choose one upper division physics course: (3-5)
- PH 211, 212, 213 General Physics
- PH 211, 212, 213 General Physics with Calculus
- PH 211, 212, 213 General Physics with Calculus
CH 361 Energy, Resources and the Environment
CH 371 Environmental Chemistry
CH 412 Inorganic Chemistry of the Environment
Choose one upper division Earth science course: (3-4)
ES 341 Geographic Information Systems I
ES 354 Geology of Earthquakes
ES 453 Geology of the Pacific Northwest
ES 454 Volcanology
ES 473 Environmental Geology
ES 491 Stratigraphy and Depositional Systems
Upper division electives in science (6-9)
Choose two additional upper division courses from one of the content areas listed above (biology, chemistry or Earth science).

Note: the sequence BI 211, 212, 213 must be completed to fulfill the LACC Laboratory Science requirement. The B.S. requires CS 195, MTH 112 and MTH 243. The B.A. requires CS 122, MTH 112 and completion of the second language requirement.

INTERDISCIPLINARY STUDIES

Faculty advisers: Bob Hautala (Exercise Science), Ryan Hickerson (Philosophy), Shaun Huston (Geography), Srim Khe (Geography), Marjory Lange (English), Sue Monahan (Sociology), Jeff Myers (Earth Science)
Academic program coordinator: Susan Griffin

Mission
The faculty at WOU recognizes the importance of meeting the needs and interests of all students. Accordingly, the Interdisciplinary Studies Program offers an opportunity to construct individualized majors based on student interests and goals.

Learning outcomes
1. Define learning goals.
2. Design an interdisciplinary program of study for achievement of those goals.
3. Differentiate the ways of knowing, the conventions and methods used in that program.
4. Explain appropriate theoretical and practical connections among the chosen areas of study.
5. Demonstrate reflection and self-assessment in completing the program of study.

International Studies major

(70 credits)
International studies core (16)
ANTH 216 Cultural Anthropology (4)
GEOG 106 Introductory Economic Geography (4)
HST 106 World History: The Modern World (4)
PS 203 International Relations (4)
Regional and topical content (30)
A. Regional (at least four courses in one region) (12-16)

African studies concentration
ANTH 380 Africa
ANTH 381 African Film and Society
HST 442 North Africa and the World
HST 443 Jewish North Africa
HST 444 Colonial North Africa
HST 445 Postcolonial North Africa
HST 497 Islam in Africa
PS 464 Government and Politics of Africa

Asian studies concentration
GEOG 315 The Indian subcontinent (4)
HST 461 History of East Asia: Traditional China (4)
HST 462 History of East Asia: Traditional Japan (4)
HST 463 Modern East Asia (4)
HST 464 Southeast Asia: Imperialism to Independence (4)
HST 465 Southeast Asia: World War II to Cold War (4)
HST 466 Southeast Asia: Cold War to the Present (4)
HST 467 Modern China I (4)
HST 468 Modern China II (4)
HST 469 Modern China III (4)
HST 472 Women in Chinese Society (4)
HST 473 Popular Culture in China (4)
HST 474 Popular Culture in Japan (4)
PS 460 Government and Politics of Asia (3)
R 201 Intro to World Religions: Eastern (3)

Canadian studies concentration
ANTH 494 Northwest Indian Cultures
ANTH 496 Indian America
GEOG 211 U.S. and Canada
GEOG 307 Canadian Identity Through Film
GEOG 435 U.S. and Canadian Geopolitics
HST 487 Canada to Confederation
HST 488 Canada Since Confederation
HST 494 North American Constitutional History

European studies concentration (including French and German studies)
FR 340 Topics in French Arts and Culture (3)
FR 410 Topics in French Language and Literature (3)
FR 440 Topics in French Culture and Civilization (3)
GL 310 German Film
GL 320 Business German
GL 342/HUM 325 Studies in German Culture and Literature to 1900 (3)
GL 343/HUM 343 Studies in German Culture and Literature to 1945 (3)
GL 344/HUM 344 Studies in German Culture and Literature to the Present (3)
GL 340 Culture and Civilization I: from Romans to Enlightenment (3)
GL 341 Culture and Civilization II: from Classicism to Reunification (3)
GL 412 German Literature II: Naturalism to Present (3)
GL 423 Studies in German Language and Literature (3)
GL 441 20th Century German Drama (3)
HST 422 Germany: The 19th Century (4)
HST 423 Germany 1914 to 1945 (4)
HST 424 Postwar German History (4)
HST 425 Modern France: Revolution and Napoleon (4)
HST 426 Modern France: 19th Century (4)
HST 427 Modern France: 20th Century (4)
HST 431 Russia to Peter the Great (4)
HST 432 Imperial Russia (4)
HST 433 Soviet Russia (4)
HST 436 History of Modern Paris (4)
HST 439 Colonial Cultures
HST 438 European Imperialisms
PHL 314 Modern European Philosophy (3)
PHL 316 Contemporary Philosophy (3)
PHL 321 Existentialism (3)
PHL 323 Continental Philosophy (3)
PS 462 Government and Politics of Europe (3)
PS 461 Government and Politics of Post-Communist States (3)
R 204 Intro to World Religions: Western (3)
SPAN 338 Hispanic Civilization and Culture: Spain (4)
SPAN 345 Migration and Borders in the Hispanic World (4)
SPAN 370 Survey of Peninsular Spanish Literature (4)
SPAN 414 Topics in Spanish Literature 18th and 19th Century (4)
SPAN 415 Topics in Contemporary Spanish Literature (4)
Latin American studies concentration

ANTH 332 Latin America (4)
GEOG 371 Mexico and Central America (4)
HST 453 Pre-Columbian and Colonial Latin America (4)
HST 454 Mexico and the Caribbean Since Independence (4)
HST 455 South America Since Independence (4)
HST 457 20th-Century Latin America (4)
HST 458 History of Inter-American Relations (4)
PS 497 U.S. Foreign Policy (3)
SOC 450 Latin American Society (3)
SPAN 339 Hispanic Civilization and Culture: Latin America (4)
SPAN 340/HUM 340 Hispanic Culture and Civilization: Mexico (4)
SPAN 345 Migration and Borders in the Hispanic World (4)
SPAN 360 Introduction to Hispanic Literatures (4)
SPAN 371 Introduction to Latin American Literature (4)
SPAN 441 Topics in Latin American Colonial Literature (4)
SPAN 442 Topics in 19th-Century Latin American Literature (4)
SPAN 443 Topics in Contemporary Latin American Literature (4)
SPAN 491 Studies in Latin American Literature (4)

B. Topical content (0-22 credits)
(Or as needed to complete 30 total credits in content)

ANTH 370 Women in Cross-cultural Perspective (4)
ANTH 388 Transnational Migration (4)
ANTH 392 Applied Anthropology
ANTH 432 Human Rights (4)
COM 325 Intercultural Communication (3)
ENG 341 Period Studies in Continental European Literature after 1700 (4)
ENG 441 Studies in Continental European Literature (4)
GEOG 370 Human Migration (4)
GEOG 410 Global Issues (4)
GEOG 418 International Trade and Transport (4)
HE 465 International Health (4)
HST 411 World Problems (4)
LING 312 Language and Society (4)
PHL 350 Social & Political Philosophy (3)
PS 204 Governments of the World (4)
PS 432 Global Health Policy (3)
PS 465 Government & Politics of the Middle East (3)
PS 473 Globalization Issues (3)
PS 477 International Environmental Politics (3)
PS 481 International Law (3)
PS 493 International Organizations (3)
PS 497 U.S. Foreign Policy (3)
SPAN 445 Hispanic Women Writers (when related to Latin American writers) (4)

Modern language specialization (24)
Study of a second modern language (in the same language) through the third year or above of university level instruction or equivalent. First-year language courses may not be counted toward the major. International students, who speak English as a second-language and have passed an approved English language assessment test (e.g., TOEFL), can substitute additional courses in the regional and topical areas of the major for the 24 language credits (subject to pre-approval by the International Studies adviser).

International experience
The major requires at least eight weeks of international experience consisting of study abroad, an international internship, and/or field research abroad, selected in consultation with and approved by the student's adviser.

International Studies minor
(27 credits)
Choose 12 credits from the International Studies Core
Choose 15 additional upper division credits from the International Studies Regional and Topical content areas.

The major and minor may include additional courses (subject to pre-approval of the adviser) that focus on internationally related topics, and/or substantially and explicitly address international issues.

LANGUAGE ARTS
(B.A. ONLY)

Mission
Drawing on work in linguistics, literature, writing and communication studies, prepares students to teach secondary-level language arts.

Learning outcomes
1. Apply linguistic principles, composition theory/practice and methods of literary analysis.
2. Relate oral and written communication, literature and linguistics content to secondary-level pedagogical best practices.
3. Analyze the rhetorical power and aesthetic potential of language.

Language Arts Teacher Education major
(73 credits)
Note: complete both LACC literature (2 courses - ENG 107 and 108 are preferred; ENG 109 also highly recommended) and LACC writing requirement before taking courses in Lit/Theory and Writing areas.

Literature and theory (35)
ENG 218 Introduction to Literary Study (4)
Choose three with at least one from each sequence:
(12)
Note: ENG 204 is required if no ENG 108
ENG 204, 205, 206 Survey of British Literature (12)
ENG 253, 254 Survey of American Literature (8)
ED 240 Young Adult Literature (3)
Choose one: (4)
ENG 318 Contemporary Literary Theory
ENG 465 Teaching Literature
Choose one: (4)
ENG 389 U.S. Minority Literature
ENG 390 World Literatures
ENG 489 Studies in U.S. Minority Literature
ENG 490 Studies in World Literatures
Choose two: (8)
UD literature (ENG 301 highly recommended; no courses from ENG 380-388)
Linguistics (16)
LING 210 Introduction to Linguistics
LING 315 Structure of English I
LING 450 Linguistic Analysis of Style & Genre
Choose one: (4)
LING 312 Language and Society
LING 370 Meaning and Context
LING 480 History of the English Language
Writing (16)
WR 230 Introduction to Writing Studies
WR 440 Writing Theory and Pedagogy
Choose two: (8)
UD writing courses, at least one non-creative writing course
Communication (6)
COM 342 Media Literacy
Choose one: (3)
COM 321 Influencing through Argument
COM 325 Intercultural Communication
COM 422 Persuasion

LATIN AMERICAN STUDIES

Professors: Maureen Dolan, John Rector
Associate professor: Jaime Marroquin

Mission
Provides an interdisciplinary approach to Latin American history, society, culture, environment and language. The program encourages students to view Latin America within the ongoing processes of globalization, immigration and trans-nationalism. Students are encouraged to combine coursework on Latin America with study abroad opportunities that include Mexico, Argentina, Ecuador and Chile offered in cooperation with the NSCA and OUS consortium.

Learning outcomes
1. Apply perspectives from two or more disciplines to understanding Latin America.
2. Analyze trends in immigration and globalization.
3. Drawing on direct experience in a Latin American community, explain the interactions between culture, history and society in that locale.
Latin American studies minor
(27 credits)
HST 453 Pre-Columbian and Colonial Latin America (4)
SOC 450 Latin American Societies (3)
Choose one: (4)
HST 454 Mexico and the Caribbean Since Independence
HST 455 South America Since Independence
Choose one: (4)
GEOG 371 Mexico and Central America
GEOG 372 South America
Electives (12) Choose courses from at least two departments
ANTH 332 Latin America (4)
ANTH 435 U.S.-Mexico Border (4)
EC 417 Development Economics (4)
GEOG 370 Human Migration (4)
GEOG 371 Mexico and Central America (4)
GEOG 372 South America (4)
HST 407 Topical Courses on Latin America (4)
HST 454 Mexico and the Caribbean Since Independence (4)
HST 455 South America Since Independence (3)
HST 456 Mexico Since Independence (4)
HST 457 20th Century Latin America (4)
HST 458 History of Inter-American Relations (4)
PS 463 Government and Politics of Developing Nations (3)
SOC 350 Food and Hunger (3)
SOC 400 International Development (3)
SOC 407 Topical Courses on Latin America (3)
SOC 427 Revolutionary Social Movements (3)
SOC 440 Women and Development (3)
SPAN 339 Hispanic Culture and Civilization: Latin America (4)
SPAN 340 Hispanic Culture and Civilization: Mexico (4)
SPAN 345 Migration and Borders in the Hispanic World (4)
SPAN 360 Introduction to Hispanic Literatures (4)
SPAN 371 Introduction to Latin American Literature (4)
SPAN 441 Topics in Latin American Colonial Literature (4)
SPAN 442 Topics in 19th-Century Latin American Literature (4)
SPAN 443 Topics in Contemporary Latin American Literature (4)
SPAN 445 Hispanic Women Writers (4)
SPAN 491 Studies in Latin American Literature (4)

LATINO/CHICANO STUDIES
Professors: Maureen Dolan, John Rector
Associate professor: Jamie Marroquin
Mission
To provide students with a broad knowledge base and the intellectual tools to understand the central questions, applications and languages relevant to this field of inquiry. Courses focus on comparative topic issues, discipline specific approaches and practicum/experiential learning opportunities.
Learning outcomes:
1. Explain the cultural dynamics of Mexican and Hispanic origin people in the U.S.
2. Integrate the lenses of history, social sciences and language studies to analyze topics and issues involving the Latino and Chicano communities.
3. Apply academic skills in Oregon’s Latino and Latin American communities.

Legal Studies
(24-26 credits)
Core (12-14)
Select four courses, at least one in social science and one in humanities. In the case of the humanities courses, we recommend that you choose one language and one culture/literature course:
ED 301 Introduction to Chicano/a Studies
HST 454 Mexico and the Caribbean
HST 486 Chicano/a History
SOC 435 Chicano/a/Latino/a Studies: Social Issues, Social Movements
SPAN 317 Intermediate Spanish for Bilingual/Heritage Speakers I
SPAN 318 Intermediate Spanish for Bilingual/Heritage Speakers II
SPAN 319 Intermediate Spanish for Bilingual/Heritage Speakers III
SPAN/HUM 328 Introduction to Chicano/a Literature
SPAN/HUM 342 Introduction to Chicano/Latino Life and Culture
In consultation with an adviser, select four additional courses from courses above not already used and/or the following, with no more than two courses from any one department:
ANTH 330 Contemporary Chicano/a Culture
ED 302 Multicultural Education and the American Experience
ENG 389 U.S. Minority Literature (when related to Latino/Chicano Studies)
GEOG 370 Human Migration
GEOG 371 Mexico and Central America

LEGAL STUDIES
Professor: Mark Henkels
Mission
Prepares students for success in law school and in fields related to the law. The program serves the university by integrating law-related curriculum and promoting awareness of legal processes and issues.
Learning outcomes:
1. Critically analyze and effectively communicate about the legal system in speech and writing.
2. Explain theoretical and practical aspects of the law, the diversity of law-related fields and their roles in society.
3. Advocate for better understanding of the legal system and issues.

Legal Studies minor
(25-28 credits)
Choose one: (3-4)
BA 230 Intro to Business Law (3)
BA 301 American Government (4)
PS 201 American Government (4)
PS 202 State and Local Government (4)
PS 479 Constitutional Law (3)
PS 480 Administrative Law (3)
PS 484 American Jurisprudence (3)
PS 485 Legal Reasoning and Writing (3)

SPAN 491 Western US: 20th Century Issues
SOC 406 Special Individual Studies (when related to Latino/Chicano Studies)
SOC 407 Seminar (when related to Latino/Chicano Studies)
SOC 409 Practicum: Latino/a Ed Mentor
SPAN 317 Intermediate Spanish for Bilingual/Heritage Speakers I
SPAN 318 Intermediate Spanish for Bilingual/Heritage Speakers II
SPAN 319 Intermediate Spanish for Bilingual/Heritage Speakers III
SPAN/HUM 340 Hispanic Culture and Civilization: Mexico
SPAN 345 Migration and Borders in the Hispanic World (when related to Latino/Chicano Studies)
SPAN 407 Seminar (when related to Latino/Chicano Studies)
MATHEMATICS

Professors: Cheryl Beaver, Scott Beaver, Hamid Behmard, Laurie Burton
Associate professors: Matthew Ciancetta, Matthew Nabity
Assistant professor: Leanne Merrill

Mission
Teaching of mathematics and the communication of mathematical ideas. Faculty members believe that both the assimilation of mathematical knowledge and the enhancement of one’s capacity for mathematical reasoning are essential outcomes of a liberal arts education.

Learning outcomes
1. Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
2. Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.
3. Demonstrate effective written communication of mathematical concepts.

Mathematics major
(73 credits)
Choose a concentration:
Mathematics concentration
MTH 251 Calculus I (4)
MTH 252 Calculus II (4)
MTH 253 Calculus III Sequences and Series (4)
MTH 254 Multivariate Calculus (4)
MTH 280 Introduction to Proof (4)
MTH 311 Advanced Calculus I (4)
MTH 312 Advanced Calculus II (4)
MTH 341 Linear Algebra I (4)
MTH 344 Group Theory (4)
MTH 365 Mathematical Probability (4)
MTH 366 Mathematical Statistics (4)
MTH 401 Introduction to Senior Project (1)
MTH 403 Senior Project I (2)
MTH 404 Senior Project II (2)
Choose three: (12)
MTH 314 Differential Equations
MTH 351 Introduction to Numerical Analysis
MTH 354 Applied Discrete Mathematics
MTH 358 Mathematical Modeling
MTH 363 Operations Research
Choose one: (4)
MTH 337 Geometry
MTH 346 Number Theory
MTH 355 Discrete Mathematics
MTH 441 Linear Algebra II
Choose one: (4)
CS 137 Introduction to MATLAB Programming
CS 161 Computer Science I
One approved upper division mathematics elective
(4)
Mathematics majors must have a grade of C or better in courses that are used to satisfy the major requirements.

Computer Science/Mathematics major
(104 credits)
Mathematics courses (52)
MTH 251 Calculus I (4)
MTH 252 Calculus II (4)
MTH 253 Calculus III Sequences and Series (4)
MTH 254 Multivariate Calculus (4)
MTH 280 Introduction to Proof (4)
MTH 314 Differential Equations
MTH 311 Advanced Calculus I (4)
MTH 312 Advanced Calculus II (4)
MTH 341 Linear Algebra I (4)
MTH 344 Group Theory (4)
MTH 365 Mathematical Probability (4)
MTH 366 Mathematical Statistics (4)
MTH 401 Introduction to Senior Project (1)
MTH 403 Senior Project I (2)
MTH 404 Senior Project II (2)
Choose three: (12)
MTH 354 Applied Discrete Mathematics
MTH 358 Mathematical Modeling
MTH 441 Linear Algebra II
Choose one: (4)
CS 137 Introduction to MATLAB Programming
CS 161 Computer Science I
One approved upper division mathematics elective
(4)
Mathematics majors must have a grade of C or better in courses that are used to satisfy the major requirements.

Mathematics Teacher Education major
(64 credits)
MTH 251 Calculus I (4)
MTH 252 Calculus II (4)
MTH 253 Calculus III Sequences and Series (4)
MTH 254 Multivariate Calculus (4)
MTH 280 Introduction to Proof (4)
MTH 311 Advanced Calculus I (4)
MTH 312 Advanced Calculus II (4)
MTH 341 Linear Algebra I (4)
MTH 344 Group Theory (4)
MTH 355 Discrete Mathematics (4)
MTH 358 Mathematical Statistics (4)
MTH 363 Operations Research
Choose one: (4)
MTH 337 Geometry
MTH 346 Number Theory
MTH 355 Discrete Mathematics
MTH 441 Linear Algebra II
Choose one: (4)
CS 137 Introduction to MATLAB Programming
CS 161 Computer Science I
One approved upper division mathematics elective
(4)
Mathematics Teacher Education majors must have a grade of C or better in courses that are used to satisfy the major requirements.

Mathematics minor
(28 credits)
MTH 251 Calculus I (4)
MTH 252 Calculus II (4)
MTH 280 Introduction to Proof (4)
Choose one: (4)
MTH 253 Calculus III
MTH 254 Multivariate Calculus
Three approved upper division mathematics electives
(12)
Mathematics minors must have a grade of C or better in courses that are used to satisfy the minor requirements.

Mathematics Education minor: Mathematics majors
(27-28 credits)
MTH 211, 212, 213 Foundations of Elementary Mathematics (12)
MTH 392 College Algebra for Elementary and Middle School Teachers (3)
MTH 393 Probability and Statistics for Elementary and Middle School Teachers (3)
MTH 394 Introduction to Geometry for Elementary Teachers (3) or MTH 494 Geometry for Middle School Teachers (3)
MTH 396 Elementary Problem Solving (3)

Choose one: (3-4)
MTH 346 Number Theory (4)
MTH 355 Discrete Mathematics (4)* or MTH 398 Discrete Mathematics for Elementary and Middle School Teachers (3)*

*If MTH 355 is taken to satisfy any part of any Mathematics major requirements, then neither MTH 355 nor MTH 398 may apply toward the Mathematics Education minor.

Mathematics education minors must have a grade of C- or better in courses that are used to satisfy the minor requirements.

Mathematics Education minor: Non-mathematics majors (27-28 credits)
MTH 211, 212, 213 Foundations of Elementary Mathematics (12)
Choose one:
- MTH 392 College Algebra for Elementary and Middle School Teachers (3)
- MTH 111 College Algebra (4)
- MTH 494 Geometry for Middle School Teachers (3)
- MTH 495 Calculus for Middle School Teachers (3)
- MTH 396 Elementary Problem Solving (3)

Choose one: (3)
- MTH 393 Probability and Statistics for Elementary and Middle School Teachers (3)
- MTH 398 Discrete Mathematics for Elementary and Middle School Teachers (3)
- MTH 492 Abstract Algebra for Teachers (3)

Mathematics Education minors must have a grade of C- or better in courses that are used to satisfy the minor requirements.

MILITARY SCIENCE
(ARMY ROTC)

Military Science minor (28 credits)

Mission
To teach leadership and military skills in the classroom, lab and field environment to all students and to commission selected cadets as the future officer leadership of the U.S. Army.

Learning outcomes
1. All students are prepared with the tools, training and experiences that will help them succeed in any competitive environment.
2. First- and second-year students understand basic military skills and the fundamentals of leadership which lays the groundwork toward becoming an Army leader.
3. Third- and fourth-year students understand advanced military tactics and have experience in team organization, planning and decision-making which prepares them to become commissioned officers in the U.S. Army.

At least 18 of the 24 hours required in the minor must be military science courses. MS 305 American Military History cannot be used for this requirement.

Choose 18 credits:
- MS 111, 112, 113 Military Science I (3)
- MS 211, 212, 213 Military Science II (6)
- MS 311, 312, 313 Military Science III (9)
- MS 314 Advanced Summer Camp (6)
- MS 411, 412, 413 Military Science IV (9)
- MS 305 American Military History (3)

Choose one: (3)
- PS 432 Issues in National Policy (3)
- PS 440 Causes of War (3)
- PS 497 U.S. Foreign Policy Writing (4)

Any writing course higher than WR 122.

Students interested in obtaining an officer’s commission may contact the Army ROTC department. Classes may be taught at WOU or OSU in Corvallis. Further information about Army ROTC scholarships and other aspects of the program may be obtained from Western Oregon University, Military Science Department, 345 N. Monmouth Ave., UPCC A-106, Monmouth OR 97361, 503-838-8353; or contact Oregon State University, Army ROTC, 201 McAlexander Field House, Corvallis OR 97331, 541-737-3511.

Aerospace studies (Air Force ROTC)
For information on Air Force ROTC, contact Oregon State University, Air Force ROTC, 308 McAlexander Field House, Corvallis OR 97331, 541-754-3291.

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

MUSIC

Professors: Diane Baxter, Thomas Bergeron, Keller Coker, Kevin Helppie, Ike Nail, Kevin Walczyk
Associate professor: Dirk Freymuth

Mission
The Music Department offers comprehensive programs and services to students and the surrounding community, including professional and liberal arts degrees in music and an active schedule of performances. The department supports large and small ensembles in vocal and instrumental music and up-to-date facilities for electronic music production and recording. Course offerings lead to degrees with concentrations in composition, instrumental performance, vocal performance, jazz and popular music and pre-teaching.

Learning outcomes
1. Demonstrate artistic proficiency for music careers such as performance, composition, writing, production, research and teaching.
2. Possess an awareness of the role of music arts in society.
3. Produce scholarly creative projects, solve professional problems independently and demonstrate a well-developed intellectual/aesthetic focus.

B.A./B.S. Music (70 credits)
Foundation (30)
- MUS 220 Improvisation (2)
- MUS 211 Music Theory I: Tonality (3)
- MUS 212 Music Theory II: Counterpoint (3)
- MUS 213 Music Theory III: Form & Analysis (3)
- MUS 221, 222, 223, 224, 225, 226 Aural Skills I, II, III, IV, V, VI (6)
- MUS 233 Piano Proficiency III (2)

Choose one: (2)
- MUS 236 Piano Proficiency VI
- MUS 243 Drumset Proficiency III

- MUS 311 Music Theory IV: Chromatic Harmony (3)
- MUS 312 Music Theory V: Post-Tonal Systems (3)
- MUS 313 Music Theory VI: Songwriting I (3)
- Musicology (18)

Choose four: (12)
- MUS 360, 361, 362 Music History I, II, III
- MUS 367, 368, 369 History of American Vernacular Music I, II, III
- MUS 363, 364 Ethnomusicology I, II (6)

- Music Performance (6)
- MUP 105-140 Music Performance* (6)
- *must pass exit jury
- Music Ensemble (6)
- MUEN 101-192 Music Ensemble (6)
- Professional development (10)
- MUS 250 Concert Attendance (0) 9 terms
- MUS 305 Junior Seminar (1)
- MUS 345 Business of Music (3)
- MUS 404 Capstone Project (0)
- MUS 405 Senior Seminar (3)
- MUS 406 Individual Study (3) 3 terms

Bachelor of Music in Contemporary Music
Adviser: Dirk Freymuth
(120 credits)
Foundation (30)
- MUS 220 Improvisation (2)
- MUS 211 Music Theory I: Tonality (3)
- MUS 212 Music Theory II: Counterpoint (3)
- MUS 213 Music Theory III: Form & Analysis (3)
- MUS 221, 222, 223, 224, 225, 226 Aural Skills I, II, III, IV, V, VI (6)
- MUS 233 Piano Proficiency III (2)

Choose one: (2)
- MUS 236 Piano Proficiency VI
- MUS 243 Drumset Proficiency III

Bachelor of Music in Music Education
Adviser: Dirk Freymuth
(72 credits)
- MUS 220 Improvisation (2)
- MUS 211 Music Theory I: Tonality (3)
- MUS 212 Music Theory II: Counterpoint (3)
- MUS 213 Music Theory III: Form & Analysis (3)
- MUS 221, 222, 223, 224, 225, 226 Aural Skills I, II, III, IV, V, VI (6)
- MUS 233 Piano Proficiency III (2)

Choose one: (2)
- MUS 236 Piano Proficiency VI
- MUS 243 Drumset Proficiency III

Bachelor of Music in Music Education
(72 credits)
- MUS 220 Improvisation (2)
- MUS 211 Music Theory I: Tonality (3)
- MUS 212 Music Theory II: Counterpoint (3)
- MUS 213 Music Theory III: Form & Analysis (3)
- MUS 221, 222, 223, 224, 225, 226 Aural Skills I, II, III, IV, V, VI (6)
- MUS 233 Piano Proficiency III (2)

Choose one: (2)
- MUS 236 Piano Proficiency VI
- MUS 243 Drumset Proficiency III
MUS 311 Music Theory IV: Chromatic Harmony (3)
MUS 312 Music Theory V: Post-Tonal Systems (3)
MUS 313 Music Theory VI: Songwriting I (3)

Musicology (18)

Choose four: (12)
MUS 360, 361, 362 Music History I, II, III
MUS 367, 368, 369 History of American Vernacular Music I, II, III
MUS 363, 364 Ethnomusicology I, II, (6)

Music Performance (18)
MUP 105-140 Music Performance* (6)
MUP 205-240 Music Performance* (6)
MUP 305-340 Music Performance* (6)

*must pass exit jury

Music Ensemble (12)
MUEN 101-192 Music Ensemble (3)
MUEN 301-392 Music Ensemble (9)

Concentration (35)
MUS 320 Instrumental Conducting (3)

Bachelor of Music in Contemporary Music: Composition concentration

Adviser: Kevin Walczyk
(120 credits)

Foundation (30)
MUS 220 Improvisation (2)
MUS 211 Music Theory I: Tonalit (3)
MUS 212 Music Theory II: Counterpoint (3)
MUS 213 Music Theory III: Form & Analysis (3)
MUS 221, 222, 223, 224, 225, 226 Aural Skills I, II, III, IV, V, VI (6)
MUS 233 Piano Proficiency III (2)
MUS 236 Piano Proficiency VI (2)
MUS 311 Music Theory IV: Chromatic Harmony (3)
MUS 312 Music Theory V: Post-Tonal Systems (3)
MUS 313 Music Theory VI: Songwriting I (3)

Musicology (18)

Choose four: (12)
MUS 360, 361, 362 Music History I, II, III
MUS 367, 368, 369 History of American Vernacular Music I, II, III
MUS 363, 364 Ethnomusicology I, II, (6)

Music Performance (27)
MUP 125 Music Performance* (6)
MUP 225 Music Performance* (9)
MUP 325 Music Performance* (12)

*must pass exit jury

Concentration (35)
MUS 320 Instrumental Conducting (3)

Choose one: (3)
MUS 321 Choral Conducting
MUS 322 American Vernacular Conducting
MUS 371, 372, 373 Orchestration I, II, III (9)
MUS 414 Jazz Theory (3)
MUS 415, 416 Jazz Arranging I, II (6)
MUS 421, 422, 423 Music Media Production I, II, III (9)
MUS 301-499 Music Electives (2)

Professional development (7)
MUS 250 Concert Attendance (0) 9 terms
MUS 305 Junior Seminar (1)
MUS 345 Business of Music (3)
MUS 404 Capstone Project (0)
MUS 405 Senior Seminar (3)

Bachelor of Music in Contemporary Music: Instrumental Performance concentration

Adviser: Diane Baxter
(120 credits)

Foundation (30)
MUS 220 Improvisation (2)
MUS 211 Music Theory I: Tonalit (3)
MUS 212 Music Theory II: Counterpoint (3)
MUS 213 Music Theory III: Form & Analysis (3)
MUS 221, 222, 223, 224, 225, 226 Aural Skills I, II, III, IV, V, VI (6)
MUS 233 Piano Proficiency III (2)
MUS 243 Drumset Proficiency III
MUS 311 Music Theory IV: Chromatic Harmony (3)
MUS 312 Music Theory V: Post-Tonal Systems (3)
MUS 313 Music Theory VI: Songwriting I (3)

Musicology (18)

Choose four: (12)
MUS 360, 361, 362 Music History I, II, III
MUS 367, 368, 369 History of American Vernacular Music I, II, III
MUS 363, 364 Ethnomusicology I, II, (6)

Music Performance (27)
MUP 125 Music Performance* (6)
MUP 225 Music Performance* (9)
MUP 325 Music Performance* (12)

*must pass exit jury

Concentration (35)
MUS 320 Instrumental Conducting (3)

Bachelor of Music in Contemporary Music: Pre-Teaching concentration

Adviser: Ike Nail
(120 credits)

Foundation (30)
MUS 220 Improvisation (2)
MUS 211 Music Theory I: Tonalit (3)
Bachelor of Music in Contemporary Music: Vocal Performance concentration

Adviser: Kevin Helppie
(120 credits)

Foundation (30)
MUS 212 Music Theory II: Counterpoint (3)
MUS 213 Music Theory III: Form & Analysis (3)
MUS 221, 222, 223, 224, 225, 226 Aural Skills I, II, III, IV, V, VI (6)
MUS 233 Piano Proficiency III (2)
Choose one: (2)
  MUS 236 Piano Proficiency VI
  MUS 243 Drumset Proficiency III
MUS 311 Music Theory IV: Chromatic Harmony (3)
MUS 312 Music Theory V: Post-Tonal Systems (3)
MUS 313 Music Theory VI: Songwriting I (3)
Musicology (18)
Choose four: (12)
  MUS 360, 361, 362 Music History I, II, III
  MUS 363, 364 Ethnomusicology I, II (6)
  MUS 363, 364 History of American Vernacular Music I, II, III
  MUS 365, 366 Ethnomusicology II, III (6)
  MUP 367, 368, 369 History of American Vernacular Music I, II, III

Concentration (12)
MUS 240 Arrangement (1)
MUS 241 Composition (1)
MUS 242 Improvisation (1)
MUS 243 Drumset Proficiency III
MUS 320 Instrumental Conducting (3)
MUS 321 Choral Conducting (3)
MUS 322 American Vernacular Conducting (3)
MUS 325 Intermediate Vocal Pedagogy (3)
MUE 450 Percussion Techniques (3)
MUE 451 Percussion Techniques (3)
Professional development (7)
MUS 250 Concert Attendance (0) 9 terms
MUS 255 Senior Seminar (4)
MUS 258 Adult Choir (1)
MUS 259 Adult Choir (1)
MUS 260 Advanced Conducting (3)
MUS 261 Intermediate Choral Conducting (3)
MUS 262 Choral Conducting (3)

All coursework in music must be met with a grade of C or better. Only one ensemble per term may be used to satisfy the MUEN requirement.

Music minor
(29 credits)
MUS 120 Music Theory Fundamentals (6)
MUS 211 Music Theory I: Harmony (3)
MUS 212 Music Theory II: Counterpoint (3)
MUS 221 Aural Skills I (1)
MUS 222 Aural Skills II (1)
Upper division music electives (15)

Music minor: Popular Music emphasis
(27 credits)
MUS 101 Popular Music in America (3)
MUS 102 Social History of Rock (3)
MUS 103 Jazz History (3)
MUS 367 History of American Vernacular Music I (3)
MUS 368 History of American Vernacular Music II (3)
MUS 369 History of American Vernacular Music III (3)
Upper division music electives (9)

Music minor: Audio Production emphasis
(27 credits)
MUP 110 Audio Production (6)
MUP 210 Audio Production (9)
MUP 381 Introduction to Audio Production (3)
MUP 382 Digital Music Production (3)
MUP 383 Advanced Music Production (3)
MUS 421 Music Media I (3)

NURSING PROGRAM

Mission
The Oregon Health & Science University (OHSU) School of Nursing mission is leadership in nursing and health care through thoughtful innovation in healing, teaching and discovery. The OHSU nursing program prepares students with the knowledge, skills and clinical judgement to respond to dynamic and changing health care environments.

The OHSU School of Nursing is a state-wide system of higher education whose faculty, staff and students extend to five campuses with major educational access sites throughout Oregon. We offer undergraduate, master and doctoral level nursing programs statewide. Admission for all programs is considered competitive and most programs require pre-requisite coursework prior to admission.

For more information about the available nursing programs that are offered statewide or those that are offered on the Monmouth campus, contact the OHSU Office of Admissions at 503-494-7725 or at proginfo@ohsu.edu. For course descriptions and degree requirements, see the OHSU School of Nursing course catalog at ohsu.edu/xd/education/schools/school-of-nursing/students/academic-affairs/catalog-handbook.cfm.

Learning outcomes
OHSU School of Nursing participates in the Oregon Consortium for Nursing Education (OCNE) and the OCNE competencies are based on a view of nursing as a theory-guided, evidence-based discipline. The competencies recognize that effective nursing requires a person with particular values, attitudes, habits and skills. Accordingly there are two categories of competencies: professional competencies and nursing care competencies. Professional competencies define the values, attitudes and practices that a competent nurse embodies and may share with members of other professions.

Nursing care competencies define relationship capabilities that nurses need to work with clients and colleagues, the knowledge and skills of practicing the discipline and competencies that encompass understand of the broader health care system. In all cases, the client is defined as the recipient of care, considered an active participant in care and includes the individual, family or community.

Nursing care competencies recognize that a competent nurse provides safe care across the lifespan directed toward the goals of helping the client promote health, recover from acute illness and/or manage a chronic illness and support a peaceful and comfortable death.

A complete list of these competencies can be located within the OHSU School of Nursing catalog/student handbook at ohsu.edu/xd/education/schools/school-of-nursing/students/academic-affairs/catalog-handbook.cfm.

Accreditation
The OHSU School of Nursing undergraduate and master’s programs are accredited by the Commission on Collegiate Nursing Education; the accrediting accreditation.

Accreditation
The OHSU School of Nursing undergraduate and master’s programs are accredited by the Commission on Collegiate Nursing Education; the accrediting
body of the American Association of Colleges of Nursing. The OHSU School of Nursing is accredited through the year 2023.

ORGANIZATIONAL LEADERSHIP

Professor: David Foster

Mission
Provide students with a trans-disciplinary foundation of knowledge and skills drawn from the fields of business, communication, philosophy, political science, psychology, sociology and writing. Students will develop and enhance critical skill sets in areas deemed essential in hiring and advancement within organizations including: critical thinking and analytical reasoning; complex problem solving; communication; teamwork; leadership; ethics; and innovation and creativity.

Learning outcomes
1. Use critical thinking and analytical reasoning skills to effectively analyze and solve complex problems with creative solutions.
2. Apply teamwork and leadership and communication skills to work effectively with people from diverse backgrounds.
3. Explain professional codes of behavior and critically examine ethical questions and issues.

Students must complete courses in at least three of the following disciplines: business; communication; philosophy; political science; psychological science; sociology; or writing. Additionally, a minimum of 15 credits must be upper division credit.

Organizational Leadership minor
(27 credits)
Organizational foundations (minimum 3 credits)
BA 361 Organizational Behavior (3)
BA 495 Organizational Design (3)
COM 420 Communication in Organizations (3)
PSY 445 Introduction to Industrial/Organizational Psychology (4)
PSY 447 Organizational Consulting (4)
Ethics (minimum 3 credits)
BA 362 Business Ethics (3)
COM 370 Communication Ethics (3)
PHL 251 Ethics (3)
Critical thinking (minimum 6 credits)
COM 321 Influence Through Argument (3)
ENT 381 Creativity & Entrepreneurs (1)
ENT 382 Innovation & Strategy (1)
PHL 103 Introduction to Logic (3)
PSY 360 Cognitive Psychology (4)
PSY 449 Psychology of Creativity (4)
Teamwork & leadership (minimum 3 credits)
BA 392 Management of Diversity (3)
BA 474 Business Leadership (3)
BA 492 Total Quality Management (3)
COM 323 Group Discussion & Leadership (3)
COM 340 Conflict Management (3)
PSY 443 Psychology of Teamwork (4)
PSY 446 Psychology of Leadership (4)
Communication skills (minimum 6 credits)
Written Communication (minimum 3 credits)
BA 305 Business Analysis & Report Writing (3)
BA 455 Advertising Writing (3)
COM 312 Public Relations (3)
COM 450 Crisis Communication Management (3)
WR 300 Technical and Workplace Writing (3)
Oral Communication (minimum 3 credits)
COM 324 Business & Professional Communication (3)
COM 422 Persuasion (3)
PSY 423 Interview and Appraisal (4)
Global/cultural knowledge (minimum 3 credits)
BA 284 Introduction to International Business (3)
BA 370 Business & Society (3)
COM 325 Intercultural Communication (3)
PHL 350 Social and Political Philosophy (3)
PS 203 International Relations (4)
PS 493 International Organizations (3)
PSY 487 Cross-Cultural Psychology (4)
SOC 225 Social Problems (3)
SOC 420 Political Sociology: Theories of State (3)
SOC 437 Race/Ethnic Relations (3)

PHILOSOPHY

Professor: Mark Perlman
Associate professors: Susan Daniel, Ryan Hickerson

Mission
Provide a conduit to broaden students’ horizons via new ideas, novel perspectives and the historical roots and epistemological context of their beliefs; and develop the critical-thinking and problem-solving skills to evaluate and work constructively with new ideas. Students may not feel they have the answers to questions they explore, but they will appreciate intellectual inquiry as a central part of their lives. Hence, the ultimate goal is to nurture independent, well-informed, skillful thinkers.

Learning outcomes
1. Possess critical-thinking and problem-solving skills needed to analyze and evaluate ideas, as they arise within philosophy and also in all areas of intellectual inquiry.
2. Critically analyze the origins of their own beliefs, values and ideas and those from different cultural and historical contexts.
3. Know the fundamental theories in the history of philosophy and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry and develop arguments and think both logically and creatively.

PHILOSOPHY major
(63 credits)
PHL 101 and 102 Introduction to Philosophy (6)
PHL 103 Introduction to Logic (3)
Choose one: (3)
PHL 251 Ethics
PHL 252 Medical Ethics
PHL 255 Environmental Ethics

PHL 262 Epistemology: Theory of Knowledge (3)
Choose one: (3)
PHL 261 Metaphysics: Theory of Being
PHL 263 Philosophy of Mind

Choose one: (3)
PHL 282 Philosophy of Art
PHL 283 Philosophy of Religion

PHL 311 Ancient Philosophy (3)
PHL 313 Medieval and Renaissance Philosophy (3)
PHL 314 Modern European Philosophy (3)
PHL 316 Contemporary Philosophy (3)

Choose one: (3)
PHL 321 Existentialism
PHL 322 19th Century Philosophy

PHL 323 Continental Philosophy

Choose one: (3)
PHL 350 Social and Political Philosophy
PHL 380 Philosophy of Law

PHL 405 Senior Tutorial in Philosophy (3)

Choose one: (3)
R 201 Introduction to the World’s Religions: Eastern
R 204 Introduction to the World’s Religions: Western
R 460 Comparative Religion

Electives in philosophy, religious studies and approved humanities courses (18)

Minimum 36 upper division credits.

Philosophy minor
(27 credits)
PHL 101 Introduction to Philosophy (3)
PHL 103 Introduction to Logic (3)

Choose one: (3)
PHL 102 Introduction to Philosophy: Personal Morality and Social Justice

PHL 251 Ethics

Choose three: (9)
PHL 311 Ancient Philosophy
PHL 313 Medieval and Renaissance Philosophy
PHL 314 Modern European Philosophy
PHL 316 Contemporary Philosophy

PHL 405 Senior Tutorial in Philosophy (3)

Electives in Philosophy and/or Religious Studies (6)

Minimum 15 upper division credits.

PHYSICAL EDUCATION

Professors: Jeffrey Armstrong, Marita Cardinal, Brian Caster, Gay Timken
Associate professor: Robert Hautala
Assistant professor: Jennifer Taylor

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

Learning outcomes
Relative to physical activity, physical fitness and motor skill development programs, candidates will:
1. Plan effective strategies, interventions and programs based on assessment of individual and community needs.
2. Implement and evaluate strategies, interventions and programs.
3. Coordinate, communicate and advocate for research-based practices.

**Physical Education Teacher Education major**
(74 credits)

- Foundations of human movement core (32)
  - EXS 230 Foundations of Exercise Science (4)
  - EXS 310 Motor Learning (4)
  - EXS 371 Kinesiology (4)
  - EXS 415 Lifespan Motor Development (4)
  - EXS 444 Lifespan Adapted Physical Activity (4)
  - EXS 470 Sociological and Psychological Aspects of Physical Activity (4)
  - EXS 473 Physiology of Exercise (4)
  - EXS 483 Biomechanics (4)

- Physical education teacher education core (17)
  - EXS 335 Field Experience in Physical Education (1)
  - EXS 430 Teaching Methods in Physical Education II (4)
  - EXS 431 Assessment Strategies in Physical Education (4)
  - EXS 445 Curricular Issues in Physical Education (4)

- Activity core (25)
  - EXS 239 Teaching Movement Education (3)
  - EXS 240 Teaching Dance in Physical Education (3)
  - EXS 241 Teaching Games I (3)
  - EXS 242 Teaching Games II (3)
  - EXS 243 Teaching Outdoor & Adventure Education (3)
  - EXS 244 Teaching Aerobic Fitness (3)
  - EXS 245 Teaching Strength Training and Conditioning (3)

Choose two courses from the following areas (4)
- Aquatics
- Eastern Arts
- Gymnastics
- Outdoor Recreation

It is recommended that students take BI 102 General Biology and BI 234 and BI 235 Human Anatomy and Physiology to fulfill the natural science requirement in the LACC. BI 234, 235 and 236 are prerequisites to several major required and elective courses. See course descriptions for specific prerequisites.

**Physical Education minor**
(27 credits)

- EXS 230 Foundations of Exercise Science (4)
- Electives selected from PE/EXS offerings as approved by adviser (23)

Of these 23 credits, a minimum of 15 credits must be upper division courses (300-level).

**Sports Leadership minor**
(27 credits)

<table>
<thead>
<tr>
<th>Required (14)</th>
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<tbody>
<tr>
<td>EXS 310 Motor Learning</td>
</tr>
<tr>
<td>EXS 420 Motor Learning for Coaches</td>
</tr>
<tr>
<td>EXS 359 Care and Prevention of Athletic Injuries (4)</td>
</tr>
<tr>
<td>EXS 361 Coaching Youth Sports (3)</td>
</tr>
<tr>
<td>EXS 375 Athletics: Coaching and Administration (3)</td>
</tr>
</tbody>
</table>

Electives: (minimum 13 credits)
- HE 252 First Aid, CPR and Safety (3)
- HE 325 Nutrition (4)
- HE 426 Sports Nutrition (4)
- EXS 245 Teaching Strength Training & Conditioning (3)
- EXS 409 Practicum (1-4)
- EXS 410 Sports Ethics (4)
- EXS 488 Exercise Motivation & Adherence (4)
- PSY 415 Psychology of Sports (4)

**PHYSICS**

Associate professor: William Schoenfeld

**Mission**
Foster small group active learning environment in which students explore and discover the laws of physics in a state of the art laboratory. Students develop connections that link fundamental concepts in physics with phenomena covered in their biology, chemistry and Earth science classes. Provide out-of-classroom experiences in space science and teacher training through WOU’s membership in the NASA/Oregon Space Grant Consortium.

**Learning outcomes**
1. Apply reasoning and problem solving skills to scientific investigations.
2. Combine graphical and numeric information to produce mathematical models.
3. Proficiently instruct high school level students in physics theory and applications.

**Physics minor**
(27 credits)

<table>
<thead>
<tr>
<th>Required (12)</th>
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</thead>
<tbody>
<tr>
<td>PH 211, 212, 213 General Physics with Calculus</td>
</tr>
<tr>
<td>PH 311, 312 Introduction to Modern Physics (8)</td>
</tr>
</tbody>
</table>

Upper division chemistry, physics or mathematics electives (7)

**POLITICAL SCIENCE**

Professors: Eliot Dickinson, Mark Henkels, Mary Pettenger
Assistant professor: Earlene Smith

**Mission**
To serve students through teaching and mentoring, serve society through research, public outreach and activities and serve the university through collegial participation in all aspects of the community.

**Learning outcomes**
1. Critically analyze political problems.
2. Understand the structure and processes of local, state, national and foreign governments.
3. Develop skills in research, writing, public outreach, advocacy and leadership.

**Political Science major**
(72 credits)

- PS 201 American National Government (4)
- PS 202 State and Local Government (4)
- PS 203 International Relations (4)
- PS 204 Governments of the World (4)
- PS 350 Introduction to Public Policy (3)
- PS 351 Introduction to Public Administration (3)
- PS 355 Civic Literacy and Engagement (3)
- PS 375 Scope and Method of Political Science (3)

Choose two in international relations and comparative politics: (6)
- PS 193 Introduction to Model United Nations
- PS 393 Advanced Model United Nations
- PS 426 Federalism and Intergovernmental Relations
- PS 440 Causes of War
- PS 441 Causes of Peace
- PS 459 Government and Politics of Latin America
- PS 460 Government and Politics of Asia
- PS 461 Politics and Government of Post-Communist States
- PS 462 Politics and Government of Europe
- PS 463 Government and Politics of Developing States
- PS 464 Government and Politics of Africa
- PS 465 Government and Politics of the Middle East
- PS 473 Globalization Issues
- PS 477 International Environmental Politics
- PS 478 Political Fiction and Film
- PS 481 International Law
- PS 492 Political Ideologies
- PS 493 International Organizations
- PS 497 U.S. Foreign Policy

(depending on content, PS 199, 399, 406, 407, 409, 410)

Choose two in administration and political processes: (6)
- PS 325 Democracy in Theory and Practice
- PS 414 Political Parties, Pressure Groups and Elections
- PS 415 Politics and Psychology
- PS 416 Politics and Communication
- PS 419 American Presidential Elections
- PS 425 Native American Politics and Policy
- PS 426 Federalism and Intergovernmental Relations
- PS 451 Political Theory: Plato to Marx
- PS 452 Political Theory: Marx to Habermas
- PS 454 Public Personnel Administration
- PS 466 Governmental Budgeting
- PS 469 Congress and the Presidency
- PS 490 Community Politics
- PS 495 Public Sector Labor Relations

(depending on content, PS 199, 399, 406, 407, 409, 410)
Learning outcomes
1. Develop deductive reasoning, analytical and problem-solving skills related to their professional goals.
2. Learn broad concepts from many different disciplines for entry into their profession of choice.
3. Acquire a liberal arts education while pursuing a professional education.

WOU currently offers health sciences pre-professional studies in the following areas:

One- to two-year programs
Pre-nursing
Pre-dental hygiene
Admission to nursing and pre-dental hygiene programs is highly competitive. In general, admission depends on grades, a written personal statement, professional experience and the completion of specific coursework and/or proficiency exams. Although specific admissions requirements vary somewhat from program to program, all minimally require biology (including a year of human anatomy and physiology), psychology, sociology, writing and math. More information about preparatory material is available from the following program advisers:

Pre-nursing: Michael LeMaster lemasterm@wou.edu, 503-838-8136
Pre-dental hygiene: Sarah Boomer boomers@wou.edu, 503-838-8209

Three- to four-year programs
Pre-medicine (allopathic, osteopathic, chiropractic, podiatric, optometric)
Pre-clinical lab science
Pre-occupational therapy
Pre-pharmacy
Pre-physician assistant
Pre-physical therapy
Pre-veterinary medicine

Admission to the above programs is highly competitive. In general, admission depends on grades, a written personal statement, professional experience, the completion of specific coursework and/or proficiency exams (e.g., DAT, MCAT) and interpersonal/interviewing skills.

Although specific admissions requirements vary somewhat from program to program, all require extensive coursework in biology, chemistry and physics. Consequently, a biology degree with a pre-professional concentration or a chemistry degree with a medicinal chemistry and pharmacology concentration facilitates the admission requirements for most programs.

Additional coursework is required to complete a bachelor’s degree at WOU, all of which are required or strongly recommended for admission to a majority of these programs. More information about preparatory materials is available from the following program advisers:

Pre-dentistry: Sarah Boomer boomers@wou.edu, 503-838-8209
Pre-medicine: Michael Baltzley baltzlem@wou.edu, 503-838-8332
Bryan Dutton, duttonb@wou.edu, 503-838-8452
Patricia Flatt, flattp@wou.edu, 503-838-8644
Pre-clinical lab science: Karen Haberman, habermk@wou.edu, 503-838-8478
Pre-occupational therapy: Chehalis Strapp strappc@wou.edu, 503-838-8316
Pre-pharmacy: Kristin Latham lathamk@wou.edu, 503-838-8868
Patricia Flatt, flattp@wou.edu, 503-838-8644
Pre-physician assistant: Ana Howard howarada@wou.edu, 503-838-8452
Pre-physical therapy: Brian Caster casterb@wou.edu, 503-838-8364
Pre-veterinary medicine: Karen Haberman habermk@wou.edu, 503-838-8478

PRE-PROFESSIONAL STUDIES
Pre-law: four-year preparation
The minimum requirement for admission to a recognized law school is a bachelor’s degree. Most law schools value intellectual maturity and a broad educational background, such as is provided by majors in the social sciences, natural sciences or humanities, rather than narrow specialization. Well-developed research, analysis, oral and written communication skills are considered desirable.

It is suggested that students take the legal studies minor with additional coursework in the following areas: accounting, economics, history, political science, philosophy, psychology, sociology, communication studies and writing. For more specific information on an appropriate course of study, see the pre-law adviser, who is assigned by the Social Science Division. Admission to law schools is highly competitive. Applicants are usually expected to achieve an undergraduate GPA of at least 3.0 and perform well on the Law School Admission Test (LSAT), although strength in one of these areas may compensate for weakness in the other. The LSAT should be taken early in the senior year. More information about preparatory materials is available from the pre-law adviser. Contact the Social Science Division for more information.

PSYCHOLOGY
Professors: Joel Alexander, David Foster, Lauren Roscoe, Chehalis Strapp, Tamina Toray, Robert Winningham
Associate professors: Jaime Cloud, Ethan McMahan
Assistant professor: Alicia Ibaraki
Mission
Create lifelong learners in psychology utilizing the scientist-practitioner model. Graduates of our program will understand the scientific foundations of the discipline and the core knowledge/concepts in the field. Graduates will also be able to apply psychology to solve human difficulties; at both personal levels with self and others and at a community level with the issues and problems that face us as a society, a nation and a world.

Learning outcomes
1. Explain and/or apply principles, skills, values or ethics of psychology.
2. Apply appropriate research methods to critically analyze human behavior.
3. Identify and demonstrate knowledge of sociocultural and international diversity.

Psychology major
(56 credits)
Minimum 40 credits upper division. Maximum 16 credits lower division.

PSY 201, 202 General Psychology (8)
PSY 311 Developmental Psychology (4)
PSY 334 Social Psychology (4)
PSY 301 Introduction to Research Methods (4)
PSY 467 Quantitative Methods (4)
PSY 336 Introduction to Forensic Psychology (4)
Choose one: (4)
PSY 443 Psychology of Teamwork
PSY 445 Introduction to Industrial/Organizational Psychology
PSY 446 Psychology of Leadership
PSY 447 Organizational Consulting
PSY 448 Topics in Organizational Psychology
PSY 449 Psychology of Creativity
Electives (20)
Choose with an advisor's assistance. Maximum 4 credits of P/NC coursework including PSY 399, PSY 406, PSY 409 or PSY 411 can count as electives in the psychology major. PSY 410 can not be counted as an elective in the psychology major. In addition to courses with the PSY prefix, the following gerontology courses can count as electives for the major:
GERO 120 Medical Terminology
GERO 320 Introduction to Gerontology
GERO 360 Cognitive and Physical Changes in Aging
GERO 370 Aging and Mental Health
GERO 407 Seminar
GERO 430 Palliative Care and Chronic Illness
GERO 455 Social Ties and Aging
GERO 480 Alzheimer's Disease and Other Dementias Management

Forensic Psychology minor
The Forensic Psychology minor should be planned with a psychology advisor. The Forensic Psychology minor consists of 27 credits, of which at least 15 credits must be upper division. All students complete a required core and then choose from the electives listed below.

Core courses (24)
CJ 213 Introduction to Criminal Justice
CJ 252 American Courts
CJ 450 Criminology
PSY 202 General Psychology
PSY 336 Introduction to Forensic Psychology
PSY 438 Advanced Forensic Psychology
Electives
Choose at least 3 credits of electives:
ANTH 322 Forensic Anthropology (4)
ANTH 328 Forensic Osteology (4)
CH 320 Introduction to Forensic Science (3)
CJ 225 Substance Abuse (4)
CJ 322 Forensic Anthropology (4)
CJ 328 Forensic Osteology (4)
CJ 352 Criminal Law (4)
CJ 453 Corrections (4)
CJ 455 Correctional Casework & Counseling (4)
CJ 463 Topics on Juvenile Issues (4)
COM 327 Communication in the Legal Field (3)
COM 328 Law and Popular Culture (3)
HE 366 Alcohol, Tobacco and Other Drugs (4)
HE 412 Bullying (4)
PHL 251 Ethics (3)
PHL 380 Philosophy of Law (3)
PSY 328 Mental Health (4)
PSY 450 Abnormal Psychology (4)
PSY 451 Behavioral Neuroscience (4)
PSY 461 Psychopharmacology (4)
PSY 463 Child Psychology (4)
SOC 225 Social Problems (3)
SOC 354 Sociology of Deviant Behavior (4)

Public Policy and Administration major
(69-71 credits)
Core courses (42)
COM 324 Business and Professional Communication (3)
CS 121 Computer Applications (2)
EC 201 Introduction to Microeconomics (4)
EC 202 Introduction to Macroeconomics (4)
PS 201 American National Government (4)
PS 202 State and Local Government (4)
PS 350 Introduction to Public Policy (3)
PS 351 Introduction to Public Administration (3)
PS 375 Scope and Methods of Political Science (3)
PS 454 Public Personnel Administration (3)
PS 466 Governmental Budgeting (3)
PS 480 Administrative Law (3)
BA 361 Organizational Behavior

Aareas of concentration
Choose a minimum of 27 credits from one of the following areas of concentration:
Corrections/law enforcement concentration
CJ 213 Introduction to Criminal Justice (4)
CJ 241 Introduction to Community Crime Prevention (4)
CJ 451 Youth, Crime and Society (4)
CJ 452 Criminal Procedure (4)
CJ 453 Penology (4)
CJ 454 Parole and Probation (4)
COM 327 Communication in the Legal Field (3)
PS 424 Policy Making in the States (3)
PS 426 Federalism and Intergovernmental Relations (3)
PS 458 Veterans in Transition (4)
PS 479 Constitutional Law (3)
PS 484 American Jurisprudence (3)

PUBLIC POLICY AND ADMINISTRATION
Professors: Mark Henkels
Mission
Prepares students for employment in government, non-profit organizations and in businesses connected to the public sector. Faculty teaching, service and research promote efficient, effective and just public service and policies.

Learning outcomes
1. Analyze issues in public administration and policy.
2. Analyze the administrative context, politics and practical implications of public choices.
3. Demonstrate skills in internal and external organizational communication, public outreach and advocacy.

PSY 410 can not be counted as electives or PSY 411 can count as electives in the Psychology minor. Minimum 4 credits of P/NC coursework including PSY 399, PSY 406, PSY 409 or PSY 411 can count as electives in the Psychology minor. PSY 410 can not be counted as an elective in the Psychology minor. The following gerontology courses can count as electives for the minor.
GERO 120 Medical Terminology
GERO 320 Introduction to Gerontology
GERO 360 Cognitive and Physical Changes in Aging
GERO 370 Aging and Mental Health
GERO 407 Seminar
GERO 430 Palliative Care and Chronic Illness
GERO 455 Social Ties and Aging
GERO 480 Alzheimer’s Disease and Other Dementias Management

PUBLIC POLICY AND ADMINISTRATION
Professors: Mark Henkels
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Learning outcomes
1. Analyze issues in public administration and policy.
2. Analyze the administrative context, politics and practical implications of public choices.
3. Demonstrate skills in internal and external organizational communication, public outreach and advocacy.
ACADEMICS

PUBLIC POLICY AND ADMINISTRATION

PS 485 Legal Reasoning and Writing (3)
PS 490 Community Politics (3)
PS 409/410 Practicum or Internship (3-6)
SOC 454 Deviant Behavior (3)

Management concentration
BA 211 Financial Accounting (4)
BA 315 Financial Management (3)
BA 316 Advanced Financial Management (3)
BA 362 Business Ethics (3)
BA 370 Business and Society (3)
BA 392 Management and Diversity (3)
BA 416 Government Regulation (3)
BA 424 Capital Budgeting (3)
BA 484 International Management (3)
COM 312 Public Relations Communication (3)
COM 420 Communication in Organizations (3)
PS 423 Issues in National Policy (3)
PS 424 Policy Making in the States (3)
PS 426 Federalism and Intergovernmental Relations (3)
PS 433 Health Care Politics and Policy (3)
PS 445 Introduction to Policy Analysis (3)
PS 458 Veterans in Transition (3-6)
PS 495 Public Sector Labor Relations (3)
BA/PS 409/410 Practicum or Internship (3-6)

Human resources concentration
BA 361 Organizational Behavior (3)
BA 362 Business Ethics (3)
COM 323 Group Discussion and Leadership (3)
COM 325 Intercultural Communication (3)
COM 420 Communication in Organizations (3)
EC 444 Labor Economics (4)
PSY 423 Interviewing and Appraisal (4)
PSY 443 Psychology of Teamwork (4)
PSY 445 Organizational Psychology (4)
PSY 446 Psychology of Leadership (4)
PSY 465 Motivation (4)
PSY 472 Psychological Assessment (4)
SOC 320 Industrial Society (3)
SOC 338 Sociology of the Family (3)
SOC 434 African American Studies (3)
SOC 435 Chicano/a/Latino/a Studies (3)
SOC 436 Native American/Asian American Studies (3)
PS 415 Politics and Psychology (3)
PS 416 Politics and Communication (3)
PS 426 Federalism and Intergovernmental Relations (3)
PS 430 The Aging Society: Policy Dimensions (3)
PS 432 Global Health Policy (3)
PS 433 Health Care Politics and Policy (3)
PS 435 Women and Politics (3)
PS 458 Veterans in Transition (4)
PS 471 Immigration Politics and Policy (3)
PS 495 Public Sector Labor Relations (3)
BA/PS 409/410 Practicum or Internship (3-6)

State and federal government concentration
COM 326 Communication and Controversy: Freedom of Speech in United States (3)
COM 380 Environmental Communication (3)
PS 414 Political Parties, Pressure Groups and Elections (3)
PS 416 Politics and Communication (3)
PS 419 American Presidential Elections (3)
PS 423 Issues in National Policy (3)
PS 424 Policy Making in the States (3)
PS 425 Native American Politics and Policy (3)
PS 426 Federalism and Intergovernmental Relations (3)
PS 430 Aging Society: Policy Dimensions (3)
PS 433 Health Care Politics and Policy (3)
PS 445 Introduction to Policy Analysis (3)
PS 446 Land Resource Politics and Policies (3)
PS 447 Environmental Politics and Policy (3)
PS 469 Congress and the Presidency (3)
PS 471 Immigration Politics and Policy (3)
PS 479 Constitutional Law (3)
PS 490 Community Politics (3)
PS 495 Public Sector Labor Relations (3)
PS 497 American Foreign Policy (3)
SOC 409/410 Practicum or Internship (3-6)
SOC 420 Political Sociology (3)
SOC 430 Political Economy as Social Theory (3)

City and county government concentration
BA 450 State and Local Government Finance (3)
CJ 331 Police and Community (3)
COM 380 Environmental Communication (3)
ES 340 Principles of Cartography (4)*
ES 341 Geographic Information Systems I (4)*
ES 342 Geographic Information Systems II (4)*

*These courses are a three-term sequence that trains students in GIS. Students should take all three.

GEOL 105 Introductory Physical Geography
GEOL 106 Introductory Economic Geography
GEOL 321 Field Geography
GEOL 413 Urban Geography (4)
GEOL 425 Urban Planning and Policy (4)
PS 424 Policy Making in the States (3)
PS 425 Native American Politics and Policy (3)
PS 426 Federalism and Intergovernmental Relations (3)
PS 430 The Aging Society: Policy Dimensions (3)
PS 433 Health Care Politics and Policy (3)
PS 445 Introduction to Policy Analysis (3)
PS 447 Environmental Politics and Policy (3)
PS 490 Community Politics (3)
PS 495 Public Sector Labor Relations (3)
SOC 407 Seminar (3)
SOC 415 Community Organizing (3)
PS 445 Introduction to Policy Analysis (3)
PS 433 Health Care Politics and Policy (3)
PS 430 The Aging Society: Policy Dimensions (3)
PS 424 Policy Making in the States (3)
PS 425 Native American Politics and Policy (3)
PS 426 Federalism and Intergovernmental Relations (3)
PS 430 The Aging Society: Policy Dimensions (3)
PS 433 Health Care Politics and Policy (3)
PS 445 Introduction to Policy Analysis (3)
PS 447 Environmental Politics and Policy (3)
PS 490 Community Politics (3)
PS 495 Public Sector Labor Relations (3)
SOC 407 Seminar (3)
SOC 415 Community Organizing (3)
SOC 416 Community Action (3)
SOC 420 Political Sociology (3)
SOC 430 Political Economy as Social Theory (3)

State and federal government concentration
COM 326 Communication and Controversy: Freedom of Speech in United States (3)
COM 380 Environmental Communication (3)
PS 414 Political Parties, Pressure Groups and Elections (3)
PS 416 Politics and Communication (3)
PS 419 American Presidential Elections (3)
PS 423 Issues in National Policy (3)
PS 424 Policy Making in the States (3)
PS 425 Native American Politics and Policy (3)
PS 426 Federalism and Intergovernmental Relations (3)
PS 430 Aging Society: Policy Dimensions (3)
PS 433 Health Care Politics and Policy (3)
PS 445 Introduction to Policy Analysis (3)
PS 446 Land Resource Politics and Policies (3)
PS 447 Environmental Politics and Policy (3)
PS 469 Congress and the Presidency (3)
PS 471 Immigration Politics and Policy (3)
PS 479 Constitutional Law (3)
PS 490 Community Politics (3)
PS 495 Public Sector Labor Relations (3)
PS 497 American Foreign Policy (3)
SOC 409/410 Practicum or Internship (3-6)

State and federal government concentration
COM 326 Communication and Controversy: Freedom of Speech in United States (3)
COM 380 Environmental Communication (3)
PS 414 Political Parties, Pressure Groups and Elections (3)
PS 416 Politics and Communication (3)
PS 419 American Presidential Elections (3)
PS 423 Issues in National Policy (3)
PS 424 Policy Making in the States (3)
PS 425 Native American Politics and Policy (3)
PS 426 Federalism and Intergovernmental Relations (3)
PS 430 Aging Society: Policy Dimensions (3)
PS 433 Health Care Politics and Policy (3)
PS 445 Introduction to Policy Analysis (3)
PS 446 Land Resource Politics and Policies (3)
PS 447 Environmental Politics and Policy (3)
PS 469 Congress and the Presidency (3)
PS 471 Immigration Politics and Policy (3)
PS 479 Constitutional Law (3)
PS 490 Community Politics (3)
PS 495 Public Sector Labor Relations (3)
PS 497 American Foreign Policy (3)
SOC 409/410 Practicum or Internship (3-6)

HE 227 Community and Public Health (4)
HE 375 Epidemiology (4)
HE 411 Health Communication (4)
HE 457 Migrant Health (4)
HE 465 International Health (4)
HE 485 Bioethics and Public Health (4)
PS 430 The Aging Society (3)
PS 432 Global Health Policy (3)
PS 433 Health Politics and Policy (3)
PS 445 Introduction to Policy Analysis (3)
PS 495 Public Sector Labor Relations (3)
PS/COM 409 Internship/Practicum (3,6)

Public Policy and Administration minor
(26-27 credits)
PS 201 American National Government (4)
PS 202 State and Local Government (4)
PS 350 Introduction to Public Policy (3)
PS 351 Introduction to Public Administration (3)
PS 454 Public Personnel Administration (3)
PS 466 Governmental Budgeting (3)
PS 480 Administrative Law (3)
Electives in public policy & administration (3-4) work with adviser

SOCIAL SCIENCE

Professors: Mark Henkels, John L. Rector

Mission
Combines a general social science perspective with a specific discipline focus. The program prepares graduates for a specialized field as well as giving mobility across fields. Students learn the methods developed by their discipline to understand both the past and the present. Graduates apply these methods to resolving local, national and international issues.

Learning outcomes
1. Critically analyze social issues from two or more disciplinary perspectives.
2. Effectively communicate about social issues in speech and in writing.
3. Demonstrate the ability to research the nature and consequences of social action in specific contexts.

Social Science major
(72 credits)
The major requires 72 credits which must be from the following disciplines: Anthropology, Criminal Justice, Geography, History, Political Science or Sociology. A minimum of 36 credits must be upper division courses.

Social Science majors must also choose a concentration in Anthropology, Criminal Justice, Geography, History, Political Science or Sociology. At least 27 upper division credits in that discipline. The remaining credits in the major should be chosen in consultation with the student's Social Science major adviser.

Student must also take at least one theory course and one methods course from the following list:
Theory courses
ANTH 311 Human Evolution (4)
ANTH 324 Anthropological Theory (4)
ANTH 480 History and Theory of Anthropology (4)
CJ 450 Criminology (4)
GEOG 495 History and Philosophy of Geography (4)
PS 325 Democracy: Theory and Practice (3)
PS 414 Political Parties, Pressure Groups and Elections (3)
PS 419 American Presidential Elections (3)
PS 426 Federalism and Intergovernmental Relations (3)
PS 440 Causes of War (3)
PS 441 Causes of Peace (3)
PS 449 Environmental Values and Political Action (3)
PS 451 Political Theory: Plato to Marx (3)
PS 452 Political Theory: Marx to Habermas (3)
PS 469 Congress and the Presidency
PS 492 Political Ideologies (3)
SOC 420 Political Sociology: Theories of the State (3)
SOC 460 Feminist Theory (3)
SOC 471 Classical Sociological Theory (3)
SOC 472 Contemporary Sociological Theory (3)
Any course approved by the academic adviser for this purpose

Methods courses
ANTH 325 Ethnographic Methods (4)
ANTH 326 Ethnographic Writing (4)
ANTH 350 Research Methods in Archaeology (4)
ANTH 352 Laboratory Methods in Archaeology (4)
ANTH 360 Museum Studies (4)
CJ 327 Research Methods (4)
CJ 427 Quantitative Methods in Criminal Justice (4)
GEOG 240 Map and Air Photo Interpretation (4)
GEOG 321 Field Geography (4)
GEOG 340 Cartography (4)
GEOG 341 Geographic Information Systems (4)
GEOG 384 Qualitative Methods in Geography (4)
GEOG 385 Quantitative Methods in Geography (4)
GEOG 386 Making Digital Video for the Social Sciences (4)
HST 301 Introduction to Historical Research (4)
PS 375 Scope and Methods of Political Science (3)
SOC 224 Introduction to Sociology: Research (3)
SOC 325 Participant Observation and Qualitative Research Methods (3)
SOC 327 Introduction to Social Research (3)
SOC 328 Introduction to Social Data Analysis (3)
Any course approved by the academic adviser for this purpose

Social Science minor
(27 credits)
A minor in Social Science may be designed with the help of a division adviser. Courses in the minor must be from the following disciplines: Anthropology, Criminal Justice, Geography, History, Political Science or Sociology. At least 15 credit hours must be upper division.

Social Science Teacher Education major
(60-61 credits)

Mission
Prepares students for entry into the undergraduate education program at this university. This pre-major provides students with a broad preparation in the social sciences and with depth in a particular discipline in preparation for teaching social science at the secondary level.

Learning outcomes
1. Graduates will have critical thinking, reading and writing skills, as well as experience in public presentation of their ideas.
2. Research projects will be tailored to develop analytical skills useful for teaching social science methods to secondary-level students.
3. Internships will prepare students for work in secondary schools.
4. Requires a minimum of 30 upper division credit hours.

United States history (8)
Choose one: (4)
GEOG 310 World Regional
GEOG 313 The Pacific Northwest
Choose one: (4)
GEOG 380 Environmental Conservation
GEOG 410 Global Issues
GEOG 411 Cultural Geography
GEOG 413 Urban Geography
GEOG 433 Political Geography
Choose any two economics courses: (6)
Choose one: (4)
PS 201 American National Government
PS 202 State and Local Government
PS 203 International Relations
Choose six credits in two of the following areas: (12-14)

- Anthropology
- Criminal Justice
- Psychology
- Sociology

Area of concentration (20-21)
The student may choose to concentrate in any one of the following disciplines: history, geography, economics, political science, anthropology, criminal justice, psychology or sociology.

SOCIOLOGY
Professors: Peter Callero, Maureen Dolan
Associate professor: Dean Braa

Mission
To provide a strong educational foundation for graduate study and various professional careers. This includes training in writing, research and analysis, all connected to the development of theory and social science. It is also a goal of the department to train and motivate students to be activists in the service of progressive causes.

Learning outcomes
1. Investigate social issues and structures of social inequality through critical research and analysis.
2. Explain and analyze the complex interactions among individuals, institutions and society.
3. Effectively communicate and discuss social theories and research findings as they relate to social problems.

Sociology major
(72 credits)
SOC 223 Introduction to Sociology: Theory (3)
SOC 224 Introduction to Sociology: Research (3)
SOC 225 Social Problems (3)
SOC 300 Preseminar (3)
SOC 325 Participant Observation and Qualitative Research Methods (3)
SOC 327 Social Research Methods (3)
SOC 328 Introduction to Social Data Analysis (3)
SOC 471 Classical Sociological Theory (3)
SOC 472 Contemporary Sociological Theory (3)
SOC 492 Senior Seminar I (3)
SOC 493 Senior Seminar II (3)
SOC 494 Senior Seminar III (3)
Electives in sociology (36)

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

Sociology minor: option A
(27 credits)
Theory and Research Emphasis
SOC 223 Introduction to Sociology: Theory (3)
SOC 327 Social Research Methods (3)
SOC 471 Classical Sociological Theory (3)
Electives in sociology (18)
Must be selected in consultation with a sociology adviser. Minimum 15 upper division credits for the minor.

Sociology minor: option B
(27 credits)
Community Services emphasis
SOC 225 Social Problems
SOC 310 Service Learning and Community Praxis
Choose two:
SOC 315 Social Inequality
SOC 338 Sociology of the Family
SOC 340 Community Organizing
SOC 354 Sociology of Deviant Behavior
SOC 360 Sociology of Gender
SOC 399 Sociology Internship
SOC 409 Practicum: Latino/a Ed Mentor
SOC 434 African American Studies: Social Issues, Social Movements
Spanish (B.A. ONLY)

Associate professors: Patricia Giménez-Eguíbar, Jaime Marroquin
Assistant professor: Kathleen Connolly

Mission
Create and transmit knowledge concerning the Spanish language, literatures and cultures in a climate that promotes ease of communication and mutual understanding.

Learning outcomes
1. Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services or tourism.
2. Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society.
3. Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources.

Spanish major
(65 credits) beyond first-year language

Students who begin coursework above 201 need to identify substitute credits with their adviser.

- SPAN 201, 202, 203 Second Year Spanish (12)
- SPAN 301 or 317 (4)
- SPAN 302 or 318 (4)
- SPAN 303 or 319 (4)
- SPAN 338 Hispanic Culture and Civilization: Spain (4)
- SPAN 339 Hispanic Culture and Civilization: Latin America (4)
- SPAN 360 Introduction to Hispanic Literatures (4)
- SPAN 379 Introduction to Spanish Linguistics (4)
- SPAN 492 Senior Capstone (1) not required for teacher education majors

Electives/concentrations (24)

- Literature concentration
  (6 upper division Spanish courses, 4 of which must be at the 400-level)
- SPAN 370 Survey of Peninsular Spanish Literature (4)
- SPAN 371 Introduction to Latin American Literature (4)
- Two 400-level courses: Spanish Literature before 1800 (8)

Choose from: SPAN 411, SPAN 412, SPAN 413, SPAN 441

- Two 400-level Spanish courses (8)
- Linguistics concentration
  (Six upper division Spanish courses, three of which must be at the 400-level)
- SPAN 350 Spanish Pronunciation and Phonetics (4)
- SPAN 380 Applied Linguistics: Spanish (4)

Three 400-level Spanish linguistics courses (12)

Choose from: SPAN 480, SPAN 481, SPAN 482, SPAN 483

One upper division Spanish elective (4)

Professional concentration
(6x upper division Spanish courses, four of which must be at the 400-level)

Two Spanish linguistics courses (8)

Choose from: SPAN 350, SPAN 380, SPAN 480, SPAN 481, SPAN 482, SPAN 483

Two 400-level Spanish courses (8)

Choose one: (4)
- SPAN 320 Business Spanish
- SPAN 321 Spanish for Health Care Professionals
- SPAN 485 Introduction to Translation and Interpreting

Choose one: (4)
- SPAN 409 Spanish Practicum
- SPAN 486 Spanish Translation Practicum

Spanish minor
(20 credits)

Coursework consists of a total of 20 credits at the 300- or 400 level. Students may opt for the third year language (SPAN 301, 302, 303 sequence or SPAN 317, 318 and 319 sequence for heritage speakers) and two more courses at the 300- or 400-level. If they have tested out of the language sequences, they may take five courses at the 300- or 400-level.

Students must maintain a 2.0 GPA in their minor courses.

Spanish Teacher Education major
(64 credits) beyond first-year language

Students who begin coursework above 201 need to identify substitute credits with their adviser.

- SPAN 201, 202, 203 Second Year Spanish (12)
- SPAN 301 or 317 (4)
- SPAN 302 or 318 (4)
- SPAN 303 or 319 (4)
- SPAN 338 Hispanic Culture and Civilization: Spain (4)
- SPAN 339 Hispanic Culture and Civilization: Latin America (4)
- SPAN 360 Introduction to Hispanic Literatures (4)
- SPAN 379 Introduction to Spanish Linguistics (4)
- SPAN 492 Senior Capstone (1) not required for teacher education majors

Electives (15)

- One from the following ASL courses (4)***
  - ASL 101 ASL I
  - ASL 102 ASL II
  - ASL 103 ASL III

SPECIAL EDUCATION REHABILITATION COUNSELING

Professors: Elisa Maroney, Mickey Pardew
Associate professors: Chung-Fan Ni, Amanda Smith
Assistant professor: Katrina Hovey

Mission
Offers students introductory coursework that provides marketable skills for entry level positions in the community or adult services and prepares students for entry into graduate programs in special education and rehabilitation counseling.

Learning outcomes
1. Demonstrate an initial level of familiarity with the fields of special education and rehabilitation.
2. Develop marketable skills for entry level positions in community and adult services for the disabled.
3. Gain valuable preparation for graduate studies in special education and rehabilitation counseling.

Students are strongly encouraged to complete their plan of study by the end of their sophomore year or the first term of their junior year, otherwise they may not be able to complete required courses by the end of their senior year.

Special Education/Rehabilitation Counseling minor
(27 credits)

Note: You must meet with the SPED/RC minor adviser in the Division of Teacher Education to complete a program plan.

Required core courses (12)
- ASL 429 America Deaf History (3)
- SPED 200 Careers in Human Services (3)*
- SPED 418 Survey of Special Education (3)*
- RC 432 Psychosocial and Environmental Aspects of Disability (3)

Electives (15)

- One from the following ASL courses (4)***
  - ASL 101 ASL I
  - ASL 102 ASL II
  - ASL 103 ASL III

**ASL 101, 102, 103 are beyond first-year language level.**
SPORT MANAGEMENT
Professor: Zenon Zygmont

Mission
The Sport Management minor prepares students for business opportunities in the professional and collegiate sports industries, in recreational and community sports programs and for advanced degree programs.

Learning outcomes
1. Analyze the structure and performance of the amateur and professional sports industries.
2. Clearly communicate in writing and oral presentations.
3. Use business and economic analysis, including computer applications, to make decisions in the operation of sports-related businesses and organizations.

Sport Management minor
(26 credits)
Choose one: (4)
BA 243 Business Statistics
MTH 243 Introduction to Probability and Statistics
BA 310 Principles of Marketing (3)
BA 361 Organizational Behavior (3)
EC 315 Econometric Analysis & Report Writing (4)
Choose one: (4)
EC 333 Economics of Professional Sports
EC 334 Economics of Collegiate Sports
Electives (8)

TA 220 Production Participation (0) 6 terms
TA 244 Technical Theatre: Scenecraft (2)
TA 245 Technical Theatre: Lighting (2)
TA 246 Technical Theatre: Costuming (2)
Choose one: (3)
TA 251 Elements of Acting (3)
TA 265 Acting I (4)
Choose one: (4)
TA 364 Directing
TA 334 Stage Management
TA 381 Theatre History I (4)
TA 382 Theatre History II (4)
TA 383 Theatre History III (4)
TA 386 International Theatre (3)
TA 453 Capstone Experience (3)
Choose elective theatre classes (32) At least 16 upper division

For the B.S. in Theatre, students must also complete university requirements as outlined in the WOU course catalog.

THEATRE ARTS (B.A./B.S.)
Professors: Scott Grim, David Janoviak, Kent Neely, Michael Phillips
Associate professors: Sandra Hedgepeth, Thaddeus Shannon

Mission
Provide a solid base in acting, directing, technical theatre and design, performance, history, literature and theory. Students will be prepared for post-graduate opportunities including: graduate programs, teacher licensor programs, internships, professional theatre and participation in the arts in their communities.

Learning Outcomes
1. Integrate theatrical processes from play writing to post-production; connecting ideas, synthesizing techniques and transferring that knowledge to current theatre production and future production beyond the campus.
2. Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking and risk taking.
3. Incorporate processes of exploring and analyzing theatrical works through literary, stylistic and cultural dimensions of theatre.

Theatre Arts minor
(27-28 credits)
TA 110 Introduction to Theatre (3)
TA 220 Production Participation (0) 3 terms
TA 251 Elements of Acting (3)
Choose one: (2)
TA 244 Technical Theatre: Scenecraft
TA 245 Technical Theatre: Lighting
TA 246 Technical Theatre: Costuming
Choose one: (3-4)
TA 381 Theatre History I (4)
TA 382 Theatre History II (4)
TA 383 Theatre History III (4)
TA 386 International Theatre (3)
Upper division electives in theatre (16)

THEATRE (B.F.A.)
Professors: Scott Grim, David Janoviak, Kent Neely
Associate professors: Sandra Hedgepeth, Michael Phillips, Thaddeus Shannon

Mission
Provide a solid base in acting, directing, technical theatre and design, performance, history, literature and theory. Students will be prepared for post-graduate opportunities including: graduate programs, teacher licensor programs, internships, professional theatre and participation in the arts in their communities.

Learning Outcomes
1. Understand processes involved in creating theatre, from script analysis through public performance.
2. Demonstrate competency in various production processes.
3. Understand the historical, literary, theoretical, stylistic and cultural dimensions of theatre and how theatrical works exist within societal contexts.
**THEATRE**

**B.F.A. core curriculum**

(3 credits)
TA 165 Production Dynamics (3)
TA 166 Text Analysis and Scene Study (3)
TA 167 Play Reading (3)
TA 220 Production Participation (0) 9 terms
TA 244 Technical Theatre: Scenecraft (2)
TA 245 Technical Theatre: Lighting (2)
TA 246 Technical Theatre: Costuming (2)

Choose one: (3-4)
TA 251 Elements of Acting (3)
TA 265 Acting I (4)
TA 381 Theatre History I (4)
TA 382 Theatre History II (4)
TA 383 Theatre History III (4)
TA 386 International Theatre (3)
TA 364 Play Direction (4)
TA 395 Special Studies: Plays in Performance (1)
TA 453 Capstone Experience (3)

**Actor Training**

(72 credits)
D 1XX Beginning Dance Sequence (3)
TA 205 Stage Speech I (2)
TA 252 Technical Theatre: Makeup (3)
TA 255 Movement I (2)
TA 261 Movement II (2)
TA 271 Acting II (4)
TA 290 Voice I (2)
TA 305 Stage Speech II (3)
TA 351 Voice II (2)
TA 357 Production Performance (10)
TA 360 Contemporary Audition (3)
TA 368 Masks (4)
TA 370 Acting for the Camera (4)
TA 371 Acting Meisner I (4)
TA 394 Acting Meisner II (4)
TA 405 Acting Shakespeare (4)
TA 410 Acting for the Camera II (3)
TA 420 Acting: Scene Study (3)
TA 432 Styles I: Modernism (4)
TA 433 Styles II: Restoration/Manners (4)
TA 437 Acting Shakespeare II (4)

**Production Training**

(73 credits)
A 204, 205, 206 Art History Sequence (12)
TA 247 Technical Theatre: Sound (2)
TA 252 Technical Theatre: Makeup (3)
TA 308 History of Fashion (4)
TA 334 Stage Management (4)
TA 336 Stage Properties (4)
TA 338 History of Architecture and Decor (4)
TA 343 Costume Design (4)
TA 345 Scenic Painting I (4)
TA 346 Scenic Design (4)
TA 348 Lighting Design (4)
TA 412 Portfolio Review (2)

Choose two: (6)
TA 354 Production Design I
TA 355 Production Management I
TA 359 Production Fabrication
Approved production electives: (16)
A 130 Beginning Drawing (4)
A 230 Introduction to Life Drawing (4)
TA 344 Costume Crafts (4)
TA 347 Drafting for Theatre (4)
TA 349 Scenic Design Studio (3)
TA 436 Advanced Costume Techniques (3)
TA 443 Advanced Costume Design (4)
TA 445 Scenic Painting II (3)
TA 446 Advanced Scenic Design: CAD (4)
TA 447 Digital Imagery for Theatre (4)
TA 448 Advanced Lighting Design (4)

A combined total of 12 credit hours in mathematics, computer science or quantitative literacy courses is required for this degree. A minimum of one course in mathematics and one course in computer science is required; any remaining required credit hours may be from either discipline or quantitative literacy courses. CS 101 may not be used to meet any portion of this 12-credit requirement.

A minor is not required for a B.F.A. in Theatre.

**GRADUATE PROGRAMS**

wou.edu/grad
Director Linda Stonecipher
graduateoffice@wou.edu
503-838-8597

**Procedures for graduate study**

**Admission procedures**

All persons wishing to enroll at WOU at the graduate level must be admitted to the university by the Graduate Office.

To apply for admission to WOU’s graduate programs, students must complete the following steps:

1. Submit a completed Graduate Student Application (available online or pdf).
2. Pay the non-refundable, non-transferable $60 Graduate Application fee.
3. Provide evidence of completed bachelor’s degree.*
4. Provide official transcripts from all non-WOU institutions attended.
5. Provide official scores for the MAT or GRE if minimum academic requirements are not met (see below).

**Minimum academic requirements for graduate admission**

*Evidence of completion of a four-year baccalaureate degree (or international equivalent) from a regionally accredited institution as defined by the American Association of Collegiate Registrars, with a cumulative B average (equivalent 3.00 on a U.S. 4.00 grading scale) on the most recent baccalaureate degree.*

If the applicant’s cumulative GPA is below 3.00, but a calculation using the last 90 quarter credits (60 semester credits) of graded course work is 3.0 or higher, the latter will be used as the basis for admission.

Applicants who hold a master’s degree will have the 3.0 GPA requirement waived.

Applicants not meeting the minimum GPA requirement may be considered with a passing score on the Miller Analogies Test (MAT) or Graduate Record Exam (GRE). Minimum required score for the MAT: 395. Minimum required score for the GRE Verbal Reasoning: 148, Quantitative Reasoning: 174, Analytical Writing: 3.5

**International Students**

All non-native English speaking students must also provide proof of proficiency in the English language by submitting an official copy of an English testing score report. Paper-based TOEFL: minimum score 550. Internet-based TOEFL: minimum score 79. IELTS Test: minimum score 6.0.

A student seeking a master’s degree, graduate license program, graduate certificate or graduate specialization must apply both to the university and to the program in which they are interested. Applications to each specific program are available from each program.

The graduate website at wou.edu/grad and the catalog have current admission information. Each
A graduate program has unique program admission standards and processes. Admitted students must submit a health history report. The report form is mailed to students who are accepted for admission and must be completed and returned to WOU’s Student Health and Counseling Center.

All documents become the property of the university and will not be returned. The university reserves the right to deny credit for coursework completed before a student is officially admitted for graduate study.

Classification

The Graduate Office admits and classifies eligible students on the basis of their undergraduate grade-point average and declaration of intent in the application for admission. Qualified students seeking a degree are classified either as fully admitted or conditional graduate students. All students must be classified as fully admitted by the start of the second term in a graduate program. Conditional status will not be extended beyond the first term of conditional admission. A student who does not pass the GRE/MAF or provide a 3.0 GPA will be removed from the program. Student will have to reapply to the university after conditions are met.

Admission to a graduate program

Most graduate programs have additional admission requirements. These requirements must be met prior to enrollment in the program.

Filing a program plan

All graduate students must file a program plan within the first 9 credits of coursework. This plan lists all courses needed for a particular graduate program.

- The proposed program plan must be completed with the assistance of the appropriate advisor and submitted to the Graduate Office for final approval. Financial Aid receives program verification once the program plan is on file.
- Conditionally admitted students, complete requirements for admission as a regular graduate student, including providing a program plan.
- Students who have not filed a program plan after completing nine credits of coursework will have a hold placed on registration until the form has been filed with the Graduate Office.

The steps listed above must also be completed by graduate students seeking additional endorsements, preparations, licensure, certificates or specializations.

Conditional admission to the university

Completing undergraduate degree: a student who is completing an undergraduate degree can be conditionally admitted to a graduate program with the following caveats:

- Student must have a minimum GPA of 3.0 on completed coursework or have a passing score on the MAT or GRE.
- Student must have met requirements of the specific graduate program to which he/she is applying.
- Student will not be able to receive financial aid until the Graduate and Financial Aid Offices have received proof of completion of the undergraduate degree and a program plan is on file.
- Student must provide proof of completion of the undergraduate degree during the first term of enrollment as a graduate student. WOU graduates must show proof prior to starting graduate courses.
- All students who are admitted on a conditional basis will have a registration hold placed on their account and will not be able to register for classes beyond the first term of graduate enrollment until the Graduate Office has received proof of completion of the undergraduate degree with a minimum of 3.0 on the last 90 quarter credits or 60 semester credits of coursework.

GPA requirement: A student who has an undergraduate GPA of 2.50 to 2.99 can be admitted conditionally for one term. At the end of that term, a student must meet university requirements, i.e., take and pass the MAT or GRE.

Student can petition for conditional admission via the graduate student general petition located on the graduate office website.

Graduate assistantships

Students interested in receiving a graduate assistantship should contact their graduate program for application information. The assistantship covers a minimum of 12 credits of tuition per term and includes a salary (see below).

A graduate assistant (GA) must:

- Complete the Graduate Assistant Approval Request form each term;
- Have a program plan filed in the Graduate Office;
- Enroll in a minimum of nine and a maximum of 16 credits per term during the academic year;
- Pay for tuition that exceeds 12 credits per term;
- Pay student fees (see WOU fee schedule).

The salary rate for a GA is determined by each program. The number of hours that a GA works each week corresponds to the full-time equivalent (FTE) level based on the following criteria:

<table>
<thead>
<tr>
<th>CR hrs enrolled</th>
<th>Work hrs allowed</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 - 10</td>
<td>19.6</td>
<td>0.49</td>
</tr>
<tr>
<td>11 - 12</td>
<td>13</td>
<td>0.33</td>
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<tr>
<td>13 - 14</td>
<td>10</td>
<td>0.25</td>
</tr>
<tr>
<td>15 - 16</td>
<td>6</td>
<td>0.15</td>
</tr>
</tbody>
</table>

Graduate students are required to register and remain enrolled in a minimum of nine (9) credits of graduate coursework in order to receive graduate tuition remission. Graduate students in their last term of courses may take less than the required 9 credits in order to finish their degree. Any courses taken beyond 12 credits are the financial responsibility of the student.

1. If a student falls below this course load, they will not be awarded subsequent tuition remission.
2. Students must notify the graduate office, via email within 24 hours, documentation of any course substitutions or additions to the original Graduate Assistant Approval Request.
   a. If within the first week of courses a student adds additional courses, the remission difference will be applied by payroll, providing that student notifies the Graduate Office via email.
   b. If a student drops any combination of courses so that his/her credits are reduced from the amount covered by fee remission for the term (e.g., 12 to 9, 12 to 10, etc.), that amount will be deducted from his/her fee remission the following term.
3. If a student withdraws from all courses, the refund will be returned to the fee remission account.
4. Students will not be invited back to their position if they do not honor their signed contract.
5. Conditions of employment including keeping a GPA of 3.0 or higher.

Matriculation fee

A one-time matriculation fee is assessed on all new graduate students when they enroll. (See WOU fee schedule.)

Programs

M.A. in Criminal Justice
M.A. in History (This program is not accepting new applications at this time.)
M.A. in Interpreting Studies
M.A. in Teaching: Initial Licensure High School or High School/Middle Level Preparations
M.M. in Contemporary Music
M.S. in Education
M.S. in Education: Deaf and Hard of Hearing Education
M.S. in Education: Information Technology
M.S. in Education: Special Education
M.S. in Management and Information Systems
M.S. in Rehabilitation and Mental Health Counseling

Non-degree, graduate-level licensure programs

Early Intervention/Special Education
Special Educator
Autism Spectrum Disorder Specialization
Elementary Mathematics Instructional Leader Specialization

Endorsements

ESOL or Bilingual/ESOL Education
Early Childhood Education
Educational Media (This program is not accepting new applications at this time.)

Certificates
- Dual Language/Bilingual Education Certificate
- ESOL (English for Speakers of Other Languages) Certificate
- Elementary Mathematics Instructional Leader Certificate
- Instructional Design Certificate
- Reading Specialist Certificate

Program objectives
Graduate students are screened and admitted into the various programs, each of which has admissions standards and designated graduate faculty. Campuswide standards for admissions, selection of faculty, curricular revisions, operating policies and final examinations are established in accordance with recommendations of the Graduate Programs Committee.

The graduate faculty consists of the president and vice president of academic affairs of WOU, the academic deans, the director of graduate programs, the colleges’ graduate faculty coordinators and members of the faculty who have been named by their divisions and approved by the director of graduate studies.

Each graduate student at WOU is expected to meet the following objectives pertinent to their 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 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 the program’s exit requirement.

Non-Admit Policy for 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. A maximum of 15 credits of non-admit graduate coursework can be applied to an endorsement or degree program.

Graduate level courses
All graduate courses will be designed to help students achieve well-defined objectives or student learning outcomes. Student learning outcomes encompass the range of student attributes and abilities that students should be able to demonstrate after successful completion of the course.

400/500 courses
Courses bearing dual-listed numbers (400/500) must provide students who are enrolled for 500-level credit with graduate-level learning. Expectations for learning outcomes in the graduate component of dual-listed (400/500 level) courses are the same as for stand-alone 500-level courses. A distinction must be made between learning outcomes for students taking the course for undergraduate credit (400 level) and those taking the course for graduate credit (500 level). In most cases this distinction should include emphasis on developing skills in analysis, synthesis, and/or evaluation for the 500-level credit. The differences in student learning outcomes should be accompanied by appropriate differences in learning opportunities and evaluation procedures.

500-level courses
These courses are graduate courses in support of graduate certificate/endorsement/specialization or master’s degree programs.

Undergraduates of exceptional scholastic achievements may be admitted to these courses on the approval of the instructor and they may, if admitted, under some conditions, use a limited number of these courses toward a graduate certificate/endorsement/specialization or a master’s degree program.

These courses have one or more of the following characteristics:
- They require upper division prerequisites in the discipline.
- They require an extensive theoretical base in the discipline.
- They increase or re-examine the existing knowledge or database of the discipline.
- They present core components or important peripheral components of the discipline at an advanced level.

600-level courses
These are graduate courses available for use by graduate students, for graduate certificate/endorsement/specialization or master’s degree programs. In addition to exhibiting the characteristics of 500-level courses, these courses typically have increased level of sophistication on developing skills in analysis, synthesis, and/or evaluation.

At least 50 percent of coursework in a graduate degree program must be 600 level.

Graduate grading system
The following grading scale is employed at the graduate level:

**Excellent:**
- A 4.00
- A- 3.70

**Normal graduate performance:**
- B+ 3.30
- B 3.00
- B- 2.70

**Below graduate standards:**
- C+ 2.30
- C 2.00
- C- 1.70

The following marks are also used. These grades are disregarded in the computation of grade point averages.
- P Satisfactory completion (B- or better, special conditions apply)
- NC No Credit, unsatisfactory
- I Incomplete (see full policy below)
- RP Regular Progress
- W Withdrawn
- X No grade received/no basis for grade

Graduate student expectations
Although grades of C+, C and C- are below the graduate standard, up to eight hours may be counted as credit toward a master’s degree if the course(s) was/were taken through Western Oregon University. Grades below a B- cannot be transferred into a WOU graduate program from another accredited university or college. A maximum of 15 credits of non-admit graduate coursework can be applied to an endorsement or degree program.

The graduate student must always maintain a B (3.00 GPA) average on the courses fulfilling the degree requirements (courses listed on the student’s graduate program plan of study). A department/program can establish more rigorous policies concerning the use of C grades in a degree program and/or overall minimum GPA requirements. Grades of D or F indicate unacceptable work and carry no graduate credit. A graduate student whose overall GPA falls below 3.00 or receives a grade of D or F must submit a petition with a plan of remediation to the Graduate Studies Committee. The petition and plan of remediation must be approved by the student’s adviser or program coordinator.

A grade of P/NC can be used by only a limited number of degree programs that have received special authorization and that can be counted as credit toward a graduate degree.

Petition process
Students that receive more than 8 total credits of C’s, more than 9 credits of incompletes, a GPA lower than 3.0 or a D/F grade will be removed from their program and required to petition for re-enrollment. This process is conducted at the end of each term and students will be notified immediately of their academic standing via email to their student account. Students are required to submit a petition via the General Graduate Student Petition form to the Graduate Office by the deadline given. Students that fail to meet the deadline can petition afterwards for reinstatement in the following term pending approval by the committee which is composed of three members of the graduate studies committee.
Special regulations concerning incomplete grades

- The instructor of a course has the final decision regarding the appropriateness and willingness to award a grade of incomplete.
- A graduate student with more than nine (9) hours of uncleared incomplete coursework (except for student teaching, internship, thesis, field study and/or professional project) will have a hold placed on registration until a petition has been submitted to the director of graduate studies and a remediation plan approved.
- A student requesting a grade of incomplete and the course instructor issuing a grade of incomplete must both sign a contract that specifies:
  1. The course assignments still needing to be submitted to remove the incomplete grade.
  2. A timeline for completion of course requirements:
     - A student who has a grade of incomplete in a course that is a prerequisite for a subsequent course may not enroll in the subsequent course until the grade of incomplete is removed or must receive the permission of the instructor to be allowed to enroll into the subsequent course.
     - Any graduate program can decide to not allow a student to register for their final professional field experience (student teaching, internship, etc.) on the basis that incomplete grades have not been cleared before the beginning of the final professional field experience.
     - The Graduate Office will not allow students to sit for their final comprehensive examination until past incomplete grades have been cleared.

Regulation concerning incomplete grades

To grant an incomplete, the instructor and student must complete and sign the Incomplete Grade Contract, which designates the default grade and the date when the incomplete grade expires if sooner than 12 months. A copy of this contract should be kept by the instructor, the academic division office and the student. When the incomplete grade is submitted, the instructor will also submit a default grade. If the student doesn’t complete the work within 12 months, then the default grade will automatically be entered for the course. If a student needs additional time, before the end of the first 12 months, he or she may petition the instructor for up to an additional 12 months. The maximum length of time to complete the work is 24 months or before the student graduates. At the time of graduation, a student’s academic record is closed, and any outstanding regular progress grades will permanently revert to the instructor’s default grade. An unresolved incomplete grade may prevent graduation because the default grade lowers a student’s GPA or prevents a needed requirement from being met. Students are strongly encouraged to resolve incomplete grades within the shortest possible time to prevent problems closer to graduation.

Special limitations on special arrangement “0” courses

A maximum of 15 credit hours of workshops, special arrangement and practicum courses may be applied to a master’s degree program. These courses must be pre-approved by the appropriate adviser. Fifteen credit hours of 506, 606, 507, 607, 508, 608, 509 and 609 courses may be included in a program. Additionally, there is a limit of nine credit hours of any one number.

Regulations concerning withdrawals

Withdrawals from a course must be initiated by the graduate student. It is the student’s responsibility to withdraw properly by the deadlines as established by the Office of the Registrar.

There are two types of withdrawal:

Withdrawal from a course:
- The student must complete an add-drop form, obtain the necessary signatures and return the form to the Office of the Registrar before the end of the seventh week of the term. The student may withdraw from any course without responsibility for a grade and no entry will be made on the student’s permanent scholastic record.
- After the seventh 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 seventh week.

Withdrawal from the university:
- The student must complete an application for withdrawal from the university, obtain the necessary signatures and return the form to the Office of the Registrar before the end of the sixth week of the term.
- In situations of emergency (accident, prolonged illness, etc.), a student may be permitted by the Registrar to withdraw without penalty from the university at any time. Written verification may be required.

Academic load

The full-time course load for graduate students is nine graduate credits, including coursework portfolio, professional project, field study or thesis. The maximum course load for graduate students is 16 credits with any combination of courses (graduate or undergraduate) during fall, winter or spring term. Nine credit hours is the maximum load for graduate students during the six-week summer term.

Residency credit requirement

All graduate programs will include at least 30 graduate credits from WOU.

Transfer credits

Any transfer credit used in a master’s degree program must be documented with an official sealed transcript from an accredited university. All transfer coursework must be approved by the student’s adviser and should be submitted and approved early in the student’s program. Students must use the change of program request: course substitution form.

Only graduate-level coursework acceptable to the granting institution for master’s degree programs with grades of A or B can be transferred. The maximum transfer credit accepted toward a master’s degree program is 15.

Credits from non-accredited colleges and universities cannot be used in a master’s program.
A maximum of 15 credits of non-admit graduate coursework can be applied to an endorsement or degree program with adviser approval.

Undergraduate students taking graduate courses
Undergraduate students within 12 quarter hours of completing all requirements for the bachelor's degree, but not including student teaching, may petition to enroll in up to 12 credit hours of graduate courses numbered 500-599. These courses can be reserved for later use in a graduate degree program. Undergraduate students cannot register for any 600-699 courses. Petition forms to reserve graduate courses are available from the Office of the Registrar.

Credit by examination
Graduate courses cannot be challenged. If a graduate student has extensive background in an academic area, the graduate student's adviser can determine other graduate courses that can be substituted for the course in question on the plan of study. A substitution form must be submitted to the Graduate Office.

Continuing registration/student access fee
WOU does not require a graduate student to be continually registered during each term as he or she progresses through a master's degree. A special fee is required when engaged in any phase of research such as developing or collecting data, preparing for final examinations or any aspects of a thesis, field study or professional project development in which university facilities or library resources are used and the student is not registered for graduate courses. The non-registered continuing student fee is assessed through the business office.

Re-enrollment
Students who have not enrolled in courses for more than three terms will have their student status inactivated. They will be required to submit a re-enrollment application along with adviser approval and a $15 fee in order to enroll in courses or have their degree, endorsement, specialization or certificate recorded with the Graduate Office.

Time limit to complete master's degrees
Coursework and requirements for a master's degree program must be completed within a period of five years. This includes all residence credit, all applicable transfer credit and required final evaluation. The five-year limit also applies to a thesis, field study, professional project or portfolio.

Students may petition the director of graduate programs for a one-time, two-year extension for a maximum of seven years to complete their master's degree. Students can obtain the General Graduate Student Petition via the graduate website.

Final exit evaluation
All graduate students must complete one or more final exit evaluations. The type of exit evaluation is determined when the graduate program plan is approved. Common exit evaluations consist of written comprehensive examinations, thesis, portfolio, action research projects, field studies and professional projects or combinations of two exit evaluations. The Graduate Office will determine the type of exit evaluation(s) based on the graduate student's program plan.

Graduate students who elect to write a thesis, professional project or field study must follow the procedures outlined in the guidelines which can be found on the web at wou.edu/grad. A final oral examination will be required of all graduate students who write a thesis, professional project or field study. The oral examination is not limited to the thesis, field study, portfolio or professional project, but may cover any aspect of the student's program.

Graduate students who prepare a portfolio should contact an adviser for information regarding specific portfolio requirements for that program.

Some divisions at WOU require comprehensive written examinations based on coursework in the student's content area in addition to the completion of thesis, field study, professional project or portfolio. Final written comprehensive examination will be based upon areas of study in the approved program. Subject area questions will be based upon the statement of components, objectives and requirements outlined in the statement of program objectives. Graduate students who fail one or more areas of the written comprehensive examination may be given a program of self-study by their advisor(s) and may retake the area(s) failed at another regularly scheduled comprehensive examination.

Students may retake the written comprehensive examinations only once. Graduate students who score unsatisfactorily (below C-) on any component of the comprehensive examination will be required to take a final oral examination on the unsatisfactory section. Final oral examinations will not be required of students who score a pass or above on all areas of the written comprehensive examination.

A graduate student is eligible to complete final evaluations only after all coursework has been completed or the student is in the final term of enrollment. Per policy, they can also participate in comprehensive exams spring term if they have two or fewer courses to finish during the subsequent summer term. All incomplete grades must be changed to a letter grade before a student will be allowed to take his or her comprehensive examination. An exception is made if the outstanding incomplete grade is for a current student teaching grade, exit project or special individual study course. Examinations are offered every term except summer.

Application to graduate
Final evaluation procedures
Apply one term prior to completion of final coursework.
1. Application for completion of master's degree must be submitted to the Graduate Office.
2. Submit $50 fee
3. Final evaluation procedures must be completed, either written examinations or alternative evaluations by Wednesday of finals week in the final term of course study.

Conferring of degree
Students may participate in Commencement if they meet the following requirements:
- Are within one to two courses of completing degree requirements
- Have written approval of their graduate adviser
- Have a plan on file in the Graduate Office to complete degree requirements the following term

Each graduate student must file an application for completion of the master's degree with the Graduate Office. This application also serves as the application to complete the final evaluation procedures. This is due one term before completion. Additional general information is available on the website at wou.edu/grad.

Students receiving their specializations, endorsements or certificates only are not eligible to participate in Commencement. Commencement is held for master's students receiving graduate degrees.

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

Commencement exercises at WOU take place once a year in June. Graduate students who are within one to two courses of completing degree requirements at Western Oregon University may participate in the Commencement ceremony if they have a plan on file in the Graduate Office indicating that those courses will be completed during the subsequent summer term and have approval of their adviser. Students must also have completed comprehensive exams.

MASTER OF ARTS IN CRIMINAL JUSTICE

Coordinator: Terry Gingerich

Mission
Equips students with academic skills necessary to successfully and competently apply advanced knowledge in social science research, methodology and theory as the academic foundation in engaging managerial and other advanced professional roles in the practical field of criminal justice. The program is also designed to enhance students' professional writing and analytic inquiry skills and prepares individuals to teach at the community college level as well as provide preparation to those interested in furthering their education at the doctoral level.

Learning outcomes
1. Analyze the organizational structures and management challenges that define the field of criminal justice.
2. Use methods of social science research to investigate problems and questions in the field of criminal justice.
3. Apply theory-to-practice within the criminal justice environment.
Admission process
Applicants must first complete an application for admission to the university and be accepted. Then they must apply to the MACJ program.

Both applications are available on the MACJ website: wou.edu/provost/graduate/macj/macj_about.php.

Course completion
Applications are accepted year-round, however, students are encouraged to begin the program in fall term.

Exit evaluation
Students may choose one of three exit evaluation options:

- Thesis: requires weekly on-campus advising meetings, an on-campus presentation and oral defense of findings.
- Professional research project: requires current employment in or substantial work experience in, a criminal justice or social service agency, an on-campus presentation and oral defense of findings.
- Comprehensive exams: requires a comprehensive exam that focuses on (1) research methods, (2) criminological theory and (3) student’s chosen area of concentration.

Progress reports
As part of their CJ 603 or CJ 606 coursework, students must submit an academic progress report to the graduate coordinator at the end of each term.

Course of study (45 credits)
At least 23 credits must be taken at the 600-level.

Professional core (17)
CJ 608 Graduate Studies Workshop (1)
CJ 612 Research in Criminal Justice (4)
CJ 617 Criminal Justice Administration and Organizational Behavior (4)
CJ 619 Ethics and Leadership in Criminal Justice Organizations (4)
CJ 660 Theory and Research in Crime and Delinquency (4)

Electives: (24)
CJ 616 Community-based Corrections (4)
CJ 618 Theory of Criminal Law (4)
CJ 620 Offender Treatment (4)
CJ 621 Human Resource Management in Criminal Justice (4)
CJ 622 Strategic Planning in Criminal Justice (4)
CJ 656 Contemporary Issues in Criminal Justice (4-12)
Any 500-level criminal justice or other 500-level university course approved by the Graduate Coordinator

Thesis, professional project or comprehensive exam (4)
CJ 603 Thesis/Professional Project (4) or CJ 606 Special Individual Study leading to comprehensive exam (4)

For more information regarding this program, go to wou.edu/provost/graduate.

MASTER OF ARTS IN INTERPRETING STUDIES
Coordinator: Elisa Maroney

Mission
Provides interpreters and interpreter educators who use English and another language, spoken or signed, scholarship that focuses on theoretical, practical, and/or teaching applications; thus, advancing the standards and leadership of the interpreting profession both signed and spoken, via research, rigorous study and practice.

Learning outcomes
1. Exemplify reflective practice in interpreting and teaching through observation, application, analysis and supervision.
2. Contribute to a growing body of research on interpreting and interpreter education.
3. Exhibit advanced competence in interpreting effectiveness.

The M.A. in Interpreting Studies degree consists of 45-54 credits in interpreting theory and practice with programs in entry-level interpreting, advanced interpreting, and/or teaching interpreting. The coursework is primarily online.

Individuals pursuing the Entry-Level Interpreting degree will complete 27 credits of coursework and 18 credits of internship and portfolio. Students entering the Entry-Level Interpreting Studies program should already have:

- Native fluency in one of their working languages;
- At least five years of language acquisition in their second working language;
- Bachelors degree in related field (e.g. Interpreting, Translation, Spanish, ASL Studies, Linguistics or Interdisciplinary Studies).

Individuals who are already seasoned and/or credentialed interpreters, will take courses to enhance their experience and knowledge. Students pursuing the Advanced Interpreting program will complete 50 credits of coursework and an additional 4 credits in internship and portfolio while students pursuing the Teaching Interpreting program will complete 50 credits of coursework and an additional 4 credits in student teaching and portfolio. Students entering the Advanced Interpreting and/or Teaching Interpreting programs should already have:

- Foundational theory and knowledge in translation and interpretation studies;
- Two years of experience translating and/or interpreting, and/or national certification;
- Documented experience with mentoring, teaching, and/or training (e.g., mentoring contract, résumé and letters of recommendation).

Continuous enrollment
Graduate students enrolled in the Interpreting Studies programs are required to be continuously enrolled (for a minimum of 3 graduate credits per term) until all requirements have been completed.

Summer session registration is not required unless the student is using university facilities or faculty or staff services (example: thesis advisement, library services).

M.A. in Interpreting Studies: Entry-Level Interpreting
(45 credits)
INT 523 Technology in Interpreting/Interpreter Education (2)
INT 612 Proseminar (1)
INT 615 Communication for Interpreters (3)
INT 618 Ethics and Professional Practice (3)
INT 625 Becoming a Practice Profession: The History of Interpreting & Interpreter Education (3)
INT 630 Communication in a Practice Profession (3)
INT 635 Action Research: Translation and Interpretation (3)
INT 645 Research on Translation and Interpretation I (3)
INT 677 Intrapersonal Aspects of Interpreting (3)
Electives (3)
Students will work with their advisor to complete 3 credits of electives.

Exit requirement for Entry-Level Interpreting (18)
INT 610 Internship and Portfolio (18)

M.A. in Interpreting Studies: Advanced Interpreting or Teaching Interpreting
(54 credits)
INT 523 Technology in Interpreting/Interpreter Education (2)
INT 609 Practicum (1-4)
INT 612 Proseminar (1)
INT 618 Ethics and Professional Practice (3)
INT 624 Teaching and Technology (1)
INT 625 Becoming a Practice Profession: The History of Interpreting & Interpreter Education (3)
INT 630 Communication in a Practice Profession (3)
INT 633 Research and Writing: Translation and Interpretation (3)
INT 635 Action Research: Translation and Interpretation I (3)
INT 635 Action Research: Translation and Interpretation II (3)
INT 640 Teaching Ethics & Professional Practice (3)
INT 645 Research on Translation and Interpretation I (3)
INT 646 Research on Translation and Interpretation II (5)
INT 650 Teaching Meaning Transfer (3)
INT 655 Assessment for Interpreter Educators (3)
INT 665 Interpreter Education Curriculum Development (3)
MASTER OF ARTS IN TEACHING: INITIAL LICENSURE

Two tracks
- Master of Arts in Teaching: Initial Secondary Licensure track
- Master of Arts in Teaching: Initial Elementary Licensure track

Mission
Committed to facilitating the learning and development of our candidates who, in turn, can successfully affect the learning and development of students in schools.

Learning outcomes
1. Plan instruction that supports student progress in learning and is appropriate for the development level of students.
2. Establish a classroom climate conducive to learning.
3. Develop self-awareness as artists, educators and practitioners.

Master of Arts in Teaching: Initial Elementary Licensure track
Coordinator: Alicia Wenzel

The Master of Arts in Teaching: Initial Elementary Licensure track offered on a part-time basis through a hybrid model with two-week on-campus summer institutes at WOU, is designed for individuals who hold a bachelor's degree and wish to pursue licensure in elementary school teaching. The M.A.T.: Initial Elementary Licensure track culminates in a master's degree and initial licensure at the elementary school level only.

The objective of the M.A.T.: Initial Elementary Licensure track is to provide in-depth preparation in the theory and pedagogy of teaching. WOU's College of Education accepts applicants on a competitive basis for each cohort. Visit the M.A.T. Initial Licensure degree program website at wou.edu/mat for application materials.

M.A.T.: Initial Elementary Licensure track
(67 credits)
ED 530 Class Development (3)
ED 601 Mastering Strategies for Teaching (3)
ED 602 Content Area Literacy (3)
ED 603 Professional Seminar I (1)
ED 604 Professional Seminar II (1-2)
ED 605 Professional Seminar III (3)
ED 650 Professional Seminar IV (3)
ED 697 M.A.T. Clinical Experience III (9)
Ed tech credits (2)

*ED 637 cannot be repeated more than three times

MASTER OF MUSIC IN CONTEMPORARY MUSIC
Coordinator: Dirk Freymuth

Mission
To incorporate a contemporary music curriculum that extends to music of the European art tradition, jazz, popular music and music of non-Western cultures. Encourages connections among diverse musical cultures, between and within the arts and other expressions of human endeavor and supports creativity, innovation and discovery as students prepare for future professional involvement.

Learning outcomes
1. Be knowledgeable and articulate about the practices and works of the music from the 20th and 21st centuries, as well as the core of musical knowledge of the time before these centuries.
2. Develop advanced levels of expertise in their concentration areas and apply the knowledge in a broad range of musical environments.
3. Develop self-awareness as artists, educators and musical leaders.

The Master of Music in Contemporary Music is a flexible degree that allows students to study contemporary practice in one or more areas of concentration. In addition to a 12-credit common core, students will take 12 credits of academic electives in music and 30 credits of applied music.

The degree incorporates several distinctive features. One is that the scope of music considered in the curriculum extends to music of the European art tradition, jazz, popular musics and musics of non-Western cultures. Thus, the term “contemporary music,” as it is used at WOU, is meant to convey the broad scope of applied musical practice in the 21st century.

A second distinctive feature of this degree is its flexibility with respect to areas of applied practice. Students may focus on a single area, such as keyboard performance; or combine allied areas such as keyboard performance, jazz studies and composition. In the contemporary music environment, such allied areas are frequently intermixed.

A third distinctive feature is the requirement of a compact disc as an exit project. The compact disc requirement puts the art of recording on the same artistic plane as the art of live performance while recognizing the centrality of the recording arts in contemporary music practice.
Applied concentrations are available in the following areas:
- Audio production
- Collaborative piano
- Composition
- Conducting
- Instrumental performance
- Jazz studies (performance and/or arranging)
- Keyboard performance
- Vocal performance

Dual concentrations may be approved on an individual basis

Degree requirements: (54 credits)
- One recital in area of concentration (0)
- One compact disc master recording (0)
- 5 terms of MUS 650 (0)

Graduate program evaluation
- Ensemble (MUEN 501-592) (6)
- MUP 671-699 (24)

Common core: (12)
- MUS 675 Introduction to Graduate Research
- MUS 680 Special Topics in Contemporary Musicology
- MUS 685 Contemporary Readings in Music
- MUS 690 Recording and Media Production

Approved electives: (12)
- MUE 527 Choral Methods (3)
- MUS 514, 515, 516 Jazz Theory and Arranging (3-9)
- MUS 640 College Pedagogy in Music (1-6)
- MUS 518 Contemporary Composition (3)
- MUS 520, 521, 522 Electronic Music (3-9)
- MUS 523 Scoring for Film and TV (3)
- MUS 524, 527 Choral Literature (3)
- MUS 525, 528 Literature for Instrumental Ensembles (3)
- MUS 560 Special Topics in Music History (3)
- MUS 565 Special Topics in Music Theory (3-6)
- MUS 640 College Pedagogy in Music (1-6)

**Master of Music in Contemporary Music/Popular Music**
(54 credits)
- One recital in area of concentration (0)
- One compact disc master recording (0)
- 5 terms of MUS 650 (0)
- Graduate program evaluation
- Ensemble (MUEN 501-592) (6)
- MUP 670 American Vernacular Performance (24)
- MUS 530 Advanced Improvisation (3)

**Common core: (12)**
- MUS 675 Introduction to Graduate Research
- MUS 680 Special Topics in Contemporary Musicology
- MUS 685 Contemporary Readings in Music
- MUS 690 Recording and Media Production

Approved electives: (9)
- MUE 527 Choral Methods (3)
- MUS 514, 515, 516 Jazz Theory and Arranging (3-9)
- MUS 523 Scoring for Film and TV (3)
- MUS 524, 527 Choral Literature (3)
- MUS 525, 528 Literature for Instrumental Ensembles (3)
- MUS 560 Special Topics in Music History (3)
- MUS 565 Special Topics in Music Theory (3-6)
- MUS 640 College Pedagogy in Music (1-6)

**MASTER OF SCIENCE IN EDUCATION**

**Mission**
Provides a critical, advanced and intellectually rigorous curriculum whereby students are given the opportunity to advance their knowledge of the teaching/learning process, demonstrate an exemplary level of competence in all aspects of teaching, increase their knowledge of content information and materials and show their commitment to professional excellence and professional leadership.

**Learning outcomes**
1. Effectively use advanced content knowledge and educational technologies.
2. Analyze data and evidence to support learning and engage in change.
3. Apply learning theories, educational data and research in education in a variety of contexts.
4. Demonstrate professional growth, dispositions and leadership appropriate to their field in education.

The Master of Science in Education degree consists of 45 credit hours of approved graduate-level courses in a combination of education and advanced content/specialty courses.

The degree has three areas:
1. Professional education core (21)
2. Advanced Content/Specialty core (18)
3. Exit requirements (6): Two options to complete this requirement:
   A. Electives approved by adviser and completion of comprehensive exams.
   B. Thesis or professional project (ED 603)

All MS Ed students holding a current teaching license, are required to complete a 3 credit ED 609 Practicum.

**Area 1**

**Professional education core (21)** *All MSED students complete this core

**ED 611** Theories of Teaching and Learning
**ED 632** Cultural, Social and Philosophical Issues in Education
**ED 633** Research and Writing
**ED 635** Action Research
**ED 636** Leadership and Policy in a Diverse Society
**ED 637** Inquiry into Pedagogy*

Choose one: (3)**

- **CSE 610** Computers in Education
- **CSE 624** Internet for Educators

* ESL or Bilingual/ESOL students will substitute ED 691 Curriculum Instruction and Assessment Strategies for English Language Learners for ED 637. Reading Education students will substitute ED 668 Assessment and Instruction for ED 637.

**In addition to CSE 610 and CE 624, non-licensure students may also choose from CSE 615 Designing Information, CSE 616 Designing and Teaching Online Courses and ED 626 Instructional Design, to meet their CSE requirements.

**Area 2**

**Advanced content/specialty core (18)**
Students in the Masters of Science in Education program will complete 18 credits of coursework in a selected content area. This portion of the degree is often planned by faculty in liberal arts and sciences and the faculty in education. Students may continue graduate-level work in their academic areas or additional endorsement courses may be added.

Students seeking to complete a new endorsement within the 18 credit portion of the program are required to complete a 90 clock-hour practicum in the appropriate preparation level or endorsement. Endorsements are offered in ESOL, bilingual/ESOL, early childhood or reading and are described in the endorsement section.

Select one content/specialty core:
- **ESOL or Bilingual/ESOL Endorsement content core (18)**
  **ED 581** Introduction to ESOL and Bilingual Education
ED 682 Sociopolitical Foundations of ESOL/Bilingual Education (3)
ED 683 Fostering Cultural and Community Connections in the ESOL/Bilingual (3)
Successful completion of ED 581, ED 682 and ED 683 strongly recommended for all other courses.

ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom (3)
ED 692 English Language Development for ESOL and Bilingual Settings (3)
ED 609 Practicum (3)
Prerequisites for ED 609 are:
1. Obtain a passing score on the ESOL test.
2. Complete at least 15 credits of coursework toward the ESOL endorsement. Students must apply to the Director of Field Services one term preceding the practicum.

For the ESOL endorsement, no second language is required. For the Bilingual/ESOL endorsement, verification of language proficiency is required.
If any of the above courses are waived, students can take one or more of the following ESOL electives to fulfill the required number of credits in the content core:
ED 630 Culturally and Linguistically Diverse Students in the Schools (3)
ED 631 Foundations of Bilingual (3)
ED 694 Assessment of English Language Learners (3)
Students in the Masters of Science in Education program in the ESOL content area who are not seeking an endorsement, should meet with an adviser to select 18 credits of ESOL coursework from the options listed above.

Reading endorsement content core (24)
All programs must be approved by the Coordinator of Reading. All courses must be successfully completed before practicum.
ED 655 Foundations of Literacy K-Adult (3)
ED 667 Language Development and Reading (3)
ED 672 Literacy Leadership Practicum (3)
ED 668 Assessment and Instruction in Reading (3)
ED 609 Practicum: Reading (6)
Approved electives (6)
ED 628 Teaching Writing Under the CCSS (3)
ED 580 Psychology of Reading Instruction (3)
ED 689 Contemporary Children’s and Young Adult Literature in the Classroom-or-consult with your adviser for other options.

Curriculum and instruction content core (18)
ED 648 Advanced Curriculum and Assessment Planning (3)
Choose one literacy course: (3)
CSE 611 Information Literacy
CSE 612 Media Literacy
ED 640 Literacy Theory, Inquiry and Practice
ED 655 Foundations of Literacy
ED 666 Middle Level Literacy
ED 668 Assessment and Instruction in Reading
ED 691 Curriculum, Instruction & Assessment Strategies for English Language Learners
ED 692 English Language Development for ESOL and Bilingual Settings
ED 689 Contemporary Issues in Literature for Children and Young Adults
ED 690 Reading and Composition in the Secondary School
SPED 620 Content Reading and Instructional Planning
WR 642 Writing Across the Curriculum
Choose one focus area from the following: (12)
Dual Language/Bilingual education
Early childhood education
ESOL education
Language arts education
Literacy education
Math education
Science education
Social studies education
STEM education

Elementary Mathematics Instructional Leader content core (18)
All programs must be approved by an EMIL Coordinator. All courses must be successfully completed before practicum.

All students will complete the following to earn 18 graduate credit hours in the “content core” of their MSed degree.

MTH 611 Counting and Whole Number Operations: K-8 Learning and Teacher Practices
MTH 612 Fractions and Proportions: K-8 Learning and Teacher Practices
MTH 613 Geometry and Measurement: K-8 Learning and Teacher Practices
MTH 614 Statistics and Probability: K-8 Learning and Teacher Practices
Choose one: (3)
MTH 615 Patterns and Algebraic Thinking: K-8 Learning and Teacher Practices
MTH 616 Algebra and Functions: K-8 Learning and Teacher Practices
ED 673 Elementary Mathematics Leadership Practicum I
Exit requirement (6)
ED 607 Seminar: EMIL Project or Thesis
ED 609 Elementary Mathematics Leadership Practicum II

English/language arts: elementary/middle content core (18)
Writing content core (3-4)
WR 540 Writing Theory and Pedagogy (4)
Required unless course on teaching writing/writing pedagogy is present elsewhere in student’s undergraduate or graduate program.
Linguistics (3-4)
LING 550 Linguistic Analysis of Style and Genre (4) recommended.
Literature (3-4)
Approved electives to reach a minimum of 18 graduate credits. To reach 18 credits, students can choose
500 or 600-level courses in education, English, other humanities fields, theatre arts or other liberal arts and science content areas as approved by M.S. Ed. adviser.
At least 3 credits of the total need to be 600-level courses to meet graduate school requirements.

English/language arts: high school content core (18)
Writing (3-4)
WR 540 Writing Theory and Pedagogy (4)
Required unless course on teaching writing/writing pedagogy is present elsewhere in student’s undergraduate or graduate program.
Linguistics (3-4)
LING 550 Linguistic Analysis of Style and Genre (4) recommended.
Literature (6-8)
Theory/criticism (3-4)
Approved electives to reach a minimum of 18 graduate credits. To reach 18 credits, students can choose
500 or 600-level courses in education, English, other humanities fields, theatre arts or other liberal arts and science content areas as approved by M.S. Ed. adviser.
At least 3 credits of the total need to be 600-level courses to meet graduate school requirements.

Health content core (16-18)
Required health core (8)
HE 612 Advanced Topics in Health Promotion (4)
must be taken twice (different topics) to meet the required core of 8 credits. May also be repeated for credit (different topics) up to 12 credits
Electives in health or related areas (8-10)

Interdisciplinary: early childhood/elementary preparation content core (18)
Fifteen hours of coursework should be selected to improve content knowledge in two or more of the following areas: creative arts, bilingual/ESOL, health, mathematics, physical education, reading, science, social science or special education. In addition, 3 credit hours are to be selected, with adviser approval, from the following:
ED 548 Developmentally Appropriate Practices
ED 567 Language Development and Reading
ED 585 Early Childhood Education
ED 649 Observation and Assessment for Young Children
ED 650 Curriculum and Early Childhood Education
HE 515 Child and Adolescent Health

Interdisciplinary: elementary/middle preparation content core (18)
Eleighteen credit hours of coursework should be selected in two to four of the following areas: creative arts, bilingual/ESOL, health, mathematics, physical education, reading, science, social science, psychology or special education.

Integrated science: early childhood/elementary - see science adviser

Integrated science or general science: middle/high school content core (18)
With approval from a science adviser, select 18 credits
from the following courses:
ES 531 Paleobiology (4)
ES 553 Geology of the Pacific Northwest (4)
ES 554 Volcanology (3)
ES 558 Field Studies in Geology (1-9)
ES 660 Energy and Mineral Resources (3)
ES 573 Environmental Geology (4)
ES 576 Hydrology (3)
ES 591 Stratigraphy & Depositional Systems (4)
ES 592 GIS Applications in Earth Science (3)
ES 655 Glacial Geology (3)
ES 656 Geology of North America (3)
GS 511 History of Science (3)
GS 524 Astronomy (3)
GS 592 Geological Oceanography for Teachers (3)
GS 612 History of Science (3)
GS 625 A Concept Approach to Science (3)
GS 691 Physical Oceanography for Teachers (3)
BI 606 Special Individualized Studies (1-12)
BI 558 Field Biology (3-4)
BI 554 Plant Ecology (4)
BI 558 Field Ecology (3-4)
BI 541 Human Heredity (3-4)
BI 606 Special Individualized Studies (1-12)
GS 511 History of Science (3)
GS 612 History of Science (3)
GS 625 A Concept Approach to Science (3)

Mathematics: middle school content core (18)
Select 18 credits from the following courses:
MTH 589 Algebraic Structures for Middle School Teachers
MTH 591 Historical Topics in Mathematics for Middle School Teachers
MTH 592 Abstract Algebra for Middle School Teachers
MTH 593 Experimental Probability & Statistics for Middle School Teachers
MTH 594 Geometry for Middle School Teachers
MTH 595 Calculus Concepts for Middle School Teachers
MTH 596 Problem Solving for Middle School Teachers
MTH 597 Discrete Mathematics for Middle School Teachers
MTH 599 Algebraic Problem Solving for Middle School Teachers

Physical education: See physical education adviser
Social science: See social science adviser
Special education: See special education adviser

Area 3
Capstone exit requirements (6)
Non-licensed teachers have three options for completing their final 6 hours of capstone exit requirements. Licensed teachers have two capstone exit options. Licensed teachers who are not considering further education in doctoral programs should take Option 1.

Option 1:
Six hours of advanced professional specialization proficiency documentation
ED 617 Professional Inquiry in Education (3)
ED 609 Professional Inquiry in Education Practicum (3)

This option serves as an on-the-job demonstration of advanced professional specialization competency. It is designed to demonstrate the candidate’s ability to teach and work with others at an advanced level of performance in the field of education with a specific focus on using data literacy to impact education settings.

Option 2:
Six hours of thesis or professional project
ED 603 (or HE 603 or CSE 603, depending on content area) (6)

Students who wish to complete a thesis or professional project as their capstone exit requirement must enroll in thesis or professional credit hours. Students demonstrate the ability to conduct research or produce a professional project. During this time, they work with advisers and individually to complete their projects. Licensed teachers who choose this option must work with advanced proficiency standards of data literacy and conduct a study in P-12 setting in their thesis or to produce a professional project for a particular educational setting or partner.

Option 3:
Comprehensive exams
Students choosing to complete comprehensive exams as their capstone exit requirement must complete their 45-hour program. Students work with their advisers to determine appropriate elective courses. Licensed teachers cannot choose comprehensive exams as their capstone exit option.

M.S. in Education: Deaf and Hard of Hearing Education
(68 credits)
Professional education core (42)
DHHE 611 Foundations of Deaf Education (3)
DHHE 623 Academic Discourse in DHHE (3)
DHHE 625 Structure of ASL and English in the Classroom (3)
DHHE 643 Instructional Approaches in DHHE (3)
DHHE 644 Curriculum Methods in Deaf Education (3)
DHHE 645 Language and Literacy Applications in Deaf Classrooms (3)
DHHE 646 Legal and Pedagogical Assessment Principles and Practices (3)
DHHE 648 Educational Audiology (3)
DHHE 650 Multiculturalism in Deaf Education (3)
DHHE 656 Educational Environments for Students with Hearing Loss (3)
DHHE 665 Teaching Deaf and Hard of Hearing Learners with Multiple Disabilities (3)
DHHE 683 Ethical Practices in Working with Deaf and Hard of Hearing Students (3)
ED 611 Theories of Teaching and Learning (3)
SPED 646 Law and Special Education (3)
Professional education core (26)
DHHE 669 Practicum (1-3) (1 credit course taken for three terms)
DHHE 630 Special Project (1)
DHHE 639 Student Teaching: Self Contained Classrooms (8)
DHHE 640 Student Teaching: Mainstreamed Settings (8)
DHHE 641 Beginning Portfolio (3)
DHHE 642 Final Portfolio (3)

MASTER OF SCIENCE IN EDUCATION: DEAF AND HARD OF HEARING EDUCATION

Mission
Prepare graduate students to become exemplary educators who will provide state of the art instruction to deaf and hard of hearing children.

Learning outcomes:
1. Be motivated to participate in lifelong intellectual work through theory and practice to generate educational knowledge that benefits children, families and communities.
2. Be leaders in the field of Deaf and Hard of Hearing Education, such as teachers, researchers and specialists.
3. Advocate and engage in collaborative inquiry in diverse and inclusive settings
4. Engage in research in areas affecting Deaf and Hard of Hearing Education, such as Deaf-Blindness, Academic Achievement, Transition Education and the impact of Early Intervention.

This program prepares teachers to work with students who are deaf or hard of hearing and who may experience multiple disabilities or learning challenges. Graduates of the DHHE program will meet Oregon’s Teachers Standards and Practices Commission (TSPC) qualifications to teach deaf and hard of hearing children in Oregon and states with reciprocal agreements.

The degree results in an initial teacher licensure or endorsement. Because deaf and hard of hearing children in Oregon are placed in both mainstream and special settings and because classes include children using both oral communication and American Sign Language (ASL), the DHHE program requires fluency in ASL and English. It prepares teachers to work across the range of school settings and communication preferences.

In addition to admission to graduate study at WOU, the student must be admitted to Deaf and Hard of Hearing Education program. For program application, go to wou.edu/provost/graduate under the DHHE program or contact the department at 503-838-8322 or email the program coordinator at grahamp@wou.edu.
MASTER OF SCIENCE IN EDUCATION: INFORMATION TECHNOLOGY

Coordinator: Mary Bucy

Mission
Provide a solid foundation in computers and information technology for students who desire to specialize in computer applications in education and training; who seek information technology positions in government, industry or public agencies; or who wish to subsequently pursue doctoral studies in fields related to information technology.

Learning outcomes
1. Recognize, evaluate and apply technological tools (software and hardware) to support teaching and learning in diverse environments.
2. Develop critical thinking tools to evaluate information and media accuracy, relevance and propriety.
3. Build capacity to adapt to and work with diverse media types across multiple platforms to create and support authentic learning relevant to the learners and their learning contexts.

The program leads to a Master of Science in Education degree with a specialization in information technology. Any student interested in this program must meet with a faculty adviser before any coursework is taken.

The Master of Science in Education: Information Technology degree has its own unique core coursework, including a nine-hour professional core and a nine-hour information technology core.

All MS Ed Information Technology students holding a current teaching license at the time of application must include 3 credits of ED 609 Practicum. Students should contact their adviser about arranging an appropriate practicum.

M.S. in Education: Information Technology

(45 credits)
Professional core (9)
ED 611 Theories of Teaching and Learning (3)
Choose one: (3)
  CSE 632 Social and Philosophical Issues in Educational Technology
ED 632 Cultural, Social and Philosophical Issues in Education
ED 633 Research and Writing (3)
Information technology core (9)
ED 626 Instructional Design (3)
LIB 680 Communication Theory (3)
LIB 686 Emerging Information Technology (3)
Electives: educational technology (21)
21 credits Computer Science Education (CSE) courses selected in consultation with adviser.

Note: all MS Ed Information Technology students holding a current teaching license at the time of application must include 3 credits of ED 609 Practicum within this section).

Exit options (6)
Thesis/professional project
CSE 603 (6)
Comprehensive exams
Exam + 6 credits of electives
Portfolio
CSE 604 Portfolio (3)
CSE 619 Big Thinkers in Educational Technology (3)

MASTER OF SCIENCE IN EDUCATION: SPECIAL EDUCATION

Coordinators: Mickey Pardew

Mission
Prepare special education professionals who are grounded in knowledge about disabilities, issues regarding the provision of special education and related services and the development and dissemination of innovative and culturally sensitive practices and policies.

Learning outcomes
1. Demonstrate commitment to professional excellence and leadership through the practice of ethical behavior and integrity via professional learning communities and a formal research paper.
2. Facilitate the education, independent living, school and community integration and personal adjustment of individuals with disabilities taking into account diverse cultural backgrounds via a class presentation and a formal research paper.
3. Develop a comprehensive understanding of the field of special education and related services that includes knowledge of theories, policies and instructional practices that influenced the field.

This program requires a minimum of 45 graduate credits of which the majority are in special education. Students entering this program may include content from licensure/endorsement programs such as the special educator or the early intervention special education programs. Candidates may have, but are not required to have, prior teaching licensure.

In addition to admission to graduate study at WOU, the student must be admitted to a specific special education program of study. For program application requirements, go to: wou.edu/dte or education@wou.edu.

EI/SE I endorsement

(21 credits)
An add-on endorsement program for people with elementary, special education or K-12 licenses that consists of 21 credits of coursework and practica. All candidates complete a 12-credit early intervention core and a nine-credit special education core or a nine-credit early childhood education core, depending on license and experience at entry. The early intervention core includes two, three-credit practica that give students experience across the age range.

Choose one: (3)
ED 633 Research and Writing
ED 612 Quantitative Research in Education
SPED 616 Evaluation Special Education Research
SPED 682 Contemporary Issues in Special Education
SPED 607 Seminar: Professional Portfolio (1)
Electives (33)
Eliclases may be part of the special educator or early intervention/early childhood special education programs.

EARLY INTERVENTION/ SPECIAL EDUCATION I AND II PROGRAM

Mission
To train and prepare teachers in the special education needs of children from birth to age eight and to teach strategies for meeting those needs.

Learning outcomes
1. Apply practical knowledge in the education of infants and toddlers, preschoolers and primary aged children.
2. Be thoroughly familiar with children's developmental patterns and open to innovative ways of maximizing these pupils' potentials.
3. Have the specialized knowledge, skill and attitudes needed to collaborate with parents and professionals to promote the needs of the child.

The EI/SE programs incorporate standards based on developmentally appropriate practices (National Association for the Education of Young Children) and recommended practices (Council for Exceptional Children-Children Division for Early Childhood). Professional practices guide the WOU EI/SE students in their acquisition of knowledge and skills in following key areas of direct services:

- Assessment
- Child-focused practices
- Family-based practices
- Interdisciplinary models
- Technology application
- Application of recommended practices of program assessment and improvement

Students complete the EI/SE programs prepared to serve as specialists and leaders in the field of Early Intervention/Early Childhood Special Education.

EI/SE I endorsement

(21 credits)
An add-on endorsement program for people with elementary, special education or K-12 licenses that consists of 21 credits of coursework and practica. All candidates complete a 12-credit early intervention core and a nine-credit special education core or a nine-credit early childhood education core, depending on license and experience at entry. The early intervention core includes two, three-credit practica that give students experience across the age range.
of the endorsement (i.e., birth through primary level). Additional graduate coursework can be taken for standard or continuing licensure requirements and includes advanced coursework in special education and/or early childhood education as determined with an adviser and can also be part of a Masters of Science in Education: Special Education program.

Early intervention core (12)
SPED 671 Foundations of Early Intervention/Early Childhood Special Education (Birth-8 yr) (3)
SPED 677 Collaborative Services in Early Intervention/Early Childhood Special Education (Birth-8 yr) (3)
SPED 609 Practicum: Early Intervention/Early Childhood Special Education or SPED 610 Internship EI/ECSE (6)

Students having an Elementary Education Endorsement or Special Education license will complete nine credits from:
- Special education core (9) or early childhood core (9)
- Courses selected with consent of adviser.

EI/SE II endorsement

(45 credits)
The EI/SE II is a stand-alone licensure program for those without a teaching license. The 45 credit hour initial license/endorsement program includes a 15 credit early intervention core (including practica), a nine-credit special education core, a nine-credit early childhood education core and a 12-credit final supervised field experience (student teaching). The six-credits of practica in the early intervention core and the 12 credits student teaching experience will result in practical application knowledge with infants and toddlers, preschoolers and primary aged children.

Additional graduate coursework can be taken for standard or continuing licensure requirements and includes advanced coursework in special education and/or early childhood education as determined with an adviser and can be part of a Masters of Science in Education: Special Education program.

Early intervention core (15)
SPED 609 Practicum: Early Intervention/Early Childhood Special Education or SPED 610 Internship EI/ECSE (6)
SPED 646 Law and Special Education (3)
SPED 671 Foundations of Early Intervention/Early Childhood Special Education (Birth-8 yr) (3)
SPED 677 Collaborative Services in Early Intervention/Early Childhood Special Education (Birth-8 yr) (3)
SPED 610 Internship EI/ECSE (6)

Special education core (9)
Courses selected with consent of adviser.

Final supervised field experience:
EI/ECSE (12)
SPED 639 Final Supervised Field Experience or SPED 610 Internship EI/ECSE

For more information, call 503-838-8288.

SPECIAL EDUCATOR I AND II PROGRAM

Mission
To prepare teachers to work with students with mild or severe disabilities. Candidates who successfully complete this program fulfill the requirements of the Teacher Standards and Practices Commission (TSPC) and are eligible for initial teacher licensure or the addition of a special education endorsement in Oregon.

Learning outcomes
1. Effectively teach students who have a wide range of cognitive, physical, emotional and learning disabilities.
2. Understand current, credible research findings on disability, instruction, assessment and behavior management.
3. Provide enriched learning opportunities for students with disabilities in self-contained classrooms, resource rooms or general education classrooms.

The special educator program prepares teachers to work with students with mild, moderate and/or severe disabilities. The Oregon TSPC requires each candidate to be authorized to teach at one of three age-level preparations: (1) early childhood/elementary (2) middle school/high school, (3) K-12. Four to six quarters of full-time training are required to complete the program.

Although some coursework may be completed at the undergraduate level, it requires graduate study for completion. The graduate program content may be incorporated into a master’s degree program that requires 9-12 additional credits. Only 50 percent of 500-level coursework can be used in a masters degree.

The Special Educator I endorsement program is designed for teachers who hold or are eligible to hold a valid initial teaching license. The Special Educator II license program is designed for students who do not hold a teaching license.

Special Educator I endorsement

Credit summary: Special Educator I (for those who hold a valid Oregon teaching license)
- Common core curriculum (30)
  - Preparation for Early Childhood/Elementary (10) or Middle/High School (10) or Early Childhood/Elementary & Middle/High School (pre-K-12) (13)
  - Total endorsement for Special Educator I without Master’s Degree (40 or 43)
  - Optional continuation for Master’s Degree (12)
- Total Special Educator I Endorsement with Master’s Degree (52 or 55)
- Common core (30)
- SPED 518 Survey of Special Education (3)
- Choose one (3):
  - SPED 586 Autism: Issues & Strategies
  - SPED 620 Content Reading and Instructional Planning

SPED 622 Reading Remediation (3)
SPED 623 Behavior Support (3)
SPED 625 Assessment for Instruction (3)
SPED 628 Mathematics Remediation (3)
SPED 634 Medical Aspects & Low Incidence Methods (3)
SPED 636 Managing Communication Systems (3)
SPED 642 Standardized Assessment (3)
SPED 646 Law and Special Education (3)
Early Childhood/Elementary preparation (10)
SPED 607 Seminar: FSFE (1)
Choose one: (3)
- SPED 610 Internship: FSFE
- SPED 639 FSFE: Student Teaching: EC/Elementary Special Educator

SPED 671 Foundations of Early Intervention/Early Childhood Special Education (Birth-8 yr) (3)
SPED 677 Collaborative Services in Early Intervention/Early Childhood Special Education (Birth-8 yr) (3)
Middle School/High School preparation (10)
SPED 547 Partnerships in Special Education (3)
SPED 607 Seminar: FSFE (1)
Choose one: (3)
- SPED 610 Internship: FSFE
- SPED 639 FSFE: Middle/High School
SPED 672 Transition and Self-Determination

dgraduation requirements.

SPED 677 Collaborative Services in Early Intervention/Elementary Special Education (Birth-8 yr) (3)
SPED 610 Internship: FSFE
SPED 639 FSFE: Student Teaching: EC/Elementary Special Educator

SPED 671 Foundations of Early Intervention/Early Childhood Special Education (Birth-8 yr) (3)
SPED 672 Transition and Self-Determination (3)
Choose one: (3)
- SPED 547 Partnerships in Special Education
- SPED 677 Collaborative Services in Early Intervention/Elementary Special Education (Birth-8 yr)

SPED 677 Collaborative Services in Early Intervention/Elementary Special Education (Birth-8 yr)

Special Educator II license

Credit summary: Special Educator II (for those who do not hold a valid Oregon teaching license)
- Common core curriculum (33)
- TSPC required psychology course (3)
- Preparation for Early Childhood/Elementary or Middle/High School (18) or Early Childhood/Elementary & Middle/High School (Pre-K-12) (21)
- Total License for Special Educator II without Master’s Degree (54 or 57)
- Optional continuation for Master’s Degree (9)
- Total endorsement with Master’s Degree (63 or 66)
- TSPC required psychology class
- ED 611 Theories of Teaching & Learning (3)
- Common core (33)
- ED 581 Introduction to ESOL and Bilingual Education (3)
SPED 518 Survey of Special Education (3)
Choose one: (3)
   SPED 586 Autism: Issues & Strategies
   SPED 620 Content Reading and Instructional Planning
SPED 622 Reading Remediation (3)
SPED 623 Behavior Support (3)
SPED 625 Assessment for Instruction (3)
SPED 628 Mathematics Remediation (3)
SPED 634 Medical Aspects & Low Incidence Methods (3)
SPED 636 Managing Communication Systems (3)
SPED 642 Standardized Assessment (3)
SPED 646 Law and Special Education (3)
Early Childhood/Elementary preparation (24)
SPED 607 Seminar: Academic (1)
   Choose one: (3)
      SPED 609 Practicum
      SPED 610 Internship: Academic
      SPED 607 Seminar: Low Incidence (1)
   Choose one: (3)
      SPED 609 Practicum
      SPED 610 Internship: Low Incidence
Choose one: (9)
SPED 610 Internship: FSFE EC/Elementary & Middle (9)
SPED 639 FSFE: Student Teaching: EC/Elementary (9)
SPED 607 Seminar: FSFE (1)
SPED 671 Foundations of Early Intervention/Early Childhood Special Education (Birth-8 yr) (3)
SPED 672 Transition and Self-Determination (3)
Choose one: (3)
   SPED 547 Partnerships in Special Education
   SPED 677 Collaborative Services in Early Intervention/Early Childhood Special Education (Birth-8 yr)
   SPED 646 Law and Special Education (3)
Early Childhood/Elementary preparation (24)
SPED 607 Seminar: Academic (1)
   Choose one: (3)
      SPED 609 Practicum
      SPED 610 Internship: Academic
      SPED 607 Seminar: Low Incidence (1)
   Choose one: (3)
      SPED 609 Practicum
      SPED 610 Internship: Low Incidence
Choose one: (9)
   SPED 607 Seminar: FSFE (1)
   SPED 610 Internship: Middle/High School (9)
   SPED 639 FSFE (9)
   SPED 607 Seminar: FSFE (1)
   SPED 672 Transition and Self-Determination (3)
Early Childhood/Elementary & Middle/High School (Pre-K-12) preparation (27)
   SPED 607 Seminar: Academic (1)
   Choose one: (3)
      SPED 609 Practicum
      SPED 610 Internship: Academic
   SPED 607 Seminar: Low Incidence (1)
   Choose one: (3)
      SPED 609 Practicum
      SPED 610 Internship: Low Incidence
Choose one: (9)
   SPED 610 Internship: FSFE EC/Elementary & Middle/High School (9)
SPED 639 FSFE (9)
SPED 607 Seminar: FSFE (1)
SPED 671 Foundations of Early Intervention/Early Childhood Special Education (Birth-8 yr) (3)
SPED 672 Transition and Self-Determination (3)
Choose one: (3)
   SPED 547 Partnerships in Special Education
   SPED 677 Collaborative Services in Early Intervention/Early Childhood Special Education (Birth-8 yr)
   SPED 646 Law and Special Education (3)

MASTER OF SCIENCE IN MANAGEMENT AND INFORMATION SYSTEMS

Coordinator: Scot Morse

Mission
An interdisciplinary collaboration between the Divisions of Business & Economics and Computer Science. Designed to provide students with a mature foundation in business concepts and practices together with an understanding of the foundational disciplines, practices and technologies that enable modern information systems.

Learning outcomes
1. Develop a thorough understanding of the core foundational computing principles that underlie modern information systems.
2. Demonstrate the technical communication skills needed to interact with IT industry professionals.
3. Learn fundamental business practices (e.g., accounting, finance, data analysis, management and marketing) which will enhance their ability to understand a business’s information needs and to develop better systems to address those needs.

The program consists of 48 credit hours of approved graduate courses in Business, Information Systems and Computer Science. This includes a required core component, electives and a professional project exit requirement. Within the core and electives, students must complete a minimum of 16 credit hours of BA courses, with another 16 credits minimum from IS or CS listed courses not including the exit requirement. Electives should be selected with the help of an adviser.

M.S. Management and Information Systems
(48 credits)

Required core (28)
   BA 610 Marketing Analysis and Strategy (4)
   BA 640 Organizational Leadership (4)
   BA 650 Accounting/Finance and Information Systems (4)
   IS 600 Foundations of Computer and Information Systems (4)
   IS 520 Introduction to Database Systems (4)
   IS 525 IT Project Management (4)
   IS 650 Networks and Communications (4)
   Electives (12)
   BA 615 General Linear Models (4)
   BA 620 Budgetary Process (4)
   BA 625 New Product Development (4)
   BA 630 Report Writing & Economic Analysis (4)
   BA 645 Operations Management (4)
   BA 676 Topics in Management and Information Systems (4)
   BA 675 Topics in Business (1)*
   BA 606 Individual Studies (special arrangement only; 1-8)
   IS 675 Topics in Information Systems (1)*
   IS 585 Introduction to Computer Security (4)
   IS 586 Network Security (4)
   IS 589 Security Principles and Practices (4)
   Required professional project (8)
   IS 641 Project Planning and Design (4)
   IS 642 Project Implementation (4)

* BA 675 or IS 675 may each be taken up to four times for credit but may count at most as 4 credits of elective.

For more information, go to wou.edu/las or contact morses@wou.edu or 503-838-8480

MASTER OF SCIENCE IN REHABILITATION AND MENTAL HEALTH COUNSELING

Coordinator: Denise Thew Hackett

Mission
Prepare rehabilitation and mental health professionals who are skilled in advocating for and with persons who are deaf or have disabilities and who are competent counselors knowledgeable about the development and dissemination of innovative and culturally sensitive rehabilitation practices and policies.

Learning outcomes
1. Demonstrate comprehensive understanding of the rehabilitation counseling related theories and policies.
2. Demonstrate competency in facilitating employment, independent living, community integration and personal adjustment for individuals who are deaf or have disabilities and come from diverse cultural backgrounds.
3. Show commitment to professional excellence and leadership through the practice of ethical behavior and integrity.

The Rehabilitation and Mental Health Counseling (RMHC) program at WOU was established on the belief that individuals who are deaf and/or have disabilities have a right to lead fulfilling, independent and productive lives. Trained professionals are an important component to the realization of this right. Rehabilitation and Mental Health 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 primary focus of this program is to train rehabilitation counselors...
to assist people who are deaf or who have physical or mental disabilities to become independent and self-sufficient. 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 who have a disability.

Employment opportunities that are within the scope of training include: vocational rehabilitation counselor, case manager with a vendor who serves vocational rehabilitation clients, youth transition specialist, community services coordinator for adults with disabilities, student disability services, client advocate and group or supported living coordinator and mental health counselor in community and higher education settings.

The program emphasizes five major academic components:
- Individual and group counseling theory and technique;
- The influence of career acquisition and personal independence on the daily lives of people with disabilities;
- The social and psychological impact of disability on an individual and family;
- The federal, state and private service delivery systems for persons with disabilities; and,
- Self-awareness on the part of the counselors-in-training.

Students in the MHC track are required to take 9 additional credits focusing on assessment and treatment of individual who experience mental health disabilities.

The program offers three tracks:
1. Rehabilitation counseling (RC) track: Graduates of this option provide counseling and consultative services to the general population of persons who have disabilities.
2. Rehabilitation counseling for the deaf (RCD) track: This is one of three deaf specialty programs in the United States. Students in this program plan to seek employment as counselors or consultants for culturally deaf people, deafened individuals and to persons who are hard of hearing.
3. Mental health counseling (MHC) track: Graduates of this track are eligible to seek licensure as a licensed professional counselor in mental health settings.

Students in all three tracks share core classes. However, those students specializing in deafness are assigned to specifically focused practicum and internship experiences working with deaf or hard of hearing. All RCD students must demonstrate American Sign Language proficiency. The MHC track has an additional 9 graduate credits in the following three courses: PSY 561 Psychopharmacology, PSY 525 Drug and Alcohol Assessment and PSY 527 Crisis Assessment and Intervention.

Program core course requirements for the RC track begins the fall term each year and requires a minimum of seven sequential terms, including one summer term. The RCD and MHC tracks are required to take additional courses in the summer.

In addition, the RCD track are required to attend the Rehabilitation Counseling with Deaf and Hard of Hearing Adults (RDHHA) certificate program the summer prior to the first fall term. Most full-time RC and RCD students complete the program by June of their second year.

The program is certified by the Council on Rehabilitation Education (CORE) through June 30, 2017. It is expected to be accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) in July 2017. The RCD track has been selected by the Western Interstate Commission for Higher Education (WICHE) as an exemplary program in the 15 cooperating states that are part of this commission.

M.S. in Rehabilitation and Mental Health Counseling
(81-90 credits)
RC 522 Medical and Functional Aspects of Disability in Rehabilitation (3)
RC 590 Professional Issues: Rehabilitation Counseling with Deaf Clients (RCD only) (3)
RC 609 Practicum in Rehabilitation Counseling (9)
RC 610 Rehabilitation Counseling Internship (18)
RC 611 Introduction to the Helping Profession (3)
RC 612 Theory & Techniques of Counseling (3)
RC 613 Lifestyle and Career Development (3)
RC 620 Professional Orientation to Rehabilitation Services and Resources (3)
RC 621 Job Development, Placement and Retention (3)
RC 625 Rehabilitation Counseling Research (3)
RC 630 Group Work (3)
RC 631 Family, Disability and Life Span Development (3)
RC 632 Psychosocial and Environmental Aspects of Disability (3)
RC 633 Social and Cultural Diversity Issues in Rehabilitation Counseling (3)
RC 634 Diagnosis/Treatment of Mental Illness In Rehabilitation (3)
RC 650 Ethical Issues in Rehabilitation Counseling (3)
RC 660 Caseload Management in Rehabilitation Counseling (3)
RC 662 Measurement and Assessment Procedures in Deafness and in Rehabilitation (3)
SPED 672 Transition and Self-Determination (3) Electives (RC students) (6)
Electives (RCD students) (3)
Mental health counseling track (90 credits)
In addition to the 81 credits above, MHC students need to take the following courses:
PSY 561 Psychopharmacology (4)
PSY 525 Drug and Alcohol Assessment (4)
PSY 527 Crisis Assessment and Intervention (1)

All RCD students (RC, RCD, MHC) are encouraged to take the one-credit elective RC 575 Hearing Loss and Assistive Technology.

All RC 609 and RC 610 sections will be P/NC grading only. A “P” grade represents work of at least “B” level. Required courses for Rehabilitation Counseling Deafness (RCD) students in the deafness rehabilitation emphasis in addition to practicum and internship experiences with clients who are deaf also take:
RC 590 Professional Issues/Deafness (3)
TPD 584 Introduction to Deaf and Hard of Hearing Studies (3)

All RCD students must demonstrate American Sign Language proficiency.

CERTIFICATES
DUAL LANGUAGE/ BILINGUAL EDUCATION CERTIFICATE

Mission
Prepares teachers and other education professionals to develop students’ competencies in bilingualism, biliteracy and multiculturalism. Builds expertise for effective instruction, leadership and advocacy in dual language and bilingual settings.

Learning outcomes
1. Prepare teachers and other education professionals to apply theories of first and second language acquisition to their practice and to use theoretical principles related to the role of culture and identity to foster an inclusive learning environment in dual language and bilingual settings.
2. Prepare teachers and other education professionals to use evidence based practices and strategies related to planning/developing/designing, implementing and managing/assessing instruction in dual language and bilingual settings.
3. Prepare teachers and other education professionals to act as a resource and advocate for multilingualism and to collaborate with students, their families and the community in order to meet the needs of multilingual students.

Dual Language/Bilingual Education Certificate
(15 credits)
ED 631 Foundations of Biliteracy
ED 641 Theories of Bilingualism
ED 644 Bilingualism in Socio-cultural Contexts
ED 645 Instruction and Assessment in Dual Language/Bilingual Settings
ED 647 Critical Inquiry and Reflective Practice for Dual Language/Bilingual Educators
ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES) CERTIFICATE

Mission
Prepares teachers and other education professionals to ensure that emerging bilingual learners succeed in all aspects of their schooling: academics, socialization, linguistic development, acculturation and physical and emotional health.

Learning outcomes
1. Prepare teachers and other education professionals to understand how first and second languages are acquired and developed and apply research-based teaching and assessment practices that address the needs of emerging bilingual students in a variety of school settings.
2. Prepare teachers and other education professionals to foster a climate that is inclusive of all diversity and understand the influence of culture on students’ learning process and academic achievement.
3. Prepare teachers and other education professionals who are knowledgeable about policies related to the education of emerging bilingual students and who collaborate with colleagues, administrators and families to meet learners’ needs.

ESOL (English for Speakers of Other Languages) Certificate
(18 credits)
ED 581 Introduction to ESOL and Bilingual Education
ED 682 Sociopolitical Foundations of ESOL/Bilingual Education
ED 683 Fostering Cultural and Community Connections in the ESOL/Bilingual Classroom
ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom
ED 691 Curriculum, Instruction and Assessment Strategies for English Language Learners
ED 692 English Language Development for ESOL and Bilingual Settings

ELEMENTARY MATHEMATICS INSTRUCTIONAL LEADER CERTIFICATE

Mission
Elementary Mathematics Instructional Leaders will know and deeply understand the mathematics of elementary school, how mathematics concepts and skills develop through middle school, will have foundation in pedagogical content knowledge and will be prepared to take on collegial non-evaluative leadership roles within their schools and districts. They will have a broad view of many aspects and resources needed to support and facilitate effective instruction and professional growth.

Learning outcomes
1. Know and understand deeply the mathematics of elementary school and how it develops through middle school, including knowledge teachers need in order to understand and support student learning of elementary mathematics.
2. Have a foundation in pedagogical content knowledge as specified by the NCATE/NCTM Standards for Elementary Mathematics Specialists.
3. Be prepared to take on collegial nonevaluative leadership roles within their schools and districts. They will have a broad view of many aspects and resources needed to support and facilitate effective instruction and professional growth.

This program is appropriate for individuals who work or plan to work, in a K-8 school system or any field where teaching and learning are integral to the mission. The EMIL certificate can be embedded within the MS Ed: Elementary Mathematics Instructional Leader degree at WOU and qualifying candidates may also apply for a TSPC Elementary Mathematics Instructional Leader Specialization.

Students with a completed Baccalaureate degree and a valid K-12 teaching license may enter the 24-credit certificate program after meeting university requirements for graduate admission.

Elementary Mathematics Instructional Leader Certificate
(24 credits)
ED 637 Inquiry into Pedagogy
ED 673 Elementary Mathematics Leadership Practicum I
ED 609 Elementary Mathematics Leadership Practicum II
MTH 611 Counting and Whole Number Operations: K-8 Learning and Teacher Practices
MTH 612 Fractions and Proportions: K-8 Learning and Teacher Practices
MTH 613 Geometry and Measurement: K-8 Learning and Teacher Practices
MTH 614 Statistics and Probability: K-8 Learning and Teacher Practices

INSTRUCTIONAL DESIGN CERTIFICATE

Coordinator: Mary Bucy

Mission
Provides graduate students from diverse backgrounds, advanced skills in the planning and creation of learning experiences using technology in the classroom, online and in informal environments.

Learning outcomes
1. Design instruction for online and face-to-face learning that addresses the diverse needs of learners.
2. Create effective educational materials in multiple types of media.
3. Provide support for instructional uses of technology through tutorials, instructional presentations and one-on-one mentoring.

This program is appropriate for individuals who work or plan to work, in adult learning environments, corporate training, informal education, K-12 school systems or any field where teaching and learning are integral to the mission. The ID certificate can be embedded within the MS Ed: Information Technology degree at WOU.

Students with a completed Baccalaureate degree may enter the 24-credit certificate program after meeting university requirements for graduate admission.

Instructional Design Certificate
(24 credits)
ED 626 can be taken one time and applies to both Curriculum Design and eLearning Modules
Curriculum design module (9)
CSE 615 Designing Information
ED 626 Instructional Design
LIB 680 Communication Theory
**BILINGUAL/ESOL EDUCATION**

Coordinator: Chloé Hughes

**Mission**

Prepare K-12 teachers to be reading specialists or to improve their knowledge and skills in teaching reading.

**Learning outcomes**

1. Demonstrate knowledge, skills and dispositions necessary for effective educational practice in the specific role of the reading specialist as outlined by the International Literacy Association’s standards for reading professionals.
2. Understand and embrace a holistic approach to reading instruction and assessment that considers the social, cultural, cognitive and linguistic aspects of literacy.
3. Able to locate, incorporate and utilize multiple sources of authentic methods and materials for theoretically, culturally and developmentally appropriate instruction.

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 reading specific knowledge and other responsibilities encountered by the classroom teacher, resource teacher and reading specialist. All candidates for this endorsement must pass the Praxis exam for Reading Specialist.

**ENDORSEMENTS**

**BILINGUAL/ESOL**

Coordinator: Josh Schulze

**Mission**

Prepare teachers to ensure that students succeed in all aspects of their schooling: academics, socialization, linguistic development, acculturation and physical and emotional health.

**Learning outcomes**

1. Prepare teachers to understand how first and second languages are acquired and developed and apply research-based teaching and assessment practices that address the needs of English language learners in a variety of school settings.
2. Prepare teachers to foster a classroom climate that is inclusive in all diversity and understand the influence of culture on students’ learning process and academic achievement.
3. Prepare teachers who are knowledgeable about policies related to the education of English language learners and who collaborate with colleagues, administrators and families to meet their learners’ needs.

As the demographics of the state change and the language minority population increases, teachers need to be prepared to educate culturally and linguistically diverse (CLD) students. Teachers with bilingual/ESOL education credentials are in high demand and are usually first to be hired by school districts with high CLD populations.

This program prepares teachers to work effectively with CLD students in mainstream, sheltered bilingual and English Language Development (ELD) classrooms.

**Endorsement in Bilingual/ESOL or ESOL**

(21 credits)

ED 581 Introduction to ESOL and Bilingual Education (3)

ED 582 Sociopolitical Foundations of ESOL/Bilingual Education (3)

ED 583 Fostering Cultural and Community Connections in the ESOL/Bilingual Classroom (3)

Successful completion of ED 581, ED 682 and ED 683 strongly recommended for all other courses

ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom (3)

ED 691 Curriculum, Instruction and Assessment Strategies for English Language Learners (3)

ED 692 English Language Development for ESOL and BilingualSettings (3)

ED 609 Practicum (3)

Prerequisites for ED 609 are:

1. Obtain passing score on the ESOL test.
2. Complete at least 15 credits of coursework toward the ESOL endorsement. Students must apply to the director of clinical practice and licensure one term preceding the practicum.

For ESOL endorsement, no second language is required. For bilingual/ESOL endorsement, verification of language proficiency is required.

**EDUCATIONAL MEDIA**

This program is not accepting new applications. Please check the graduate programs admissions website for updates.

**READING**

Coordinator: Chloé Hughes

**Mission**

Prepare K-12 teachers to be reading specialists or to improve their knowledge and skills in teaching reading.

**Learning outcomes**

1. Prepare teachers to understand how first and second languages are acquired and developed and apply research-based teaching and assessment practices that address the needs of English language learners in a variety of school settings.
2. Prepare teachers to foster a classroom climate that is inclusive in all diversity and understand the influence of culture on students’ learning process and academic achievement.
3. Prepare teachers who are knowledgeable about policies related to the education of English language learners and who collaborate with colleagues, administrators and families to meet their learners’ needs.

As the demographics of the state change and the language minority population increases, teachers need to be prepared to educate culturally and linguistically diverse (CLD) students. Teachers with bilingual/ESOL education credentials are in high demand and are usually first to be hired by school districts with high CLD populations.

This program prepares teachers to work effectively with CLD students in mainstream, sheltered bilingual and English Language Development (ELD) classrooms.

**Endorsement in Bilingual/ESOL or ESOL**

(21 credits)

ED 581 Introduction to ESOL and Bilingual Education (3)
Reading Endorsement
(24 credits)
All programs must be approved by the Coordinator of Reading. All courses must be successfully completed before practicum.
ED 655 Foundations of Literacy
ED 667 Language Development and Reading
ED 668 Assessment and Instruction in Reading (3)
ED 672 Literacy Leadership Practicum (3)
ED 609 Practicum: Reading (6)
Approved electives (6)
ED 628 Teaching Writing Under the CCSS (3)
ED 680 Psychology of Reading Instruction (3)
ED 689 Contemporary Children’s and Young Adult Literature in the Classroom (3)-or-consult with your adviser for other options

SPECIALIZATIONS

AUTISM SPECTRUM DISORDER SPECIALIZATION
Coordinator: Mickey Pardew
Mission
Prepare special education professionals to meet the requirements for licensed ASD Specialists by advancing their knowledge and skills to train, coach and lead comprehensive educational services for students with Autism Spectrum Disorder (ASD).
Learning outcomes
1. Demonstrate knowledge and skills in evidence-based methods to teach students with Autism Spectrum Disorder (ASD) and the knowledge and skills to train, coach and lead other school personnel in meeting the unique needs of students with ASD.
2. Demonstrate mastery in all ASD standards and competencies to meet requirements for the ASD Specialization by Oregon Teacher Standards and Practices Commission.
3. Demonstrate commitment to professional excellence and leadership through establishing goals for ongoing professional development in the field of ASD.
This program consists of graduate-level courses designed to meet the requirements for TSPC Specialization: Autism Spectrum Disorder (ASD). To be eligible for recommendation for Specialization: ASD, candidates must hold a teaching license in Special Education and successfully complete all program requirements and coursework (20 credits).
Upon completion of this advanced program and recommendation to TSPC, ASD Specialists will be prepared to train, coach and lead comprehensive educational services for students with ASD, from early childhood to adulthood. They will demonstrate knowledge and skills in evidence-based methods to teach students with ASD and further demonstrate knowledge and skills to train, coach and lead other school personnel in meeting the unique needs of students with ASD. Primary demonstration of their leadership skills will be assessed in the four supervised field experiences. Candidates will complete a professional portfolio and upon exit, exhibit their professional skills and develop a plan for ongoing professional development.
Candidates who complete this graduate program will join a pool of ASD Licensed Specialists who are highly trained in nationally recognized evidence-based interventions to train and coach local district personnel and work to assure fidelity of implementation of comprehensive educational services.

Autism Spectrum Disorder specialization
(20 credits)
SPED 501 ASD Practicum: ASD: Evidence-based Teaching Methods and Strategies (1)
SPED 502 ASD Practicum: Supporting Students with High Functioning Autism and Asperger Disorder (1)
SPED 503 ASD Practicum: MS/HS/Transition and Community-Based Instruction (1)
SPED 586 ASD: Foundations and Strategies (3)
SPED 587 ASD: Evidence Based Teaching Methods and Strategies (3)
SPED 588 ASD: Supporting Students with High Functioning Autism & Asperger Disorder (3)
SPED 589 ASD: MS/HS/Transition and Community Based Instruction (3)
SPED 590 ASD: Eligibility, Assessment & Effective Consultation (3)
SPED 604 ASD Practicum: Assessment, Eligibility and Effective Consultation (2)

ELEMENTARY MATHEMATICS INSTRUCTIONAL LEADER SPECIALIZATION
Coordinator: Rachel Harrington
Mission
Elementary Mathematics Instructional Leaders will know and deeply understand the mathematics of elementary school, how mathematics concepts and skills develop through middle school, will have a foundation in pedagogical content knowledge and will be prepared to take on collegial non-evaluative leadership roles within their schools and districts. They will have a broad view of many aspects and resources needed to support and facilitate effective instruction and professional growth.
Learning outcomes
1. Demonstrate content knowledge for teaching mathematics.
2. Develop pedagogical knowledge for teaching mathematics.
3. Apply leadership knowledge and skills.
This TSPC-approved program consists of graduate-level courses designed to meet the requirements for the TSPC Specialization: Elementary Mathematics Instructional Leader (EMIL). To be eligible for recommendation for specialization, candidates must complete all required coursework (24 credits) including a practicum that requires work with a range of students and teachers.
Upon completion of this program and recommendation to TSPC, EMIL Specialists will be equipped with advanced and specialized content knowledge for the teaching of K-8 mathematics with particular emphasis on the teaching of the Common Core State Standards for Mathematics. They will demonstrate knowledge of a broad set of resources necessary to support mathematical instruction and professional growth.
Candidates will have the skills necessary to train, coach and lead other school personnel in effective mathematics instruction. Primary demonstration of leadership skills will be assessed in ED 673 Elementary Mathematics Leadership Practicum I and ED 609 Elementary Mathematics Leadership Practicum II.
Candidates will complete a professional portfolio and upon exit, exhibit their professional skills and develop a plan for ongoing professional development. TSPC approval of the EMIL Specialization further requires three complete years of teaching mathematics and a passing score on the commission-approved multiple subjects exam. See wou.edu/math/EMIL.

Elementary Mathematics Instructional Leader specialization
(24 credits)
MTH 611 Counting and Whole Number Operations: K-8 Learning and Teacher Practices (3)
MTH 612 Fractions and Proportions: K-8 Learning and Teacher Practices (3)
MTH 613 Geometry and Measurement: K-8 Learning and Teacher Practices (3)
MTH 614 Statistics and Probability: K-8 Learning and Teacher Practices (3)
Choose one: (3)
MTH 615 Patterns and Algebraic Thinking: K-8 Learning and Teacher Practices
MTH 616 Algebra and Functions: K-8 Learning and Teacher Practices
ED 637 Inquiry into Pedagogy (3)
ED 673 Elementary Mathematics Leadership Practicum I (3)
ED 609 Elementary Mathematics Leadership Practicum II (3)
AMERICAN SIGN LANGUAGE STUDIES

ASL 101 American Sign Language I (4)
Basic ASL vocabulary, grammatical structures and conversational behaviors. Students are introduced to the values and beliefs shared by members of deaf culture and the behavioral norms of the deaf community.

ASL 102 American Sign Language II (4)
Intermediate ASL vocabulary, grammatical structures and conversational behaviors. Special emphasis on developing more awareness of the cultural values and beliefs shared by the deaf community. Prerequisite: ASL 101 with a grade of C- or better

ASL 103 American Sign Language III (4)
Intermediate ASL vocabulary, grammatical structures and conversational behaviors. Special emphasis on developing more awareness of the cultural values and beliefs shared by the deaf community. Prerequisite: ASL 102 with a grade of C- or better

ASL 201 American Sign Language IV (4)
Intermediate ASL vocabulary, grammatical structures and conversational behaviors. Special emphasis on developing more awareness of the cultural values and beliefs shared by the deaf community. Prerequisite: ASL 103 with a grade of C- or better

ASL 202 American Sign Language V (4)
Intermediate ASL vocabulary, grammatical structures and conversational behaviors. Special emphasis on developing more awareness of the cultural values and beliefs shared by the deaf community. Prerequisite: ASL 201 with a grade of C- or better

ASL 203 American Sign Language VI (4)
Intermediate ASL vocabulary, grammatical structures and conversational behaviors. Special emphasis on developing more awareness of the cultural values and beliefs shared by the deaf community. Prerequisite: ASL 202 with a grade of C- or better

ASL 205 Introduction to ASL Studies (3)
Introduction to careers in ASL Studies. Students will gain a basic understanding of the variety of jobs available with ASL skills as well as the aptitudes and training required for them.

ASL 210 Cultural Competencies Needed for Working with Latino Deaf (3)
Designed to familiarize students with cultural traits of Latinos both hearing and deaf. Review strategies to help hearing service providers work with individuals who are part of two language and cultural minorities: deaf and Latino. Discusses the issues involved in trilingual (Spanish/English/ASL) interpreting.

ASL 215 Visual/Gestural Communication (2)
Focus on the study of gestures, mime and pantomime that accompany non-manual communication. Facial expressions, body movements and hand shapes that communicate meaning in ASL will be identified and examined. Prerequisite: ASL 103 or consent of instructor

ASL 301 American Sign Language VII (4)
Course includes intermediate ASL vocabulary, grammatical structures and conversational behaviors. Special emphasis on developing more awareness of the cultural values and beliefs shared by the deaf community. Prerequisite: ASL 203 with a grade of B or better or consent of instructor

ASL 302 American Sign Language VIII (4)
Intermediate ASL vocabulary, grammatical structures and conversational behaviors. Special emphasis on developing more awareness of the cultural values and beliefs shared by the deaf community. Prerequisites: ASL 301 with a grade of B or better or consent of instructor

ASL 303 American Sign Language IX (4)
Intermediate ASL vocabulary, grammatical structures and conversational behaviors. Special emphasis on developing more awareness of the cultural values and beliefs shared by the deaf community. Prerequisites: ASL 302 with a grade of B or better or consent of instructor

ASL 310 ASL Fingerspelling (2)
Develops increased fluency in expressive and receptive abilities in fingerspelling through in-class practice and viewing of additional materials. Reinforces abilities to utilize ASL numbering systems for time, money, measurements, game scores and other amounts. Prerequisite: ASL 203 or consent of instructor

ASL 315 American Deaf Culture (3)
Introduces major aspects of deaf culture: 1) history of Deaf people; 2) community and culture of deaf people; and 3) literature and folklore of deaf people. Prerequisite: ASL 203 or consent of instructor

ASL 320 Deaf Women: Sociolinguistic, Historical and Contemporary Issues (3)
Introduces aspects of gender studies regarding deaf women. Topics are deaf women’s impact on education, historical movements, ASL linguistics, employment and sports. Other social issues such as discrimination, domestic violence and multicultural issues will also be studied. Prerequisite: ASL 203 or consent of instructor

ASL 325 American Sign Language Literature (3)
Introduces aspects of ASL literature, including poetry, narrative, theatre and drama. Original works will be studied, analyzed and compared. Prerequisites: ASL 203 or consent of instructor

ASL 330 Special Topics in American Sign Language (4)
Introduction to specific topics and content areas in ASL discourse. Topics include mathematics, history, science, art, sports, psychology, health, biology, computer and mental health/medical. Receptive and expressive skills in ASL will be enhanced. Skills related to research in sign language discourse will be introduced. Prerequisites: ASL 203 or consent of instructor

ASL 353 Linguistics of ASL (3)
Examines linguistic structural properties of American Sign Language including phonology, morphology, syntax and semantics and how signed languages differ and are similar to spoken languages. Students will be introduced to the linguistic and culturally based communication issues that impact the process between deaf and hearing people. Prerequisite or co-requisite: ASL 303, LING 210 or consent of instructor

ASL 406 Individual Studies (1-3)
Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest under the guidance of a designated faculty member. Course may be repeated for up to 16 credits. Prerequisite: consent of instructor

ASL 407 Seminar (1-12)
Terms and hours to be arranged. Course may be repeated for up to 16 credits. Prerequisite: consent of instructor

ASL 408 Workshop (1-12)
Terms and hours to be arranged. Course may be repeated for up to 16 credits. Prerequisite: consent of instructor

ASL 409 Practicum (1-12)
Terms and hours to be arranged. Course may be repeated for up to 16 credits. Eligible for the RP grade option. Prerequisite: consent of instructor

ASL 413 American Sign Language Cherology/Phonology (3)
Study of the cherological/phonological system in ASL, including methods of classifying and describing cheremes/phonemes in ASL and the relevance of this base to cherological/phonological analysis. Prerequisites: ASL 303 and ASL 353 with a grade of C or better in both courses or consent of instructor

ASL 414 American Sign Language Morphology (3)
Focuses on the study of morphological analysis. Data from many languages will be analyzed, but primary focus will be ASL morphology. Prerequisite: ASL 303 and ASL 353 with a grade of C or better in both classes or consent of instructor

ASL 415 American Sign Language Syntax and Semantics (3)
Focuses on the study of syntactic structure and its interaction with meaning. Word order, lexical categories, sentence types, clause structure, topicalization and sentences with transitive, intransitive and agreement verbs will be studied. Prerequisite: ASL 303 and ASL 353 with a grade of C or better in both classes or consent of instructor
ASL 420 Sociolinguistics of Deaf Communities (3)
Focuses on sociolinguistic factors affecting language variation and language change. Socio linguistic factors influencing communication and strategies for analyzing discourse will be studied. Prerequisite: ASL 303, LING 210, Completed LACC writing requirement or consent of instructor.

ASL 425 Introduction to American Sign Language Teaching (3)
Introduces major theories of second language acquisition and teaching and applies these approaches to ASL instruction. Will explore similarities and differences between L1 and L2 acquisition. Prerequisites: ASL 303 and ASL 353 with a B or better in both classes or consent of instructor.

ASL 429 American Deaf History (3)
Introduction to 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 ways deaf and hearing people interact in American society.

ASL 430 Methodology and Curriculum: American Sign Language Teaching (3)
Focuses on theories of second language acquisition and approaches to developing and implementing classroom methods and strategies for second language teaching, primarily teaching ASL. Prerequisite: ASL 425 with a grade of B or better or consent of instructor.

ASL 435 Mentoring for ASL Specialists and Teachers (3)
Prepares experienced ASL specialists and teachers to become mentors and resource specialists for less experienced or entry-level ASL specialists and teachers. Special focus on various assessment and evaluation strategies applied to mentoring. Prerequisite: ASL 430 with a grade of B or better or consent of instructor.

ASL 440/540 Mental Health in the Deaf Community (3)
Focus on deaf individuals who have mental health issues and cultural effects in their communities. In-depth understanding of how to work with individuals who have mental health issues.

ASL 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. Prerequisite: ASL 303 and ASL 353 with a B or better or consent of instructor.

ANTH 199 Special Studies (4)
Course may be repeated for up to 16 credits.

ANTH 213 Language and Culture (4)
Introduction to the anthropological study of language and communicative behavior. Examines basic concepts underlying linguistic analysis and reviews anthropological studies of conversational practice and social variation in language and speech. Part of introductory sequence (ANTH 213, 214, 215 and 216) which may be taken in any order.

ANTH 215 Archaeology (4)
Understanding the human past through the study of material remains. A review of the methods used to collect and analyze data and the theories used to construct chronologies, reconstruct ancient life styles and explain the processes of cultural evolution. Part of introductory sequence (ANTH 213, 214, 215 and 216) which may be taken in any order.

ANTH 216 Cultural Anthropology (4)
Examines the methods 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 301 World Prehistory (4)
A survey of human cultural evolution worldwide over the past 4 million years up to the beginnings of written records. Examines archaeological evidence for the invention of language and art, the evolution of technology, the peopling of the New World, the invention of agriculture and the origins of cities.

ANTH 311 Human Evolution (4)
The genetic basis of human evolution, human variation and modern human adaptive differences; the biological basis of human culture and the impact of culture on human biology. Prerequisite: ANTH 214.

ANTH 313 North American Prehistory (4)
A survey of the prehistory of the North American continent from the first peopling of the Western Hemisphere through the beginnings of regionalization, the origins of agriculture and village life and the development of complex societies.

ANTH 314 The Evolution of Human Societies (4)
Overview of the evolution of human societies from family-based foragers to chiefdoms, states and the emerging global order; examines the main theoretical lines of argument and the debates among them.

ANTH 315 South American Prehistory (4)
A survey of the prehistory of the South American continent from the early occupations to the early domestication of plants and animals, the beginning of village life, the development of complex cultures and the coming of Europeans.

ANTH 316 Circumpolar Peoples (4)
A survey of peoples living in Arctic regions of the world: similarities and differences in environment and technology, social and belief systems; issues of acculturation, native identity and the struggle for cultural survival.

ANTH 322 Forensic Anthropology (4)
Examines the role of the forensic anthropologist and history of the discipline. Students become familiar with the goals, techniques and broader applications of forensic anthropology.

ANTH 324 Anthropological Theory (4)
Examines several core questions that have guided anthropologists in their study of diverse peoples. Outlines key theoretical approaches that characterize anthropology as a distinct social science. Prerequisite: ANTH 216.

ANTH 325 Ethnographic Methods (4)
Prepares students to conduct ethnographic research in both American and non-Western settings. Teaches students an array of anthropological research methods.

ANTH 326 Ethnographic Writing (4)
Examines how anthropologists organize their field data into ethnographic texts. Students read and critique a variety of anthropological works and genres. Prerequisite: ANTH 216.

ANTH 328 Forensic Osteology (4)
Handson experience in identification of complete and fragmentary human skeletal and dental remains. Topics will also include growth and development of osseous and dental structures, variation in osseous tissues and modification of these tissues through traumatic, pathologic and taphonomic factors.

ANTH 329 Archaeological Resources: Policies and Procedures (4)
Traces the history of federal and local historic preservation/cultural resource management legislation and regulations. Topics include the merging of archaeology with historic preservation, how laws are made, how archaeological resources are protected on public land and political issues involving Native American concerns.

ANTH 330 Contemporary Chicano/a/Latino/a Culture (4)
Overview of the culture and explores issues facing the community. Examines the relationship between Chicano/a/Latino/a culture and contemporary society in the U.S. Topics include history, immigration, language, gender, education and contemporary cultural heroes.
ANTH 332 Latin America (4)
Introduction to major aspects of Latin American cultures. Concentrates on issues of cultural contact, conflict and accommodation by examining racial, ethnic, national and gender identities, religion, the environment, human rights and globalization.

ANTH 333 Forensic DNA Analysis (4)
Introduction to DNA analysis methods, historically and in current forensic science testing and forensic anthropology research. Genetics, inheritance, DNA biochemistry are discussed and applied.

ANTH 350 Research Methods in Archaeology (4)
A survey of techniques and methods used in archaeology, including research design, survey, sampling strategies, excavation methods, laboratory analysis and interpretation. Practical aspects of data recording and reporting, including computer applications.

ANTH 352 Laboratory Methods in Archaeology (4)
Techniques and their applications in the analysis of materials recovered from archaeological sites. Emphasis will vary according to ongoing research. Prerequisite: ANTH 215 and consent of instructor.

ANTH 358 Tribal Art of the U.S. and Canada (4)
A survey of indigenous art in the Americas north of Mexico. Themes common to both terms include art in anthropological perspective, regional, group and individual variations in style and processes of acculturation and diffusion.

ANTH 360 Museum Studies (4)
Covers principles and practices of museum work. Topics include the role of museums in the community, collections management, conservation of objects and artifacts, program development, exhibit development, marketing and fundraising.

ANTH 369 Visual Anthropology (4)
Examines the place of the visual in anthropological analysis. Introduces some of the techniques and theories used to analyze visual images. Students investigate aspects of visual anthropology through readings, discussions, independent research and projects.

ANTH 370 Women in Cross-Cultural Perspective (4)
Similarities and differences in women’s lives in a variety of cultures around the world. Evolutionary and historical precedents for contemporary patterns of gender role construction; economic, social and ideological challenges to women seeking change in existing gender hierarchies.

ANTH 372 Social Constructions of Race (4)
Critical perspective on racial/ethnic categorizations. Through lectures, discussions, readings and films, students become acquainted with the social, cultural, historical and evolutionary context of modern human diversity.

ANTH 373 Primate Comparative Evolution (4)
Introduces primatology through comparative study of the evolution of primate taxa. Special topics will include biogeography, anatomy, primate societies and cultures, the evolution of primate minds and communication systems and ecology and conservation. Course theory is Darwinism.

ANTH 375 Women Anthropologists (4)
Examines women as practitioners of anthropology; surveys changing views of women in 19th- and 20th-century Western society; obstacles in women’s professional careers; women pioneers in anthropology; contributions to and feminist critiques of the discipline. Prerequisite: ANTH 216

ANTH 380 Africa (4)
Survey of African societies that compares classic and contemporary anthropological texts. The goal is to come to an anthropological understanding of how political, economic, historical and cultural factors shape contemporary African societies.

ANTH 381 African Film & Society (4)
Introduction to nations, cultures, social issues and artistic achievements of sub-Saharan Africa through the medium of feature film. Students watch, discuss and review a series of full length films made in Africa by Africans.

ANTH 384 Modernization (4)
Examines anthropological case studies of social change in diverse contemporary settings. It asks how individuals and groups confront modernity while maintaining elements of their traditional cultures. Examines insider accounts of global economic and policy changes.

ANTH 386 Anthropology of Islam (4)
Introduction to the anthropology of Islam through a series of ethnographic readings. Outlines orthodox, scriptural understandings of Muslim practice. Key themes include Sufi Islam and religious ritual, Muslim families and gender and Islamic fundamentalism and modernity.

ANTH 388 Transnational Migration (4)
Examines the social and cultural aspects of transnational migration through ethnographic readings of migration in various parts of the world. Covers key theoretical issues pertaining to identity, locality and the economics of migration.

ANTH 392 Applied Anthropology (4)
Applies insights from cultural anthropology to contemporary social issues. Reviews the history of applied anthropology in U.S. and explores ways to provide a framework for approaching solutions to real-world problems.

ANTH 395 Medical Anthropology (4)
Introduction to medical anthropology, analysis of health in the context of culture, social behavior, economic systems and human biology. Designed to expose nursing and health students to cross-cultural understanding of illness and health.

ANTH 396 Environmental Anthropology (4)
Introduces students to the field of environmental anthropology. Explores relationships between culture, society and the physical aspects of environments across the globe.

ANTH 399 Special Studies (1-4)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

ANTH 406 Special Individual Studies (4)
Designed for individual or specialized research and study in a defined area of interest under the guidance of a designated faculty mentor. Course may be repeated for up to 16 credits. Prerequisite: consent from instructor.

ANTH 407 Seminar (1-4)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

ANTH 408 Workshop (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

ANTH 409 Practicum (4-12)
Course may be repeated for up to 16 credits.

ANTH 410 Research Design (4)
Students identify and design an internship or field experience that will be written up as the Senior Project. In consultation with an adviser, students independently read background materials while they write a theoretically grounded research proposal. Prerequisite: Anthropology major, junior standing.

ANTH 411 Fieldwork (4-12)
Individual research, volunteer work, internship, employment or other practical experience designed to use and challenge the student’s anthropological knowledge. Consultation with anthropology faculty in advance and during the field experience is required. Planning takes place in ANTH 410 Research Design and a formal paper that analyzes the experience and summarizes outcomes is produced in ANTH 412 Senior Thesis. Enroll by arrangement; eligible for RP grading method. If not completed as agreed on By Arrangement form, RP will be replaced with NC.

ANTH 412 Senior Thesis (4)
Provides guidance in producing a written account of the anthropology major’s field experience in ANTH 411. Enroll by arrangement; eligible for RP grading method. If not completed as agreed on By Arrangement form, RP will be replaced with NC.

ANTH 413 Field Experience (4)
Working closely with an adviser, the student plans either an internship equivalent to at least 20 hours per week during 10 weeks or a study abroad term of
at least eight weeks. Internship must have an applied anthropology focus; study abroad must provide a cross-cultural experience. A mid-term progress report and an end-term final report are required. Prerequisite: Anthropology major, junior standing or above required.

ANTH 432 Human Rights (4)
Addresses anthropology's engagement with human rights through case studies of slavery, political violence and public health. Suggests ways in which the work of anthropological research may serve as witness and advocate for human rights.

ANTH 435/535 U.S.-Mexico Border (4)
Course will examine contemporary political, economic, social and cultural issues germane to U.S.-Mexico border and border crossings. Will look in particular at questions of migration and immigration in the post-NAFTA context, including the experience of (primarily) Mexicans in the U.S.

ANTH 441 Forensic Archaeology and Taphonomy (4)
Introduction to forensic archaeology or the application of archaeological methods to the resolution of medicolegal issues. Students learn and apply search and recovery techniques. Students are introduced to forensic taphonomy or the subfield of forensic anthropology that examines how taphonomic forces have altered evidence subject to medicolegal investigation. Prerequisite: ANTH 322 and CJ 328

ANTH 442 Readings in Forensic Anthropology (4)
Individualized course designed to meet the student's special interests in an area of forensic anthropology. Students will be assigned readings but also conduct literacy research and present on a variety of special topics within forensic anthropology, ranging from the latest techniques in the analysis and interpretation of bones to role of the forensic anthropologist in the mass fatality incidents.

ANTH 450 Field Methods in Archaeology (12)
Basic archaeological survey and excavation skills will be developed through participation in field research at an archaeological site. Prerequisite: ANTH 215 or consent of instructor

ANTH 452 U.S.-Mexico Border Field School (4)
Research practicum examining contemporary political, economic, social and cultural issues on the U.S.-Mexico border. Students spend four weeks of the course in the city of Agua Prieta, Sonora, Mexico conducting research.

ANTH 455 Evolution of the Human Diet (4)
Examines food ways across time and space, from a holistic perspective. Will discuss how biology and culture have interacted throughout our evolution forming biocultural interface with our food ways, the meanings and values associated with food structure identity and our relationships with natural and social environments.

ANTH 461/561 Urban Anthropology (4)
Understanding the origin and evolution of cities. The application of cross-cultural perspectives to the social organization of urban life. Prerequisite: ANTH 216 or consent of instructor

ANTH 463/563 The Social Roots of Health and Disease (4)
Exploration and analysis of the social and historical contexts of the current infectious disease pandemics (HIV/AIDS, TB and malaria) and growing rates of chronic diseases. Course makes the critical connections between poverty and health and examines the impact of current international policy on health and health services in low income and least developed countries.

ANTH 476/576 Religion and Ritual (4)
Examines the religious rituals of diverse peoples living in various parts of the world. Outlines anthropological approaches to religion, while focusing on particular topics. Examines links between religion, magic, witchcraft and sorcery.

ANTH 478/578 Political Anthropology (4)
Examines issues of comparative political systems, local political cultures and connections between local and wider political spheres. A wide range of theoretical approaches and ethnographic material is explored.

ANTH 480/580 History and Theory of Archaeology (4)
The development of modern archaeological science from beginnings in the 18th century through the emergence of contemporary theories of cultural evolution; current issues including ethics, feminist critiques and post-processual paradigms.

ANTH 482/582 Historical Archaeology (4)
Survey of the global and interdisciplinary field within archaeology that specializes in the interpretation of the recent past. Methods of archival research and material culture interpretation are reviewed.

ANTH 492/592 Oregon Tribal Culture and History (4)
Course relating histories and anthropological studies of Oregon tribes juxtaposed with national and international histories of settlement and colonization. Will have invited tribal speakers. Local information will be intersected with national issues.

ANTH 494/594 Northwest Indian Cultures (4)
A survey of indigenous peoples of Northwestern North America, including the Northwest Coast, the Columbia-Fraser Plateau and the Great Basin. Emphasis on adaptation to particular environments and interactions with other cultures in both pre- and post-contact periods.

ANTH 496/596 Indian America (4)
An anthropological perspective on the historical and social processes of contact and acculturation between indigenous peoples of North America and Old World immigrants in the historic period.

ART
A 100 Art Topics: Various (2)
An introduction to select themes, processes and concepts in art and visual literacy for non-art majors. Topics will rotate, providing specific focus on theory, experience with art media or influences from the past on current practices and issues. May be repeated twice (up to 4 credits may be applied to LACC) if each section completed covers a different topic.

A 115 Beginning Design: Two-dimensional (4)
Beginning theory and studio practice using the elements and principles of visual design to articulate visual ideas in the two-dimensional arts. Introduction to theoretical concepts of color and application of color in the principles of design.

A 116 Beginning Design: Three-dimensional (4)
Beginning theory and studio practice using the elements and principles of visual design to articulate visual ideas in three-dimensional arts combined with an introduction to drawing systems that build skill development in describing three-dimensional space.

A 119 Digital Presentation for Artists (4)
Course includes fundamentals of documenting work through digital photography and scanning, basic image editing, building a portfolio website, writing artist statements and crucial digital presentation techniques for working artists and designers. Prerequisite: A 115

A 120 Foundations of Digital Art & Design (4)
Introduction to the use of personal computers in art and visual communications. Emphasis on aesthetics and creative expression in computer generated images and layouts created with industry-standard software and a variety of input devices. Students will use current computer-imaging software to create original art in a variety of final output formats.

A 130 Beginning Drawing (4)
Introduction to drawing and composition. Practice in the application of medium. Guidance in conveying the illusion of three-dimensions and two-dimensional expression. Student drawings will be based on direct observation as well as linear perspective theory.

A 199 Special Studies (1-4)
Terms and hours to be arranged. Course may be repeated for up to 16 credits. Eligible for the RP grade option.

A 204 Art History: Prehistoric through Late Antiquity (4)
Historical survey of painting, sculpture and architecture in both the Western and non-Western traditions from the prehistoric era through the period of Late Antiquity.
A 205 Art History: Middle Ages through Renaissance (4)
Historical survey of painting, sculpture and architecture in both the Western and non-Western traditions from the early Middle Ages through the Renaissance.

A 206 Art History: Baroque through Contemporary (4)
Historical survey of painting, sculpture, architecture, photography and new media in both the Western and non-Western traditions from the Baroque period through the contemporary era.

A 220 Introduction to Typography (4)
Project-oriented studio course introducing typographical forms and the role of type in visual design and communication. Learn typographic terminology and techniques for effective use of type. Create design projects in which aesthetic considerations and page structures support content. Introduction to additive color theory, process color, page construction software and printing processes. Prerequisites: A 115 and A 130

A 230 Introduction to Life Drawing (4)
Studio course to strengthen skills in drawing methods and techniques with particular focus on figure drawing. Introduction to a variety of drawing media and subjects. Prerequisite: A 115 and A 130

A 250 Introduction to Ceramics (4)
The study of three-dimensional form through hand-building and wheel-throwing techniques. Surface treatments and firing processes will be introduced in the course. Prerequisites: A 116 and A 130

A 262 Digital Images & Photography I (4)
Project-based course engages the critical role of digital images and photography in contemporary visual culture. Builds skills in creative process, composition, camera and software technique, conceptual development and communication. Introduces theory. Prerequisites: A 115, A 119 or A 120, A 130

A 270 Introduction to Printmaking (4)
An introductory printmaking course designed to acquaint students with basic relief, intaglio, lithography and screen printing processes, as well as matting and signing practices. Prerequisites: A 115 and A 130

A 280 Introduction to Painting (4)
An introduction to the formal and technical aspects of oil painting. Color theory applied to color mixing in oils, paint application, composition and studio practices will be emphasized. Prerequisites: A 115 and A 130

A 290 Introduction to Sculpture (4)
Introductory studio course practicing traditional and modern sculptural techniques in the creation of three-dimensional art forms with introduction and practice of hand and power tools used in the sculptor’s studio. Composition and safety practices are emphasized. Medium emphasis: wood. Prerequisites: A 116 and A 130

A 304 History of Modern Art, 1789-1914 (4)
Advanced survey of the history of modern art, covering the major artistic movements and artists in Europe and the United States from the French Revolution to the eve of World War I. From Neoclassicism to Cubism.

A 305 History of Modern Art, 1914-1965 (4)
Advanced survey of the history of modern art, covering the major artistic movements and artists in Europe and the United States from World War I to the mid-1960’s. From Dada to Abstract Expressionism.

A 306 History of Modern Art, 1965-Present (4)
Advanced survey of the history of modern art, covering the major artistic movements and artists in Europe and the United States from the mid-1960s to the present day. From Pop Art to Contemporary Art.

A 308 History of Graphic Design (4)
Examines the history of graphic design. Students will be able to recognize and describe major designers, their work and specific design trends and movements. Illustration, advertising and other media will be discussed as they relate to the field of graphic design.

A 314 Intermediate 2D Design INTL (4)
Intermediate study of design theory with studio practice for international students. Students will practice articulating art and design vocabulary and will demonstrate understanding of how the elements and principles of design can be used to visually communicate ideas. Emphasis on learning about studio practice in the United States and preparing for success in the art and design program. Prerequisite: consent of instructor

A 315 Intermediate Design: Two-Dimensional (4)
Intermediate study of design theory with studio practice. Emphasis on two-dimensional exploration including theories of visual perception and color, content and formal analysis. Prerequisites: A 115, A 119 or A 120, A 130 and one of the following: A 220, A 230, A 250, A 262, A 270, A 280 or A 290

A 316 Intermediate Design: Three-Dimensional (4)
Intermediate study of design theory with studio practice. Emphasis on three-dimensional exploration. Self-exploration and an examination of other 3-D artists and their work are investigated through readings, discussion and writing opportunities. Prerequisites: A 115, A 116, A 130 and one of the following: A 220, A 230, A 250, A 262, A 270, A 280 or A 290

A 318 Production: Gallery Exhibition (1-4)
Introduction to matting, framing and hanging artwork. Professional ethics, contracts and gallery exhibition will be covered. Practical work hours contracted for each student in campus exhibit spaces; number of gallery work hours required dependent upon the amount of credits taken in a single term. Gives students practical experience necessary for success in A 418, the capstone gallery exhibition course. One credit required for the art major. Limit of two credits may be applied to the studio art minor. May be repeated for elective credit. Prerequisites: A 115 and upper division standing

A 320 Graphic Design: Process & Theory (4)
Exploration of visual communication methods and approaches to help students bring together message, meaning and form. Employ type and layout principles, image-making concepts and design processes in visual/verbal communications with multiple media outcomes. Prerequisites: A 220 (A 320 may be taken concurrently with A 220), A 262

A 321 Graphic Design: Form and Communication (4)
Continue work with images, symbols and their operation in applied print design problems. Consider messages and audience to understand how to position visual communications. Design for multiple page communications using typographic structures, rhythm and visual flow. Prerequisites: A 320

A 322 Graphic Design: Contemporary Issues (4)
Exploration of professional design issues, including creating visual and verbal systems for a project with multiple presentation outcomes, executing projects professionally as a team, designing appropriately for audience and client, awareness and presentation of your role in the design process and your contribution to the design solution. Prerequisite: A 321

A 323 Interactive Media: Web Structure and Communication (4)
This project-based course examines cultural and aesthetic aspects of the internet. Students respond to course information by designing websites and hypermedia art. Focuses on visual layout, information architecture, interface design and graphic artwork for the internet. Includes software instruction and experience with technology connected to course goals. Prerequisites: A 220, A 262, A 320 (A 320 may be taken concurrently with A 323)

A 324 Interactive Media: Applied (4)
Students design digital interactive communications and hypermedia art considering an expanding range of concepts, strategies, devices and media. Includes software instruction and experience with technology connected to course goals. Primarily internet-related. Prerequisites: A 323

A 326 Video & Animation 1 (4)
Students create video and animation projects. Course emphasizes design process, conceptual development, critical thinking, cinematography, editing, sound, motion graphics and visual effects. Engages communication through narrative storytelling as well as experimental practices. Builds skills with equipment and software. Prerequisites: A 262

A 327 Video & Animation 2 (4)
Continues creative work in video and animation. Emphasizes design process, critical thinking,
A 329 Print Design: Systems & Techniques (4)
Advanced print design problems with focus on prepress, production methods, packaging and identity systems. Work with professional design issues including creating visual and verbal systems for a project with multiple presentation outcomes, executing projects professionally, preparing projects to go to press, designing appropriately for audience and client, and the designer’s role in these relationships. Prerequisite: A 321

A 330 Intermediate Drawing (4)
First of three intermediate-level drawing courses. Each term focuses on one unique set of techniques and topics from a rotating list: figure drawing, observational drawing, conceptual expression, abstraction, contemporary practices and issues. Research projects and/or presentations. Prerequisites: A 116, A 119 or A 120, A 230

A 331 Intermediate Drawing (4)
Second of three intermediate-level drawing courses. Each term focuses on one unique set of techniques and topics from a rotating list: figure drawing, observational drawing, conceptual expression, abstraction, contemporary practices and issues. Research projects and/or presentations. Prerequisite: A 330

A 332 Intermediate Drawing (4)
Last of three intermediate-level drawing courses. Each term focuses on one unique set of techniques and topics from a rotating list: figure drawing, observational drawing, conceptual expression, abstraction, contemporary practices and issues. Research projects and/or presentations. Prerequisite: A 331

A 350 Intermediate Ceramics (4)
First in a series of three intermediate-level ceramic studio experiences. Each term focuses on one method from a rotating list of ceramic techniques: relief-carving, large-scale ceramics, tile-making, mold-making, the human form in clay, architectural ceramics and the vessel as sculptural reference. Surface treatment research in low, mid-range and high firing techniques. Prerequisites: A 116 and A 250

A 351 Intermediate Ceramics (4)
Second in a series of three intermediate-level ceramic studio experiences. Each term focuses on one method from a rotating list of ceramic techniques: relief-carving, large-scale ceramics, tile-making, mold-making, the human form in clay, architectural ceramics and the vessel as sculptural reference. Surface treatment research in low, mid-range and high firing techniques. Prerequisites: A 115 and A 290

A 352 Intermediate Ceramics (4)
Third in a series of three intermediate-level ceramic studio experiences. Each term focuses on one method from a rotating list of ceramic techniques: relief-carving, large-scale ceramics, tile-making, mold-making, the human form in clay, architectural ceramics and the vessel as sculptural reference. Surface treatment research in low, mid-range and high firing techniques. Prerequisites: A 115, A 130 and one of the following: A 220, A 230, A 262, A 270 or A 280

A 370 Intermediate Printmaking (4)
First in a series of three intermediate-level printmaking studio experiences. Each term focuses on one method from a rotating list of ceramic techniques: relief, serigraphy, intaglio, monoprints, lithography. Research projects and/or presentations. Prerequisites: A 230 and A 270

A 371 Intermediate Printmaking (4)
Second in a series of three intermediate-level printmaking studio experiences. Each term focuses on one method from a rotating list of ceramic techniques: relief, serigraphy, intaglio, monoprints, lithography. Research projects and/or presentations. Prerequisite: A 370

A 372 Intermediate Printmaking (4)
Third in a series of three intermediate-level printmaking studio experiences. Each term focuses on one method from a rotating list of ceramic techniques: relief, serigraphy, intaglio, monoprints, lithography. Research projects and/or presentations. Prerequisites: A 119 or A 120, A 371

A 380 Intermediate Painting (4)
First in a series of three intermediate-level painting courses to strengthen skills in oil painting techniques. Each term focuses on a unique set of techniques and topics from a rotating list: color and composition theory, observational color studies, form and structure of the figure and contemporary techniques and practices. Prerequisites: A 115, A 230, A 280

A 381 Intermediate Painting (4)
Second in a series of three intermediate-level painting courses. Each term focuses on a unique set of techniques and topics from a rotating list: color and composition theory, observational color studies, form and structure of the figure and contemporary techniques and practices. Prerequisite: A 380

A 382 Intermediate Painting (4)
Third in a series of three intermediate-level painting courses. Each term focuses on a unique set of techniques and topics from a rotating list: color and composition theory, observational color studies, form and structure of the figure and contemporary techniques and practices. Prerequisite: A 381

A 383 Intermediate Illustration: Topics (4)
Intermediate-level studio course focusing on contemporary illustration concepts. Media may vary by topic. Students will develop ideas and explore appropriate media and imagery to communicate narrative. Prerequisites: A 115, A 130 and one of the following: A 220, A 230, A 262, A 270 or A 280

A 390 Intermediate Sculpture (4)
First in a series of three intermediate studio courses using traditional and modern techniques in the creation of sculptural art forms. Medium and conceptual concerns vary by term. Prerequisites: A 115 and A 290

A 391 Intermediate Sculpture (4)
Second in a series of three intermediate studio courses using traditional and modern techniques in the creation of sculptural art forms. Medium and conceptual concerns vary by term. Prerequisite: A 390

A 392 Intermediate Sculpture (4)
Third in a series of three intermediate studio courses using traditional and modern techniques in the creation of sculptural art forms. Medium and conceptual concerns vary by term. Prerequisites: A 119 or A 120, A 391

A 399 Special Studies (1-5)
Course may be repeated for up to 16 credits. Eligible for the RP grade option.

A 404 Art History: Non-Western Art (4)
An introductory study of visual expression in cultural contexts that are representative of non-Western traditions. Writing intensive and diversity course. May be repeated for credit with different topics.

A 405 Art History: Gender in Art (4)
A study of gender as subject and a study of gender issues for artists in the history of Western art from the Renaissance to the present. Aesthetic social discourse as it relates to changing perspectives on the role of gender in art will be examined. Writing intensive and diversity course.

A 406 Art History: Special Topics (4)
A course in art history offering the student the possibility to develop an in-depth study in a specialized area of art history. Writing intensive. Course may be repeated for up to 16 credits.

A 410 Critique & Seminar (2)
Interdisciplinary critique and discussion course for BFA students. Provides a forum for discussing contemporary studio practice, methods and ideas. Cross-departmental critique and discussion will address issues of context, audience and methods relating to contemporary practice and individual expression. May be repeated three times to fulfill B.F.A. requirements. Prerequisite: acceptance to the BFA program or consent of instructor

A 411 Workshop (1-3)

A 412 Practicum (1-6)
Practical work experience credit that may be used in the B.A./B.S. degrees in art or visual communication design or in the B.F.A. as service-learning. For B.F.A. service-learning, the practicum should take place off-campus in an arts or cultural organization. Examples: the Oregon Arts Commission,
Oregon Cultural Trust and the Salem Art Association. Students will be contracted for 30 hours per credit. Student will perform duties outlined by the workplace mentor or supervisor to complete an assigned task or project. May be repeated for credit. Eligible for the RP grade option. Prerequisite: upper division standing

A 413 International Studio Art Study (1-6)
Study art coursework related to B.F.A. thesis project discipline area, taken at an accredited institution of higher education outside the United States. Eligible for the RP grade option.

A 418 Gallery Exhibition (1-4)
Survey of professional exhibition practice. Capstone art exhibition experience includes preparation for and installation of an exhibition of each student’s artwork. Artist statements, artist websites, documentation, marketing and professional ethics will be covered. One credit is required for the art major. May be repeated for elective credit. Prerequisites: A 119 or A 120, A 318 and upper division standing

A 419 Professional Concerns (2)
A survey of professional practice in the visual arts. Study and preparation for “going public.” Art positions, portfolios and career preparation. Capstone art experience includes written materials specific to the art profession and an oral presentation of each student’s artwork. Prerequisites: A 119 or A 120, A 318 and upper division standing; must take A 418 concurrently.

A 421 Print Design: Structural and Expressive (4)
Advanced issues related to typography, grid structures, image and audience. Emphasis on investigating and interpretation of the expressive possibilities of typography, focusing on processes, personal responses and emotive results. Prerequisite: A 322

A 422 Print Design: Presentation and Contemporary Issues (4)
Builds awareness of current designers and what it means to be a graphic designer today. Students will analyze, conduct research, expand upon previously completed work and continue with new design projects. Discussions and projects will explore solutions beyond traditional print and screen applications. May be repeated once for credit. Prerequisite: A 329

A 425 Interactive Media: Contemporary Issues (4)
Course examines special topics at the intersection of art, design and technology. Students create interactive digital communications and art. Includes software instruction and experience with technology connected to course goals. May be repeated for credit with instructor approval. Prerequisites: A 321 and A 324

A 429 Portfolio & Professional Preparation (4)
Preparation for professional practice in visual communication design. Career strategies, professional ethics, business practices and preparation for portfolio presentation. Capstone experience for visual communication design students includes oral presentation of each student’s portfolio. Prerequisites: A 322 or A 324 or A 327 and upper division standing

A 430 Advanced Drawing (4)
First in a series of three advanced-level drawing courses. Each term focuses on a unique set of techniques and topics from a rotating list: color media, non-objective drawing; alternative media, serial images, advanced figure drawing, documentation and presentation of works on paper; contemporary practices and issues. Critical writing, gallery visits. Prerequisite: A 332

A 431 Advanced Drawing (4)
Second in a series of three advanced-level drawing courses. Each term focuses on a unique set of techniques and topics from a rotating list: color media, non-objective drawing; alternative media, serial images, advanced figure drawing, documentation and presentation of works on paper; contemporary practices and issues. Critical writing, gallery visits. Prerequisite: A 430

A 432 Advanced Drawing (4)
Third in a series of three advanced-level drawing courses. Each term focuses on a unique set of techniques and topics from a rotating list: color media, non-objective drawing; alternative media, serial images, advanced figure drawing, documentation and presentation of works on paper; contemporary practices and issues. Critical writing, gallery visits. Prerequisite: A 431

Advanced research, concept development and art/design production in visual communication design disciplines. Course requirements are contracted with the instructor. May be repeated three times to fulfill B.F.A. requirements. Prerequisites: acceptance to the B.F.A. program and consent of instructor

A 450 Advanced Ceramics (4)
First in a series of three advanced-level ceramic studio experiences. Each term focuses on one method from a rotating list of ceramic techniques: clay formulation, glaze calculation, kiln-building and specialized firing. Professional research and/or presentations. Prerequisite: A 352

A 451 Advanced Ceramics (4)
Second in a series of three advanced-level ceramic studio experiences. Each term focuses on one method from a rotating list of ceramic techniques: clay formulation, glaze calculation, kiln-building and specialized firing. Professional research and/or presentations. Prerequisite: A 450

A 452 Advanced Ceramics (4)
Third in a series of three advanced-level ceramic studio experiences. Each term focuses on one method from a rotating list of ceramic techniques: clay formulation, glaze calculation, kiln-building and specialized firing. Professional research and/or presentations. May be repeated twice for credit. Prerequisite: A 451

A 455 B.F.A. Thesis Project: Ceramics (4)
Advanced research, concept development and art production in ceramics. Course requirements are contracted with the instructor. May be repeated three times to fulfill B.F.A. requirements. Prerequisites: acceptance to the B.F.A. program and consent of instructor

A 462 Digital Images & Photography 2 (4)
Course relates the symbolic systems of text and pictures through creative practice. Students engage special topics in photographic techniques, digital image creation and manipulation, video and writing. Emphasizes conceptual practices and the social contexts of images. Prerequisite: A 262

A 468 Art & Technology Workshop (4)
Project-based course brings together advanced students of Art and VCD. Explores evolving concepts and techniques for creative work using technology. Develops critical perspectives and contemporary skills in art and design. Topics vary. May be repeated for up to 12 credits. Prerequisite: A 322 or A 327 or A 332 or A 352 or A 372 or A 382 or A 392 or A 425 or A 462 or consent of instructor

A 470 Advanced Printmaking I (4)
First in a series of three individualized, advanced-level printmaking studio experiences. Each term focuses on one method from a rotating list of printmaking techniques: relief, serigraphy, intaglio, monoprints, lithography. Student demonstration and/or presentations. Prerequisite: A 372

A 471 Advanced Printmaking II (4)
Second in a series of three individualized, advanced-level printmaking studio experiences. Each term focuses on one method from a rotating list of printmaking techniques: relief, serigraphy, intaglio, monoprints, lithography. Student demonstration and/or presentations. Prerequisite: A 470

A 472 Advanced Printmaking III (4)
Third in a series of three individualized, advanced-level printmaking studio experiences. Each term focuses on one method from a rotating list of printmaking techniques: relief, serigraphy, intaglio, monoprints, lithography. Student demonstration and/or presentations. May be repeated twice for credit. Prerequisite: A 471

A 475 B.F.A. Thesis Project: Printmaking (4)
Advanced research, concept development and art production in printmaking. Course requirements are contracted with the instructor. May be repeated three times to fulfill B.F.A. requirements. Prerequisites: acceptance to the B.F.A. program and consent of instructor
COURSE DESCRIPTIONS

**A 480 Advanced Painting (4)**
First in a series of three advanced-level painting courses. Each term focuses on a unique set of critical and conceptual skills from a rotating list: color and composition studies, form and structure of the figure, contemporary methods and concepts and individual artistic expression and portfolio development. Prerequisite: A 392

**A 481 Advanced Painting (4)**
Second in a series of three advanced-level painting courses. Each term focuses on a unique set of critical and conceptual skills from a rotating list: color and composition studies, form and structure of the figure, contemporary methods and concepts and individual artistic expression and portfolio development. May be repeated three times for credit. Prerequisite: A 480

**A 482 Advanced Painting (4)**
Third in a series of three advanced-level painting courses. Each term focuses on a unique set of critical and conceptual skills from a rotating list: color and composition studies, form and structure of the figure, contemporary methods and concepts and individual artistic expression and portfolio development. May be repeated twice for credit. Prerequisite: A 481

**A 483 Advanced Illustration: Topics (4)**
Advanced-level studio course focusing on contemporary illustration concepts. Media may vary by topic. Students will develop ideas and explore appropriate media and imagery to communicate narrative. May be repeated twice for credit. Prerequisite: A 383

**A 485 B.F.A. Thesis Project: Painting (4)**
Advanced research, concept development and art production in painting. Course requirements are contracted with the instructor. May be repeated three times to fulfill B.F.A. requirements. Prerequisites: acceptance to the B.F.A. program and consent of instructor

**A 490 Advanced Sculpture (4)**
First in a series of three advanced-level studio courses using traditional and modern techniques in the creation of sculptural art forms. Media, concepts and techniques vary by term. Prerequisite: A 492

**A 491 Advanced Sculpture (4)**
Second in a series of three advanced-level studio courses using traditional and modern techniques in the creation of sculptural art forms. Media, concepts and techniques vary by term. Prerequisite: A 490

**A 492 Advanced Sculpture (4)**
Third in a series of three advanced-level studio courses using traditional and modern techniques in the creation of sculptural art forms. Media, concepts and techniques vary by term. May be repeated twice for credit. Prerequisite: A 491

**A 495 B.F.A. Thesis Project: Sculpture (4)**
Advanced research, concept development and art production in sculpture. Course requirements are contracted with the instructor. May be repeated three times to fulfill B.F.A. requirements. Prerequisites:

**A 499 Special Individual Studies (1-5)**
May be repeated once for credit.

**A 603 Thesis or Field Study (6)**
A culminating experience for the degree candidate consisting of a practical application of his/her graduate studies to his/her professional needs. This culmination might result in a field study project related to improving the quality of art education in his school, an experimental study, an historical study or other type of in-depth study that meets the candidate’s specific objectives. Eligible for the RP grade option.

**A 604 Graduate Art History (3)**
Graduate-level investigation in selected areas of art history. May be repeated for credit. Prerequisites: admitted post-baccalaureate standing and consent of instructor

**A 610 Graduate Seminar (3)**
Research exploration of specialized topics. Terms and hours to be arranged. May be repeated for credit. Prerequisites: admitted post-baccalaureate standing and consent of instructor

**A 611 Graduate Workshop (3)**
Studio exploration of specialized or interdisciplinary media topics in a group setting. Terms and hours to be arranged. May be repeated for credit. Eligible for the RP grade option. Prerequisites: admitted post-baccalaureate standing and consent of instructor

**A 615 Graduate Design: Two-Dimensional (3)**
Advanced study of design theory with studio practice in the two-dimensional art form. May be repeated for credit. Prerequisites: admitted post-baccalaureate standing and consent of instructor

**A 616 Graduate Design: Three-Dimensional (3)**
Advanced study of design theory with studio practice in the three-dimensional art form. May be repeated for credit. Prerequisites: admitted post-baccalaureate standing and consent of instructor

**A 620 Graduate Graphic Design (3)**
Graduate-level study and studio work in typography and visual communications. May be repeated for credit. Prerequisites: admitted post-baccalaureate standing and consent of instructor

**A 630 Graduate Drawing (3)**
Advanced study and studio production of drawing as a visually expressive form. May be repeated for credit. Prerequisites: admitted post-baccalaureate standing and consent of instructor

**A 635 Graduate Life Drawing (3)**
Advanced study and studio production of figurative drawing as a visually expressive form. May be repeated for credit. Prerequisites: admitted post-baccalaureate standing and consent of instructor

**A 655 Graduate Ceramics (3)**
Graduate study in ceramic art. Individual projects in selected ceramic areas. Graduate research and paper related to projects. May be repeated for credit. Prerequisites: admitted post-baccalaureate standing and consent of instructor

**A 670 Graduate Printmaking (3)**
Advanced study and studio production of prints as a personally expressive visual form. May be repeated for credit. Prerequisites: admitted post-baccalaureate standing and consent of instructor

**A 676 Aesthetic Foundations of Visual Arts (3)**
A study and analysis of philosophic aspects of the visual arts.

**A 677 Contemporary Problems in Visual Art (3)**
A course designed to offer critical examination of art in society, creativity, brain research, the computer and other selected areas.

**A 680 Graduate Painting (3)**
Advanced study and studio production of painting. May be repeated for credit. Prerequisites: admitted post-baccalaureate standing and consent of instructor

**A 690 Graduate Sculpture (3)**
Advanced study of sculpture with studio work in three-dimensional art forms. May be repeated for credit. Prerequisites: admitted post-baccalaureate standing and consent of instructor

**A 699 Special Individual Studies: Graduate (3)**
Terms and hours to be arranged. May be repeated for credit. Eligible for the RP grade option. Prerequisite: admitted post-baccalaureate standing

**ART EDUCATION**

**ARE 433 Art Education (3)**
Introduction to teaching art in the classroom for prospective elementary and middle school teachers. Explores art production, aesthetics and criticism, with historical and cultural perspectives. Prerequisites: A 115 or A 130 and junior standing

**ARE 434/534 Historical and Cultural Perspectives in the Visual Arts (3)**
Developing advanced level lessons in art built upon the lives and works of fine, applied and folk artists, with a multicultural perspective and interdisciplinary approach. Prerequisite: upper division or graduate standing

**ARE 490/590 Art in the Elementary School (3)**
Designed to provide additional art experiences in the philosophy, materials and techniques of the visual arts for teachers and administrators. Prerequisite: upper division or graduate standing
BIOLOGY

BI 101 General Biology (5)
The major principles and methods of biology designed for students not intending to pursue further study in the biological sciences. Three hours of lecture and one two-hour laboratory period per week. Includes, ecology, the diversity of life and an introduction to evolution.

BI 102 General Biology (5)
The major principles and methods of biology designed for students not intending to pursue further study in the biological sciences. Three hours of lecture and one two-hour laboratory period per week. Considers cellular structure and function, energy transformations, genetics, evolution, reproduction and development.

BI 103 General Biology (5)
The major principles and methods of biology designed for students not intending to pursue further study in the biological sciences. Three hours of lecture and one two-hour laboratory period per week. Emphasizes the anatomy and physiology of plants and animals along with a brief treatment of animal behavior.

BI 101X General Biology Peer-Led Team Learning (0)
Peer-led Team Learning (PLTL) is a separate, 0-credit course that uses a learning model designed for participating students registered in BI 101 to develop a broader and deeper understanding of course concepts.

BI 102X General Biology Peer-Led Team Learning (0)
Peer-led Team Learning (PLTL) is a separate, 0-credit course that uses a learning model designed for participating students registered in BI 102 to develop a broader and deeper understanding of course concepts.

BI 103X General Biology Peer-Led Team Learning (0)
Peer-led Team Learning (PLTL) is a separate, 0-credit course that uses a learning model designed for participating students registered in BI 103 to develop a broader and deeper understanding of course concepts.

BI 211 Principles of Biology (5)
An introduction to the science of biology designed for students pursuing a biology major. Focus on evolution, biological diversity and animal development. Prerequisite: BI 102 with a grade of B or better or satisfactory score on WOU’s Biology Placement Test.

BI 212 Principles of Biology (5)
An introduction to the science of biology designed for students pursuing a biology major. Four hours of lecture and one three-hour laboratory period per week. Focus on evolution, biological diversity and ecology of vertebrate animals. Laboratory will emphasize identification and field studies of vertebrates that occur in Oregon. Three one-hour lectures and one three-hour laboratory. Prerequisites: BI 101, 102, 103 or BI 211, 212, 213

BI 213 Principles of Biology (5)
An introduction to the science of biology designed for students pursuing a biology major. Four hours of lecture and one three-hour laboratory period per week. Focus on the anatomy and physiology of plants and animals. Ecology. Prerequisite: BI 211

BI 234 Human Anatomy and Physiology (4)
Study of the anatomy and physiology of the human body. Uses lecture and laboratories utilizing human cadavers to cover the following topics: integumentary system, skeletal system, muscular system and immune system. Three one-hour lectures and one two-hour laboratory per week. Prerequisite: BI 102 or BI 211 with a grade of C- or better

BI 235 Human Anatomy and Physiology (4)
Study of the anatomy and physiology of the human body. Uses lecture and laboratories utilizing human cadavers to cover the following topics: nervous system, special senses, endocrine system and cardiovascular system. Three hours of lecture and one two-hour laboratory per week. Prerequisite: BI 234

BI 236 Human Anatomy and Physiology (4)
Study of the anatomy and physiology of the human body. Uses lecture and laboratories utilizing human cadavers to cover the following topics: respiratory system, digestive system, urinary system and reproductive system. Three one-hour lectures and one two-hour laboratory per week. Prerequisite: BI 235

BI 231 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. Prerequisite: BI 101 or BI 213 recommended

BI 234 Comparative Vertebrate Anatomy (5)
A comparative analysis of vertebrate morphology, emphasizing the study of organs and organ systems and an introduction to the taxonomy, evolution and functional morphology of the vertebrates. Anatomy at the level of the cell, the organ system and the organism will be discussed. Three hours of lecture and four hours of laboratory per week. Prerequisite: BI 211, 212 and 213 or consent of instructor

BI 236 Developmental Biology (4)
Development of model vertebrates and invertebrates from fertilization through organogenesis; includes analyses of early cell cleavage, morphogenesis, differentiation and growth. Three hours of lecture and one three-hour laboratory per week. Prerequisites: BI 315 and one year of chemistry or consent of instructor

BI 300 Plant Physiology (5)
An examination of the physiological processes and mechanisms involved in plant nutrition, photosynthesis, assimilation of organic and inorganic materials, energy balance, water requirements, growth factors and organismic control. Three hours lecture and one four-hour laboratory. Prerequisite: BI 213 and CH 223 or consent of instructor

BI 311 General Microbiology (4)
Selected topics in the science of microbiology
BI 334 Advanced Human Anatomy and Physiology (4)
Advanced study of the anatomy and physiology of the human body designed for students intending to pursue future studies in professional health-related fields. Three hours of lecture and three hours of laboratory per week. Laboratory component includes anatomical studies using histological slides, models and human cadavers. Focuses on integumentary, skeletal, muscular and nervous systems. Prerequisite: BI 213 or consent of instructor

BI 335 Advanced Human Anatomy and Physiology (4)
Advanced study of the anatomy and physiology of the human body designed for students intending to pursue future studies in professional health-related fields. Three hours of lecture and three hours of laboratory per week. Laboratory component includes anatomical studies using histological slides, models and human cadavers. Focuses on endocrine, cardiovascular and respiratory systems. Prerequisite: passing grade in BI 334

BI 336 Advanced Human Anatomy and Physiology (4)
Advanced study of the anatomy and physiology of the human body designed for students intending to pursue future studies in professional health-related fields. Three hours of lecture and three hours of laboratory per week. Laboratory component includes anatomical studies using histological slides, models and human cadavers. Focuses on digestive, urinary and reproductive systems. Prerequisite: passing grade in BI 335

BI 340 Plant Nutrition (4)
A study of soil fertility, nutrient acquisition, transport and metabolism, crop growth and yield and farming practices that affect plant nutrition. Laboratory includes field trips and a term-long greenhouse experiment to diagnose nutrient deficiency. Three hours of lecture and two hours of laboratory per week. Prerequisite: BI 213 or CH 223

BI 357 General Ecology (4)
Focuses on the patterns of distribution and abundance of organisms in space and through time. Explores the underlying causes, both natural and anthropogenic, of these patterns at the population, community and ecosystem levels for a variety of organisms and ecosystems. In the lab, students will engage in nearly all phases of ecological research. Three hours of lecture and one three-hour laboratory. Prerequisites: BI 211, 212, 213, MTH 111 and completed LACC writing requirement

BI 360 Animal Behavior (4)
A consideration of the basic problems in animal behavior, including ecological adaptations of behavioral patterns, mechanisms underlying behavior, social behavior and the nature and organization of animal societies. Three lectures and one three-hour laboratory. Prerequisites: Introductory biology sequence (100 or 200 series) or consent of instructor

BI 361 Marine Ecology (5)
Explores the ecology and diversity of marine ecosystems worldwide and focuses on adaptations, life histories and interactions of organisms with each other and their environment. Regions covered include temperate, tropical and polar seas, the open ocean and the deep sea. Laboratory time is divided between field trips to the Oregon Coast and observation of living marine organisms. Three one-hour lectures and one four-hour laboratory period. Prerequisites: BI 212 and 213 or consent of instructor

BI 370 Humans and the Environment (4)
The study of how humans interact with their environment and the effect of the environment on human society. Topics include basic ecological principals, human population growth, environmental health, pollution, toxicology, agriculture, forest management and global climate change. Designed for human biology and environmental studies minors and as an elective for non-science majors. Not open for credit to biology majors or biology minors. Three hours of lecture and one three-hour laboratory including field work. Prerequisites: BI 101 or BI 102 or BI 211 or consent of instructor; MTH 095 with grade of C- or better or equivalent, highly recommended

BI 371 Structure of Seed Plants (4)
The morphology, anatomy and reproduction of seed plants from an evolutionary perspective. Two lectures and two three-hour laboratory periods. Prerequisite: BI 213 or consent of instructor

BI 406 Individual Study (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits. Eligible for the RP grade option.

BI 407/507 Seminar (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits. Eligible for the RP grade option.

BI 408 Workshop (1-16)
Course may be repeated for up to 16 credits. Eligible for the RP grade option.

BI 409 Practicum (1-16)
Course may be repeated for up to 16 credits. Eligible for the RP grade option.

BI 424 Human Dissection (2)
A study of gross anatomy of the human body through the dissection of a cadaver. Prerequisites: BI 334 with a grade of C or better or consent 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, diseases of mammalian immune system and the use of antibodies as tools in the clinical and research laboratory. Three lectures and one two-hour laboratory. Prerequisites: BI 314, 315 and CH 222 or consent of instructor

BI 434 Comparative Animal Physiology (4)
A comparative analysis of animal physiology, emphasizing how different kinds of animals work and why they have evolved to work the way they do. Animal physiology at the level of the cell, the organ system and the organism will be discussed. Included in this course will be an examination of various aspects of human physiology. Three one-hour lectures and one three-hour laboratory per week. Prerequisite: BI 211, 212 and 213 or consent of instructor

BI 437 Neurobiology (4)
Introduction to fundamental concepts in neurobiology. Content includes the anatomy and physiology of neurons, the molecular basis of cell communication and the emergent properties of nervous systems. Integrated topics include animal behavior, research methods and drugs used in neurobiology research. Learning will take place using lectures, demonstrations, laboratory exercises, discussions of outside readings and student presentations. Prerequisite: BI 315 and CH 223

BI 441/541 Human Heredity (4)
Basic principles of inheritance, including Mendelian patterns of traits, chromosomal aberrations, sex determination, molecular biology and genetic diagnostics, as it relates to humans. Designed for human biology minors. Not open for credit to biology majors or biology minors. BI 541 is designed for graduate students in education or related fields. Four hours of lecture per week. Prerequisite: BI 102 or BI 211 or consent of instructor; MTH 095 with grade of C- or better or equivalent, highly recommended

BI 451 Invertebrate Zoology (5)
A systematic study of invertebrates, with a comparative approach to anatomy, physiology, behavior, life history and evolution. Emphasizes the relatedness of structure and function and focuses on the adaptations of these animals to their environments. Observation of living marine invertebrates is emphasized in the lab. Three one-hour lectures and one four-hour laboratory period. Prerequisite: BI 212 or consent of instructor

BI 453/553 Marine Vertebrates (4)
Investigates the anatomy, physiology, behavior and ecology of marine vertebrates, focusing on challenges unique to the marine environment. Students will compare marine fish, reptiles, birds and mammals in exploration of different topics. Current issues such as overfishing and effects of marine pollutants will be included. Four lecture hours. Prerequisite:
BIOLOGY

introductory biology sequence (100 or 200 series) or consent of instructor

BI 454/554 Plant Ecology (5)
Focuses on the patterns of distribution and abundance of organisms in space and through time. Explores the underlying causes, both natural and anthropogenic, of these patterns at the population, community and ecosystem levels for a variety of plants and ecosystems. In the lab, students will engage in nearly all phases of ecological research. Emphasis will be placed on learning to effectively communicate ecological concepts in writing to a non-scientific audience. Three hours of lecture and one four-hour laboratory, which may include trips to field sites. Prerequisite: BI 211, 212, 213, MTH 111 and completed LACC writing requirement

BI 458/558 Field Biology (3-6)
Systematics, life histories and field methods in selected areas of biology. Lecture, laboratory and field trips to be scheduled. Eligible for the RP grade option. Prerequisite: introductory sequence in biology or consent of instructor

BI 461/561 Conservation Biology (4)
Introduction to the principles and practices of conservation biology. Topics include biodiversity, extinctions, habitat fragmentation, restoration ecology, impacts of invasive species and sustainability, among others. Emphasis placed on subjects pertinent to Oregon and temperate regions. Two 80-minute lectures plus three field trips. Prerequisite: introductory sequence in biology or consent of instructor

BI 474 Biology of Insects (5)
Focuses on the anatomy, physiology, behavior and life history strategies of insects. Also examines the evolutionary relationships and diversity of this most varied group of animals. A significant portion of the lab period is spent in the field. Three one-hour lectures and one four-hour laboratory period. Prerequisite: BI 212 or consent of instructor

BI 475 Molecular Biology (4)
Study of molecular biology theory and practice. The study of living systems at the molecular level, especially DNA and RNA and provides background appropriate for further work in biotechnology, cell biology, diagnostics, genetics, genomics, microbiology, pharmaceuticals and therapeutics. Emphasis is on the study of model systems and the central role of DNA to understand the current approaches and laboratory techniques necessary to answer basic questions in current molecular biology. Two hours of lecture and four hours of laboratory per week. Prerequisites: BI 314, BI 315 and one year of chemistry or consent of instructor

BI 606 Special Individual Studies (1-9)
Terms and hours to be arranged. Eligible for the RP grade option.

BI 608 Workshop (1-9)
Terms and hours to be arranged. Eligible for the RP grade option.

BI 609 Practicum (1-9)
Terms and hours to be arranged. Eligible for the RP grade option.

BI 624 Human Dissection (2-5)
Advanced study of the gross anatomy of the human body through the dissection of a cadaver. The exact number of credits will be determined by the background of the student and goals agreed upon by the student and instructor. Prerequisites: graduate standing and 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 (1-12)
Terms and hours to be arranged. Course may be repeated for up to 12 credits. Eligible for the RP grade option.

BA 211 Financial Accounting (4)
Students will gain a basic understanding of how accounting is used by investors, managers, government agencies and others. Includes the study of transaction analysis with emphasis on accrual versus cash accounting and the preparation, interpretation and use of financial statements.

BA 213 Managerial Accounting (4)
The study of accounting continues from the perspective of management users, with emphasis on planning, performance evaluation and information needed for effective decision-making. Prerequisite: BA 211

BA 214 Accounting for Non-Accountants (3)
Provides a comprehensive non-technical accounting course for the business minor and others interested in a survey of financial and managerial accounting techniques. Assumes no prior knowledge of accounting. Not available for credit in the business major.

BA 220 Introduction to Financial Management (3)
Basic processes, principles, tools and concepts of finance. Topics include financial analysis, financial forecasting, profit planning, budgeting, working capital management and capital budgeting. Course also covers the basics of financial markets, institutions and sources of supply of different types of funds available to a firm. Prerequisite: BA 211 or consent of instructor and sophomore standing

BA 229 Personal Finance (3)
Study of the role of the consumer in American society, consumer decision-making, consumer credit and borrowing, home ownership, life insurance, annuities, estate planning, wills, trusts, expenditures and taxes for government.

BA 230 Introduction to Business Law (3)
Nature and role of the law in conducting business; tort, formation, performance and discharge of contracts; commercial transactions and law of business organization, sales, bankruptcies; and the general nature of government regulation.

BA 240 Quantitative Business Methods (4)
The use of functional forms to describe variables commonly encountered in business, such as sales revenue and financial asset value. Development and application of constrained and unconstrained optimization, including differential and integral calculus. Prerequisite: MTH 111

BA 243 Business Statistics (4)
Probability, data description and analysis, sampling distribution, confidence intervals and hypothesis testing with emphasis on business applications. Prerequisite: second-year high school algebra or equivalent or satisfy score on the placement exam

BA 284 Introduction to International Business (3)
This course will address the organization, marketing and finance of international business. Each section will address the role of culture and the restrictions placed on international business.

BA 305 Business Analysis & Report Writing (3)
Instruction will concentrate on various forms of written communication, with special emphasis on small business analysis.

BA 310 Principles of Marketing (3)
Introduces the theories, concepts and terms that marketers use in their daily planning activities. Begins with an overview of strategic marketing planning. Strategic elements of the marketing plan (target definition, product strategy, distribution strategy, promotion strategy and price strategy) are examined in greater detail. Prerequisite: sophomore standing

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. Prerequisites: BA 310 and junior standing

BA 315 Financial Management (3)
Basic processes, principles, tools and concepts of finance. Topics include financial analysis, financial forecasting, profit planning, budgeting, working capital management and capital budgeting. Prerequisite: BI 315 and one year of chemistry or consent of instructor

BA 316 Advanced Financial Management (3)
Extensive use of Excel and Monte Carlo Simulation in the structuring and analysis of financial problems. Major topics include liquidity, pro forma financials, forecasting and capital budgeting. Prerequisite: BA 315 and sophomore standing

BA 317 Intermediate Accounting I (4)
Study of major accounting principles; summary of accounting process; revenue and expense recognition; balance sheet and income statement; concepts in the valuation of all current assets. Prerequisite: BA 213 or consent of instructor and sophomore standing
BA 318 Intermediate Accounting II (4)  
Concepts in the valuation of both short-term and long-term liabilities; contingencies; recording and adjusting plant assets; long-term assets and intangible assets; stockholders' equity transactions. Prerequisite: BA 317 or consent of instructor and sophomore standing

BA 319 Intermediate Accounting III (4)  
Study of revenue recognition, accounting changes, error analysis, taxes, pensions, leases, statement of cash flows and full disclosure. Prerequisite: BA 318 or consent of instructor and sophomore standing

BA 325 Portfolio Management (3)  
Develops an understanding of key ingredients in portfolio selection. Examines alternative investments and how to combine them into an efficient portfolio. Prerequisite: BA 315 and sophomore standing

BA 340 Business Forecasting (4)  
A survey of forecasting methods, including trend regression, seasonal effects, smoothing and autoregressive moving-average models. Emphasis is on understanding the underlying process and interpreting the results of computer programs.

BA 345 Internet and Electronic Commerce (4)  
The Internet as a resource for researchers, investors, employers and employees. Focus will be on information access and distribution. Topics will include internet basics, search techniques and resource evaluation, marketing, electronic commerce, government regulation, job searching and webpage design. Prerequisite: junior standing

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. Prerequisite: sophomore standing

BA 362 Business Ethics (3)  
Focuses on recognizing, analyzing and resolving ethical issues in business. Topics include privacy in the workplace, product safety, corporate social responsibility and international ethics. Prerequisite: sophomore standing

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. Prerequisite: BA 243 or MTH 243

BA 368 Introduction to Operations Research (3)  
Study of quantitative techniques for decision support. Topics include linear programming, integer programming, project management and dynamic programming. Prerequisite: BA 240 or MTH 241 and sophomore standing

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. Prerequisite: junior standing

BA 390 Management (3)  
An introduction to basic management processes with an emphasis on problem-solving skills. The course examines the four managerial functions of planning, organizing, leading and controlling. Students apply management theory to current topics.

BA 391 Human Resource Management (3)  
An introduction to personnel functions. Topics include personnel planning, recruitment, promotion and personnel development, employee compensation and motivation, job analysis and design, supplemental benefits, labor relations and occupational health and safety. Prerequisites: GERD 320 or BA 361 and BA 362 (or BA 370 or BA 390) and junior standing

BA 392 Management of Diversity (3)  
Focuses on managing diversity within organizations by addressing topics such as development and management of multicultural work teams, cross-cultural communication and performance evaluation. Prerequisites: BA 361 and sophomore standing

BA 398 Personal Investment Analysis (3)  
Provides students with an exposure to budgeting, investing, taxes and tax planning, estate planning, financial leverage and stocks and bonds. Prerequisite: BA 315

BA 399 Special Studies (1-12)  
Terms and hours to be arranged. Course may be repeated for up to 12 credits. Eligible for the RP grade option. Prerequisite: sophomore standing

BA 406 Special Individual Studies (1-12)  
Terms and hours to be arranged. A specialized or individualized course of study within the business area, developed in consultation with the instructor. Course may be repeated for up to 12 credits. Eligible for the RP grade option.

BA 407 Seminar (1-12)  
Terms and hours to be arranged. Special seminar topic offerings in business. Course may be repeated for up to 12 credits. Eligible for the RP grade option. Prerequisite: junior standing

BA 409 Internship/Practicum (1-12)  
Practical application of business theory and/or collection of data for theoretical interpretation. Course may be repeated for up to 12 credits. Eligible for the RP grade option.

BA 410 Marketing Research (3)  
Includes the definition of marketing research, the process of marketing research, classifications of marketing research and the stages in the research process. Prerequisites: BA 310 and BA 243; or MTH 243 and sophomore standing

BA 411 Marketing Strategy (3)  
Students learn the process of creating strategic marketing plans using:
1. A situational analysis based on research of a company's external and internal environments and
2. Tactical decisions regarding product strategies, pricing, distribution channels and communications for a product, idea, goods or service. Prerequisites: BA 213 and BA 310 and sophomore standing

BA 412 New Product Development (3)  
Examines the processes utilized and problems occurring in the development of new products and services. The new product development process is examined in several industries and contexts and students develop skills and abilities utilized in new product development. Students develop proficiency in assessing and evaluating new product development opportunities and activities. Prerequisite: BA 310

BA 414 Sports Marketing (3)  
Course addressing marketing efforts and strategy in the context of industries utilizing sport in their product and service offerings. Prerequisite: BA 310

BA 415 Advertising and Promotion (3)  
Introduces advertising as one variable in the overall marketing program. Covers advertising management, research, creative development and media planning. Also addresses the economic and social consequences of advertising in society. Prerequisite: BA 310 and sophomore standing

BA 416 Government Regulation (4)  
Student will review the philosophy of regulation in the marketplace, evaluate the impact of regulation on business practices and study the cost/benefit ratio of regulation for selected sectors of the American economy. Special emphasis will be placed on the cost of regulation as it impacts small businesses. Prerequisites: EC 201 and EC 202

BA 420 Securities Analysis (3)  
Develops theory and requisite tools of securities analysis using computer modeling and portfolio applications. Prerequisite: BA 325 and sophomore standing

BA 421 Cost Accounting (4)  
The study of cost accounting concepts and procedures as a managerial tool for implementing and
monitoring business strategy, including accounting for cost inputs, assigning responsibility, analysis of cost behavior, capital budgeting and actual versus standard cost systems. Prerequisite: BA 213 and sophomore standing

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. Prerequisite: BA 315

BA 427 Small Business Finance (3)
Utilizes the basic processes, principles, tools and concepts of finance within the parameters of a small business. The course centers around a project to develop a complete financial plan that projects the future flow of funds by analyzing and integrating the impact of investment decisions and financing decisions. Prerequisite: BA 315

BA 430 Business Taxation (3)
Philosophy of the tax system and required reporting under tax law; emphasis on small business; impact of taxes on investments and capital expenditures; introduction to estate and gift taxes; tax planning techniques.

BA 431 Federal Income Tax I (4)
Study of individual income tax, gains and losses, dividends, business and personal deductions and tax computations. Prerequisite: BA 213 or consent of instructor and sophomore standing

BA 432 Federal Income Tax II (4)
Philosophy of the tax system and required reporting under federal tax law for corporations, partnerships, estates and trusts, estate and gift taxes; installment sales; cash and accrual basis taxation. Prerequisite: BA 431 or consent of instructor and sophomore standing

BA 438 Real Estate Investment (3)
Comprehensive overview of real estate finance. Factors affecting real estate investment are emphasized. Specific topics covered include: valuation, market analysis, ownership forms, financing, development and portfolio effect. Prerequisite: BA 315 and sophomore standing

BA 441 Advanced Accounting (4)
Study of business combinations and consolidated financial statements and introduction to fund accounting. Prerequisite: BA 319 and sophomore standing

BA 450 State & Local Government Finance (3)
Economics and policy analysis of government expenditures, taxes and intergovernmental fiscal relations; the role of government in the economy and policy analysis; the division of functions and revenues between state and local governments; revenues, expenditures and indebtedness of these governments; analysis of state and local tax structures; application to study of the Oregon system. Prerequisite: BA 315 or consent of instructor

BA 451 Auditing (4)
Role of auditor, ethics, legal liability of CPA profession; internal controls, analysis of clients’ accounting system; evidence statistics sampling techniques; audit work papers. Prerequisite: BA 318 or consent of instructor and sophomore standing

BA 455 Advertising Writing (3)
Involves the formal planning and creation of persuasive communications with an emphasis on advertising. Written plans and advertising copy drafts are translated into finished print advertisements, press releases, broadcast commercials and websites; design issues through the development of Web text and graphics, add layouts, scripts, story boards and rudimentary electronic film production. Prerequisites: BA 310, must be a Business or Economics major and sophomore standing

BA 474 Business Leadership (3)
Examines the art and science of leadership with a focus on the business environment. Topics include leadership qualities and skills, the importance of vision, leading people through change, leadership and values, organizational climate, the leader as teacher and effective delegation. Course will include a leadership analysis of key leaders in the business world. Prerequisite: junior standing

BA 475 Sales Management (3)
The management of personal selling through the organization, forecasting, budgeting, recruiting and selection, training, compensation, motivation, evaluation and control concepts, theory and ethics. Prerequisites: BA 310, BA 361 and sophomore standing

BA 476 Topics in Management (3)
Topics may include at different times: strategic planning and implementation; productivity; computer applications; women in management; and other topics of special interest. May be repeated under different subtitles. Prerequisite: BA 361 and sophomore standing

BA 477 Topics in Marketing (3)
Focus on marketing topics of special interest to students and faculty such as retail marketing, services marketing, consumer behavior or social marketing. May be repeated for different topics. Prerequisite: BA 310

BA 478 Topics in Finance (3)
Student will 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 if content not repeated. Prerequisite: BA 315

BA 484 International Management (3)
A study of the political, social, cultural, economic and legal environment for engaging in trade between countries. Emphasis will be on management strategies for small business as participants in international business operations. Prerequisite: BA 361

BA 485 International Finance (3)
A study of international finance and investing. Emphasis will be on currency, working capital management, sources of funds and investigation of investment products. Prerequisite: BA 315 and sophomore standing

BA 486 International Marketing (3)
A study of the influence of foreign markets, competition and government policy in creating and penetrating markets. Emphasis will be on marketing strategies developed in the U.S. for implementation in foreign markets. Prerequisites: BA 213 and BA 310

BA 487 International Law (3)
A study of law as it applies to businesses participating in international business operations. Prerequisite: BA 230 and sophomore standing

BA 490 Operations Management (3)
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. Prerequisite: BA 243 or MIH 243 and sophomore standing

BA 491 Strategic Management (3)
Capstone course that explores how firms can build competitive advantage. Focus is the strategic planning process, including analyzing the external environment, assessing internal strengths and weaknesses, establishing objectives and strategies and implementing strategic plans. Prerequisites: Senior standing, BA 310, BA 315, BA 361 and BA 362 (or BA 370 or BA 390)

BA 492 Total Quality Management (3)
Focuses on using quality practices within organizations by addressing topics such as team development, statistical process control, problem-solving and organizational design. Prerequisite: BA 361 and sophomore standing

BA 495 Organization Design (3)
Analysis of the structure and behavior of the organization as a whole. Examines the design of different types of organizations, including bureaucracy and nontraditional forms, in both public and private sector. Topics include departmentalizing and coordination, effect of environment and technology on structure and organizational growth, change and decline. Prerequisite: BA 361 and sophomore standing

BA 606 Special Individual Studies (1-8)
Terms and hours to be arranged. A specialized or individualized course of graduate study to be arranged in consultation with a Business or Economics instructor. Eligible for the RP grade option.

BA 610 Marketing Analysis and Strategy (4)
Overview of situational elements affecting an organization’s marketing planning process and the
tools and techniques available for implementing a marketing plan.

BA 615 General Linear Models (4)
Regression analysis, emphasizing application and interpretation of results, validity of the assumptions, model selections.

BA 620 Organization Budgetary Process (4)
Capital and cash budgeting, specific skills for gathering, analyzing and presenting budgetary information.

BA 625 New Product Development (4)
Examines the principles and theory of new product development, in the context of marketing and marketing management. Students will gain knowledge and experience in the process of identifying issues relating to the challenges of product planning, strategy and implementation, as well as developing skills and abilities utilized in new product development. A number of new product development contexts are covered (including the development of both product and services).

BA 630 Report Writing & Economic Analysis (4)
Steps to form a precise hypothesis, collect and analyze economic data to test the hypothesis and present the results.

BA 635 Professional Project (1-8)
Independent enrollment course permits students to complete a professional project of their choosing, approved by their adviser. Eligible for the RP grade option.

BA 640 Organization Leadership (4)
Examines leadership in theory and practice. Topics include motivation, leadership style, individual and group decision-making, business ethics and strategic management.

BA 645 Operations Management (4)
Investigates managerial processes pertinent to internal operations of enterprises. Topics include competitiveness, strategies and productivity, locations and capacity decisions, forecasting, aggregate planning, inventory management, material requirement planning, management of quality and quality control, management of waiting lines and lean operations.

BA 650 Accounting/Finance and Information Systems (4)
Accounting and finance topics relevant to managerial decisions and information systems use and design. Topics include the basic managerial functions required of an accounting/financial system and the design process including requirements analysis, design and testing, data conversion and support functions.

BA 675 Topics in Business (1)
Topics vary and focus on requisite skills for academia and the workplace, particularly for management and information systems. Topics may include quantitative analysis, scientific method, research and reporting, writing for the professions, collaborative efforts, leadership skills and others. May be repeated for up to 8 credits.

BA 676 Topics in Management and Information Systems (4)
Focus on topics related to management and information systems, including financial, operations, project and strategic management. May be repeated under different subtitles.

CHEMISTRY

CH 103 Allied Health Chemistry (5)
Designed for students interested in the health sciences professions, such as nursing and for students minoring in Medicinal Chemistry and Pharmacology. Health and Community Track or Forensic Science: Non-Chemistry majors. This course combines the fundamentals of general chemistry, organic chemistry and biochemistry as applied to the health professions.

CH 104 Chemistry and the Environment (4)
Introductory course designed to provide the background needed to understand the chemistry behind current environmental issues affecting society. Topics such as air pollution, water pollution, ozone depletion, climate change and energy will be explored. Three hours of lecture and one two-hour laboratory section per week.

CH 105 Consumer Chemistry (4)
Introduction to the fundamental concepts of organic chemistry and how it is applied to our daily lives. Topics will be selected from fuels, energy, polymers, fertilizers, pesticides, food and food additives, household cleaners, cosmetics and personal care chemicals, pharmaceuticals and air and water pollution. Organic chemistry concepts will include an introduction to intermolecular forces and solution dynamics. VESPR and molecular geometry, organic structure, naming and basic chemical reactions. Three hours of lecture and one two-hour laboratory section per week.

CH 106 Biochemistry and Technology (4)
Explores the biochemical processes of living systems and the technological development of these systems to make or design products that enhance human life and society. Topics may include vaccine development, genetically modified organisms, gene therapy and designer medicine, forensic analysis, pluriotent stem cells, 3-D printing, bioremediation, biocatalysis and biosecurity. Biochemical concepts will include an introduction to macromolecular structure and function, gene expression and control, protein synthesis, cellular signaling and metabolic processes. Three hours of lecture and one two-hour laboratory section per week.

CH 150 Preparatory Chemistry (3)
For students majoring in science, pre-professional health studies or pre-engineering who need a refresher or who have not completed the year of high school chemistry required for enrollment in CH 221. Provides background into the language and mathematics necessary for success in the CH 221-223 sequence. Topics include the use of significant figures, the metric system, problem-solving, stoichiometric calculations, solution calculations, nomenclature, electronic structure and periodic trends. No laboratory component. May not be used for credit in a chemistry major. Prerequisite: MTH 095 or equivalent. Suggested co-requisite MTH 111

CH 161 Fundamentals of Photography for Forensic Science (2)
For students interested in the scientific applications of photography. Students will gain experience with 35 mm, Polaroid and digital cameras. Particular attention will be focused on forensic and environmental applications. One lecture and one laboratory period. Prerequisite: consent of instructor

CH 221 General Chemistry (5)
Rigorous introductory course for students majoring in science. Course covers the Metric System, unit conversions, Quantum Mechanics and the structure of the atom, bonding theories and molecular geometry, intermolecular forces and calculations involving the mole. Three hours of lecture, one one-hour recitation and one three-hour lab. Prerequisites: MTH 111 equivalency plus one year high school chemistry or CH 150 with a grade of C or better with a passing diagnostic placement exam score or consent of instructor

CH 222 General Chemistry (5)
Course covers empirical and molecular formulas, stoichiometry and limiting reagents, reactions of acids and bases, titrations, precipitation reactions, redox reactions, thermochemistry, enthalpy and calorimetry and the properties of gases and solutions. Three hours of lecture, one one-hour recitation and one three-hour lab. Prerequisites: CH 221 with a grade of C or better or consent of instructor

CH 223 General Chemistry (5)
Course covers topics in free energy and reaction spontaneity, kinetics and mechanisms, equilibrium and Le Chatelier’s Principle, acid-base theory, buffers, electrochemistry, transition metals and topics in nuclear chemistry. Three hours of lecture, one one-hour recitation and one three-hour lab. Prerequisites: CH 222 with a grade of C or better or consent of instructor

CH 310 Environmental Geochemistry (3)
An application of the principles of geology and chemistry to geological processes such as isotopic fractionation, the carbonate cycle, weathering and formation of clays, hydrologic mobility and adsorption of heavy metals to clays and humic substances, groundwater plumes, atmospheric chemistry including the greenhouse effect, global warming and ozone destruction. Three lectures. Prerequisite: one year of college chemistry, ES 201 or ES 202 or consent of instructor
CH 312 Quantitative Analysis (4)
Study of the fundamental principles of analytical chemistry. Laboratory work consists of standard analysis utilizing titrations, UV-Vis spectroscopy, atomic absorption spectrometry and chromatography. Three lectures and one three-hour lab. Prerequisite: CH 223

CH 313 Instrumental Analysis (4)
A study of the use of instrumental methods for quantitative determinations of unknown chemical samples. Three lectures and one three-hour lab. Prerequisites: PH 213 or PH 203 and MTH 251

CH 320 Introduction to Forensic Science (3)
An introduction into the theory and practice of physical evidence analysis. Topics include the recognition, identification and evaluation of physical evidence such as hairs, fibers, drugs, blood, semen, glass, soil, fingerprints and documents. Three lectures. Prerequisite: CH 103 or CH 223

CH 322 Medicinal Chemistry and Pharmacology (4)
Surveys the general mechanisms underlying the effects of drug compounds on biological organ systems. Topic areas include: the investigation of different drug classes and their biological targets, the behavior of drugs within the body, drug discovery and design and the principles of cardiovascular, endocrine and neuropharmacology. Prerequisite: CH 103; or CH 334 and BI 102 or BI 211; or consent of instructor

CH 334 Organic Chemistry (3)
Covers the organic chemistry of alkanes and alkyl halides emphasizing their structures, properties and reactions. Three lectures. Prerequisites: CH 223 or consent of instructor

CH 335 Organic Chemistry (3)
Course will cover elimination, addition, oxidation-reduction, radical reactions and spectroscopic structure determination. Three lectures. Co-enrollment with CH 337 (1 credit) is mandatory. Prerequisites: a grade of C- or better in CH 334

CH 336 Organic Chemistry (3)
Course covers the organic chemistry of carbonyl compounds, carboxylic acids, carboxylic acid derivatives and amines emphasizing their structures, properties, reactions, syntheses and spectroscopic properties. Co-enrollment with CH 338 (2 credits) is mandatory. Prerequisites: a grade of C- or better in CH 335

CH 337 Organic Chemistry Lab I (1)
Students will learn basic laboratory techniques for purifying and identifying organic compounds. The topics covered will be thin layer chromatography, gas chromatography, extraction, recrystallization, simple and fractional distillation, melting points, boiling points, derivatives, spectroscopy and using the chemical literature for obtaining physical property information. Students enrolled in CH 337 must also be co-enrolled in CH 335.

CH 338 Organic Chemistry Lab II (2)
Student will study a number of different reactions including nucleophilic substitution, hydration, oxidation-reduction, Diels-Alder and the use of the Grignard reagent. A significant portion of term will be spent learning how to identify unknown organic substances. Must also be co-enrolled in CH 336. Prerequisites: passing grade in CH 335 and CH 337

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, medicinal and pharmacology and environmental options. Prerequisites: CH 223, PH 213 or PH 203 or consent of instructor

CH 345 Introduction to Toxicology (3)
Surveys general mechanisms underlying the effects of toxic compounds on biological systems. Topics covered include: poisons and toxic agents, biotransformation of xenobiotics, reproductive toxicity and teratology, analytical/forensic toxicology, chemical carcinogenesis and molecular toxicology. Prerequisites: CH 103; or CH 334 and BI 102; or CH 334 and BI 211; or consent of instructor

CH 347 Biochemistry of Complementary and Alternative Medicines (3)
Course is designed for upper division undergraduate, medicinal chemistry and nursing students that are interested in learning about the biochemical aspects of complementary and alternative medicines. Topics will include the study of preventive medicine, diet, nutrition, supplementation using herbal and natural remedies; bioenergetics and principles of traditional Chinese medicine; biochemical impact of exercise, including weight bearing, cardiovascular and meditative exercises such as tai chi chuan, qi gong and yoga. Prerequisite: CH 104, CH 105 and CH 106 or CH 104 and CH 105 and CH 106 or CH 106 and CH 105; or consent of instructor

CH 350 Chemical Literature (1)
A study of the methods of searching the chemical literature. One class meeting per week. Prerequisite: CH 335 or consent of instructor

CH 354 Computational Chemistry (2)
A study of statistical and graphical methods of data analysis, numerical methods of common importance in chemistry, problem-solving, information handling and retrieval and simulation techniques. Prerequisite: two years of college chemistry or consent of instructor

CH 360 Nuclear Chemistry (3)
Emphasis will be placed on the atomic nucleus, nuclear properties, nuclear models, radioactivity, nuclear reactions, fission, nuclear reactor and applications of radioactivity. Prerequisites: CH 223 and PH 213 or consent of instructor

CH 361 Energy, Resources and the Environment (3)
A study of the current development and utilization of energy and power, implications of the finite resources, impact on the environment and alternatives.

CH 370 Selected Topics in Chemistry (1-3)
An introduction to contemporary topics in chemistry. Prerequisite: consent of instructor

CH 371 Environmental Chemistry (3)
A study of current environmental problems such as stratospheric ozone, greenhouse effect, smog, acid rain, pollution, oil spills and pesticides. Prerequisites: CH 104, CH 105 and 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 (1-16)
Group study and discussions concerning frontiers of chemistry, current research problems and interaction of chemistry with other disciplines. Students will be required to present a seminar. Course may be repeated for up to 16 credits. Prerequisite: CH 350

CH 409 Practicum (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

CH 411 Advanced Inorganic Chemistry (3)
An introduction to quantum mechanics covering atomic theory, periodic table, symmetry, group theory, molecular orbitals, ionic/covalent bondings, solid state and the molecular structure. Not sequential with CH 412. Prerequisites: CH 223, MTH 252 and PH 213 or consent of instructor

CH 412 Inorganic Chemistry of the Environment (4)
Course uses the periodic variations in fundamental atomic properties to predict and explain the chemical behavior of classes of inorganic compounds with special applications to the environment. Three lectures (3 credits) and one lab (1 credit). Not sequential with CH 411. Prerequisites: CH 223, MTH 252, PH 213 or consent of instructor

CH 420 Forensic Laboratory Techniques and Documentation (4)
The applications of chemistry and biology to the analysis of physical evidence. 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. Basic and polarized light microscopy, PCR-multiplexing and DNA fingerprinting technologies. Technical writing skills pertinent to the presentation of physical evidence in a court of law will be addressed. Two lectures and two
laboratory periods per week. Prerequisite: CH 313 or consent of instructor

CH 430 Applications of Forensic Science (2)
Hands-on examination of subjects in modern forensic science. Topics may include fingerprinting, tool marks and impressions, hair and fiber analysis, glass comparisons, soil and pollen analysis, bullet and cartridge analysis, serial number restoration or related subjects. Will be taught as topic modules incorporating both lecture and laboratory practice as appropriate. Prerequisite: CH 320 or consent of instructor

CH 431 Applications of Forensic Science (2)
Hands-on examination of subjects in modern forensic science. Topics may include drug analysis, forensic botany, toxicology, forensic pathology, crime scene analysis, forensic photography, data collection and storage, forensic microscopy or related subjects. Will be taught as topic modules incorporating both lecture and laboratory practice as appropriate. Prerequisite: CH 320 or consent of instructor

CH 440 Physical Chemistry I (3)
A study of the laws of thermodynamics with emphasis on their application to chemical systems. Topics may include: thermo-chemistry, equation of states, kinetic molecular theory, free energy and chemical equilibrium. Prerequisites: CH 223, MTH 254 and PH 213

CH 441 Physical Chemistry II (3)
A study of solutions, heterogeneous equilibria, electrochemistry, chemical kinetics, elementary quantum and statistical mechanics. Prerequisite: CH 440

CH 442 Physical Chemistry III (3)
A study of molecular structure and bonding, electronic structure of atoms and molecules, rotational, vibration and electronic spectra of molecules. Prerequisite: CH 441

CH 445 Toxicology Laboratory Techniques (3)
General biochemical and physical techniques used in toxicology are covered with an emphasis on model systems. Course covers laboratory techniques such as environmental analysis of pollutants and other toxicological components, dose response curves, morphological effects, drug testing and metabolism, genetic and epigenetic techniques and molecular probes for evaluating DNA, RNA and protein effects following xenobiotic exposure.

CH 450/550 Biochemistry I (3)
A study of the chemistry of the individual subunits used to construct biological macromolecules and the chemical bonding within the macromolecules. Emphasis will be placed on the structures of carbohydrates, nucleic acids and proteins. Prerequisite: CH 336 or consent of instructor

CH 451 Biochemistry II (3)
The study of the function of biological macromolecules with emphasis on the mechanisms of protein-ligand binding, metabolic pathways and regulatory enzyme mechanisms. Prerequisite: CH 450

CH 452/552 Biochemistry Lab (3)
An introduction to the basic laboratory techniques used in biochemistry. Topics will include electrophoresis, spectrophotometry, chromatography, centrifugation techniques and protein purification. One hour lecture and one four-hour lab. A research project will be required for graduate credit. Prerequisites: CH 336, CH 450, MTH 251 equivalent or consent of instructor

CH 461 Experimental Chemistry (2)
Advanced laboratory course. Topics include applications of nanotechnology, environmental analyses, extraction techniques and photolysis. Students write a proposal applying these techniques to an environmental problem and conduct the investigation. Prerequisites or co-requisite: CH 313, CH 338, CH 350

CH 462 Experimental Chemistry (2)
An advanced laboratory course that utilizes the skills developed in the general, organic, analytical, instrumental and chemical literature courses in more advanced investigations. There is a significant writing component that requires extensive use of the chemical literature. Prerequisites: CH 313, CH 338, CH 350

CH 463 Experimental Chemistry (2)
An advanced laboratory course in physical chemistry involving experimental determination of thermodynamic quantities such as enthalpy, entropy, free energy, equilibrium constant as well as quantum mechanical calculations investigating molecular properties and harmonic potentials. Prerequisites or co-requisite: CH 313, CH 442

CH 471 Chemical Instrumentation (4)
Theory and operation of instrumentation, including the applications of computer technology, used in modern chemical laboratories. Three lectures and one laboratory. Prerequisite: CH 313

CH 608 Workshop (1-9)
Terms and hours to be arranged.

CH 670 Selected Topics in Chemistry (1-3)
In-depth coverage of selected current problems in chemistry research: analytical, biological, inorganic, organic or physical chemistry. Prerequisite: consent of instructor

COMMUNICATION STUDIES

COM 111 Principles of Public Speaking (3)
Instruction and practice in applying the principles of invention, organization, language and delivery with a focus on the development of skill and confidence in formal public communication.

COM 112 Interpersonal Communication (3)
Practical, theoretically grounded approaches to developing relational communication skills in a variety of contexts ranging from romantic relationships to friendships to on-the-job communication.

COM 199 Special Studies (1-15)
Terms and hours to be arranged. Course may be repeated for up to 15 credits.

COM 211 Introduction to Mass Communication (3)
Introduction to the study of mass communication through the critical engagement and examination of issues relating to the mass communication industry, media production, content and effects.

COM 212 Advertising and Society (3)
Examines advertising as an economic force and as a form of cultural representation. Students will use a critical/cultural approach to examine the economic, political and cultural forces that have impacted the evolution of advertising from the 19th to the 21st century, paying particular attention to how advertising has become a litmus for cultural attitudes and ideologies.

COM 236 Contemporary Issues in Media (3)
Developing critical awareness of recent issues in the fast-changing world of media creation, organizations and audience use. This course especially focuses on the impact of media on individual decisions, social organizations and government operations.

COM 270 Principles of Forensics (1-6)
Training and participation in debate, oratory and extemporaneous speaking. Limit of 1 hour credit per term, except with consent of instructor. Prerequisite: COM 111 or consent of instructor

COM 271 Communication Studies Projects (1-3)
Training and participation in communication studies activities in the public setting. Terms and hours arranged with consent of instructor.

COM 312 Public Relations Communication (3)
Instruction and practice in the role of communications in American institutions and writing and editing internal and external communications. Discussion of the relationship between public relations, advertising and marketing and the role of law and ethics in public relations communications.

COM 321 Influence Through Argument (3)
Concepts and processes of argumentation, cogency in oral communication, systems of logic, critical anal-
COM 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.

COM 324 Business and Professional Communication (3)
Investigates the role of communication in business and the professions. Areas of study and performance include developing better listening skills, conducting meetings, preparing and presenting reports, improving interpersonal skills in business and conducting interviews.

COM 325 Intercultural Communication (3)
Examination of the connections between culture and communication. Exploration of the diversity among U.S. American cultural patterns as well as other cultures from around the world. Development of critical, analytical, verbal and nonverbal skills necessary for effective intercultural communication.

COM 326 Communication and Controversy: Freedom of Speech in United States (3)
Study and critical assessment of major First Amendment issues and cases.

COM 327 Communication in the Legal Field (3)
Examines communication principles in the legal setting. These include cross-exam techniques, strategies in opening and closing arguments, interpersonal factors affecting trial participant credibility and persuasive factors in judicial opinions.

COM 328 Law and Popular Culture (3)
Course is designed to deepen students' understanding of the intersection between law and popular culture. Through readings, discussion, reflective writing and a final research project, students will be able to understand and describe how movies about law shape society's understandings of law, society and social history.

COM 330 Advanced Forensics (1-3)
Intensive training in competitive speaking. Limit of 1 hour credit per term, except with consent of instructor. Prerequisites: COM 270 and/or consent of instructor

COM 331 Nonverbal Communication (3)
Examination of human nonverbal behaviors that have communicative potential. We study current knowledge and perspectives on nonverbal communication, using them to complete both formal and informal research projects, applying and testing contemporary theory and research on nonverbal communication.

COM 335 Communication and Gender (3)
An exploration of the intersection of gender and communication examining documented similarities and differences in communication patterns and styles and investigating gender as a communicative enactment.

COM 340 Conflict Management (3)
Using conflict simulations and popular media to present conflict management theory, this course gives students the tools to develop effective, ethical conflict management strategies and techniques.

COM 342 Media Literacy (3)
Encourages the development of media literacy by examining the complexity of media industries in the areas of production, economics, audience development, media effects and institutional effects. Specific topics include the analysis of media products such as news, entertainment and advertising according to their purposes, message parameters and audience reception.

COM 343 Communication in the Information Age (3)
Study of the information age in its impacts on personal communication and social institutions. Emphasizing application of principles to personal experience and encouraging critical analysis of “information society” claims.

COM 345 Foundations of Health Communication (3)
Explores the foundations of health communication along a spectrum that includes the evaluations of this aspect of the discipline, patient/provider perspectives and interactions, culture, eHealth and end of life.

COM 346 Sport Communication (3)
Introduction to issues in sport communication and offers an opportunity for investigation of an individualized area of interest. Topics include player-coach communication, sports journalism, media spectacles and sport controversies, along with emerging issues in sport communication scholarship.

COM 350 Communication Ethics (3)
Explores the theoretical foundations and practice of ethical communication examined in a variety of communication contexts. Specifically, our analysis seeks identification of ethical issues underlying all communication behavior and application of those issues to contemporary and classical examples of communicative behavior. Students will utilize this information to develop clear and appropriate ethical standards and practices in communication.

COM 351 Foundations of Health Communication (3)
An examination of the relationship between communication and politics and how their interaction affects American society. Emphasis is on the communication of political issues, the ways in which social institutions help create, advance and reinforce public opinion and the political systems.

COM 352 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.
COM 422 Persuasion (3)
Approaches to changing audience attitudes, beliefs, behaviors and/or values strongly grounded in communication ethics and social scientific research, leading to message preparation and analysis.

COM 426 Language of the Mass Media (3)
Uses of verbal and visual language in the popular media: motion pictures, television, radio, newspapers and magazines—both by direct study and analysis of the various media and by the study of the relevant scholarship and criticism.

COM 430 Social Media and Culture (3)
Examines the history, theory, technology and uses of social media. Focus on the relationship between technical affordance of a technology and the social norms of a user community in order to better understand the complexities of engaging with emerging technologies.

COM 432 Rhetoric In the Western Tradition (3)
Survey of major rhetorical ideas, theories and figures from the classical period to the present. Emphasis on the ways in which rhetoric was understood and used in Western historical contexts.

COM 435 Rhetoric of the Women’s Movement (3)
Examination of the works of the major speakers of the women’s movement from the 18th century to the present.

COM 436 Gender, Power and Cultural Production (3)
Examines the interplay between feminisms, queer theory and cultural production, focusing on how power manifests in ways that contribute to and constrain communication around gender and sexuality. Students will read historical and theoretical texts from feminist and queer scholars and assess how these texts enable them to communicate about sex and genders as social, cultural, political and economic constructions. Prerequisite: COM 335 or consent of instructor

COM 439 Contemporary U.S. Public Address (3)
Survey of several major U.S. speakers and speeches since the mid-20th century in their historical contexts. Analysis and evaluation of the rhetorical features of contemporary oratory grounded in critical and theoretical approaches to speaker, audience, text and context.

COM 440 Relational Communication (3)
In-depth examination of everyday relational communication issues as behavioral outcomes of theoretically explained communication behaviors, from relationship initiation to relationship termination, including factors such as attraction, relational development and maintenance, critical relational events and other topics in relational communication.

COM 442 Communication and Social Change (3)
Examination of communication in the context of historical or contemporary social issues or movements. Focus on critical thinking, dialogue and praxis through application of communication theories and methodologies.

COM 444 Global Media (3)
Provides students with critical perspectives on global media, as industries, transnational cultural flows and part of the globalization process. Lectures, readings, case studies and discussions will help students understand how key issues and media players involved in the processes of global media production and distribution contribute to globalization.

COM 446 Critical Media Analysis (3)
Students will investigate mass media using major theories and methods of critical media analysis, including semiotics, framing and political/sociological analysis. Through informal application assignments, scholarly readings and a formal paper, students will explore the ways critical media analysis yields insights into contemporary social formations.

COM 450 Crisis Communication Management (3)
Practical experience to effectively manage and overcome a crisis. Students are introduced to sound research and the best practices in the field of crisis communication. Course is based in using case examples to explore a series of crisis communication management problems and strategies. Cases involve managing victims, reducing litigation, recovering reputation, healing corporate wounds, dealing with organizational opposition, engaging the media and influencing employee, community and public attitude. Prerequisite: COM 312

COM 461 Family Communication (3)
Examination of communication messaging, strategies and patterns of interaction occurring in family relationships in a variety of different family styles. Topics may include closeness and affection, disclosure, sibling interaction, adolescence, parenting, marital roles and conflict. Prerequisites: COM 112 and/or consent of instructor

COM 462 The Dark Side of Family Communication (3)
Explores research and theory that illuminates the dark side of interpersonal and family communication and provides an orientation for understanding the dark side as inseparable from the brighter side in understanding human communication. Prerequisite: COM 112 or consent of instructor

COMPUTER SCIENCE

CS 101 Computers and Society (3)
Introduction to the computer’s role in society. The student will become familiar with current computer terminology and will use applications software, including a word processor.

CS 121 Computer Applications (2)
Covers standard office applications for a personal computer. Currently the class uses the Microsoft Office suite of applications and includes intermediate Microsoft Word, basic and intermediate Microsoft Excel and basic Microsoft Access. As time permits, presentation software (Microsoft Power Point) and web page editing software (Microsoft Front Page).

CS 122 Introduction to Computer Science for Non-Majors (4)
History and overview of fundamental concepts of computer science. Topics include: introduction to computer hardware and the role of an operating system; data communications and networks; the history and future of the internet; issues in computer privacy, computer security, computer ethics and computer crime; buying and upgrading a personal computer; and careers in computing.

CS 123 Introduction to Information Systems (4)
Introduces students to contemporary information systems and demonstrates how these systems are used in organizations. Focus on the key components of information systems – people, software, hardware, data and communication technologies – and how these components are integrated and managed for organizational advantages. Students will gain an understanding of how information is used in organizations and how information technology improves quality, speed and agility. Introduces systems development, technology acquisition and various types of applications common in modern organizations and society.

CS 125 Introduction to Computer Game Development (4)
Students will be exposed to fundamentals of programming by building digital/computer games using a high-level game development framework; no prior programming experience required. Students will gain insights into how programs are designed and developed; learn about the software engineering process; and improve problem-solving skills by creating a digital/computer game. Students will design and develop a digital game at a level appropriate for their background and experience.

CS 126 Introduction to Smart Phone App Development (4)
Gentle introduction to computing. Students will build mobile apps for phones and tablets using the visual language “app inventor”; no prior programming experience required. Students will gain insights into how programs are designed and developed; learn about the software engineering process; and improve problem-solving skills by creating a smart phone or tablet application.

CS 127 Introduction to Multimedia Programming (4)
Introduction to sound synthesis using the Pure Data programming language. Students will become familiar with basic digital audio and signal processing techniques in a visual programming environment. Generative sound design and production processes will be explored with examples applicable to game development, music composition and sound effect creation.
CS 133 Introduction to Python Programming (4)
Introduces students to computer programming using the Python language. Python is a general-purpose, high-level programming language whose design philosophy emphasizes code readability.

CS 134 Perl Programming (4)
Introduces students to the Perl programming language. Through lecture and hands-on lab exercises, students learn how to use simple Perl scripts to tackle contemporary applications of Computer Science and Information Systems.

CS 135 JavaScript (4)
Introduction to programming concepts using JavaScript programming language. Discusses the essential elements of programming; syntax, control structures, data manipulation and program logic. Object-oriented and functional programming concepts are introduced. Importance of proper coding practices; commenting, white space and consistency. JavaScript framework is explained and how it is integrated into applications.

CS 137 Introduction to MATLAB Programming (4)
Introduces students to technical computing using the MATLAB platform. MATLAB is an all purpose interactive computing environment that seamlessly integrates a high-level programming language expressly designed for technical computing. A variety of computational tasks will be examined including simulation and data analysis problem types.

CS 160 Survey of Computer Science (4)
Explores the disciplines and professions of Computer Science and Software Engineering. Overviews computer hardware and software architecture, the study of algorithms, software design and development, data representation and organization, problem-solving strategies, ethics in the digital world and the history of computing and its influences on society. Explores career options and begins the process of planning a program of study. Exposes students to both low-level and high-level programming languages.

CS 161 Computer Science I (4)
Introduction to computer science using Java language. Emphasis will be on object-oriented design. Important concepts such as object interaction, testing and documentation will also be addressed. First of a two-course sequence, with the same book being used for both courses. Prerequisite: CS 160 and MTH 231 or concurrent enrollment

CS 162 Computer Science II (4)
Second course in the two-course sequence, provides students with a foundation in software development and computer programming. Includes advanced object-oriented programming concepts, GUI and event-driven programming, file I/O, recursion and further explorations of the language libraries. Students apply the fundamental programming concepts gained in CS 161 to create more complex programs. New concepts and tools are introduced, including tools that help in the construction of larger, more durable programs that can be used for practical applications. Prerequisite: CS 161 and MTH 232 or concurrent enrollment

CS 195 Fundamentals of Web Design (4)
Fundamentals of web design using HTML, CSS and JavaScript. Web design best practices are covered, including accessibility, usability and consistency. JavaScript will be implemented to develop functional and interactive web sites.

CS 196 Web Design Using HTML and JavaScript (4)
Students learn to use Hyper Text Markup Language (HTML) and JavaScript HTML. HTML is a language for structuring and presenting content for the world wide web and is a core technology of the internet. JavaScript is primarily used in the form of client-side language implemented as part of a web browser in order to provide enhanced user interfaces and dynamic websites.

CS 199 Computer Science Topics (1-16)
Course content varies. Topics are selected relative to new subject areas in computer science appropriate to freshmen level. Course may be repeated for up to 16 credits.

CS 260 Data Structures (4)
Studies the merging of abstract data types (ADT’s) and the algorithms which manipulate them. Topics may include the study of the elementary searching and sorting algorithms, stacks, queues, lists, trees, graphs, hash tables and implementation strategies. Also introduces complexity analysis, asymptotic measures and resource consumption including the trade-off between time and space. For each data structure examined, common algorithms which utilize the structure will be studied and “Big O” complexity analysis discussed for each algorithm. Prerequisites: CS 162 and MTH 232, both with a grade of C or better

CS 262 Programming Languages (2)
Computer applications using the language designated. Prerequisite: CS 162

CS 271 Computer Organization (4)
Logical organization, computer hardware, introduction to assembly and machine language programming. Prerequisite: CS 162

CS 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. Course may be repeated for up to 16 credits.

CS 340 Ethics and Information Management (4)
Acquaints students with the contemporary or possible future moral problems that might arise due to computerization. Gives students a deeper understanding of the nature of morality or the nature of society. Helps students understand the relationship between deep human needs, socioeconomic institutions and technology. Prerequisites: passing grade in WR 135 and/or WR 122 and junior standing

CS 355 UNIX Fundamentals (3)
Introduction to the UNIX operating system. Emphasis on using a UNIX-based or a Linux-based computer and some basic system administration tasks. Covers fundamental UNIX commands and utilities, including the use of a text editor and a mail handler, configuring a shell, the UNIX file system organization, managing processes in a multiprocessing system and writing simple shell scripts. This class assumes no previous experience with the UNIX operating system. Prerequisite: CS 162

CS 360 Programming Languages (4)
A comparative study of programming language paradigms and their application. Paradigms studied include imperative, functional, logic and object oriented languages. Modern scripting languages that are categorized under multiple paradigms are included. Students will learn how to approach problems from the viewpoint of each paradigm. Similarities and differences in syntax, control structures, types, scoping rules and execution model will be highlighted. The specific languages studied are selected by the instructor and may vary from year to year. Prerequisites: CS 260 and CS 271

CS 361 Algorithms (4)
Course covers fundamental algorithms and data structures used to solve a variety of problems. These include searching, advanced sorting, graphs, strings and algorithms for solving other hard problems. Explores and compares algorithm design strategies such as divide and conquer, dynamic programming, greedy approaches and backtracking. Algorithm analysis is developed at a more advanced level and includes analysis of recursive algorithms. Prerequisites: CS 260 and MTH 354

CS 363 Information Assurance and Security (4)
Introduction to the fundamental principles and topics of security. Introduces cryptography, malware or virus, operating system security, attacks and prevention of protocols and programming security. Students gain hands-on experience via labs and projects. Prerequisites: CS 260 and CS 271

CS 364 Information Management (4)
Course discusses what information is, why it is necessary to manage it, database systems (both relational and non-relational), SQL, relational algebra, normalization, data modeling and the trends. Prerequisites: CS 260 and CS 271

CS 365 Operating Systems and Networking (4)
Introduction to operating systems as managers of system resources and networking fundamentals. Management of tasks, memory and peripheral devices is explored. Topics include task synchronization, message handling, scheduling, dispatching, network communications and protocols. Students gain hands-on experience via labs and projects. Prerequisites: CS 260 and CS 271
CS 399 Topics in Computer Science (1-6)
Course content will vary. Topics are selected relative to new subject areas in computer science appropriate to junior level. Course may be repeated for up to 16 credits.

CS 406 Special Topics (1-4)
Course 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. Course may be repeated for up to 16 credits.

CS 407 Seminar (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

CS 408 Workshop (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

CS 409 Practicum (1-16)
Offers practical experience working in a computer science department for area businesses and industries. Course may be repeated for up to 16 credits. Eligible for the RP grade option.

CS 431 Intelligent Systems (4)
Fundamentals of classical and modern intelligent systems (artificial intelligence). Covers classic algorithms including search strategies, constraint satisfaction, optimization, knowledge representation and reasoning and classification and overview of modern machine learning methods. Includes laboratory-style investigation and algorithm implementation for selected real systems or problems, e.g. autonomous systems or image recognition. Prerequisite: CS 361

CS 434 Data Mining and Data Warehouse (4)
Discusses theory and algorithms most commonly used in the analysis of large volumes of data, often referred to as Big Data/Business Intelligence/ Machine Learning, in the extraction of knowledge from such data and in making decisions based on the knowledge acquired. Students will build a data warehouse and conduct data-mining exercises. Prerequisite: CS 364 or CS 420

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 techniques for doing a detailed algorithm analysis are covered. Prerequisite: CS 311

CS 445 Theory of Computation II (3)
Explores the mathematical foundation of computer science. The various levels of automata theory are covered along with their deterministic and non-deterministic counterparts. Prerequisites: CS 311 and CS 345

CS 447 Compiler Design (3)
Theoretical discussion of the complexities of a modern compiler, along with the examination of the algorithms necessary to implement the same.

Programming tools such as LEX and YACC may be used. All phases of a compiler are implemented. Prerequisites: CS 311 and CS 345

CS 449 Topics in Computational Theory (3)
Covers topics of special or current interest in the area of computational theory that are not covered in other courses.

CS 459 Topics in System Management (3)
Topics of special or current interest in system management not covered in other courses.

CS 460 Software Engineering I (4)
Introduction to the fundamental principles and practices of software engineering. Covers both theory and practical aspects of the first activities of large, group-delivered software projects, including tools and environments, software requirements engineering, introduction to software architecture, design and modeling and modern software processes. Students will learn the specific languages, tools, environments and processes necessary to complete the remainder of the capstone course. Computer Science majors must complete the required senior capstone courses in sequence: CS 460 then CS 461 and finally CS 462. Prerequisites: CS 361 and CS 364

CS 461 Software Engineering II (4)
Second course of a three-course sequence. Course emphasizes teamwork in small groups to develop real-world software application. Teams and individual members will participate in all activities of software development, including project planning, requirements analysis, design, coding, testing, configuration management, quality assurance documentation and deployment. Topics will focus on software life cycle processes, software design, software construction and engineering management concepts expanding on material from CS 460. Provides a capstone experience that integrates knowledge gained in the rest of the Computer Science curriculum through work on both team and individual projects. Requires co-enrollment in CS 461L, which is the team project component of the course. Prerequisite: CS 460

CS 461L LAB: Software Engineering II (0)
Team project component to CS 461. Co-enrollment in CS 461 required.

CS 462 Software Engineering III (4)
Third course of a three-course sequence. Course emphasis on applying contemporary software development methods, testing, verification, validation, reliability, software evolution and software deployment. This course concludes the capstone experience that integrates knowledge gained in the rest of the CS curriculum through work on both team and individual projects; public presentations of both team and individual projects are part of the course requirements. Requires co-enrollment in CS 462L, which is the team project component of the course. Prerequisite: CS 461 and CS 461L

CS 462L LAB: Software Engineering III (0)
Team project component to CS 462. Co-enrollment in CS 462 required.

CS 469 Topics in Information Assurance (3)
Covers topics of special or current interest in the area of computer security that are not covered in other courses.

CS 472 Operating Systems - Advanced Topics (3)
Project-oriented course for senior computer science majors who wish to explore advanced program development techniques utilizing operating system services. Hands-on experience in advanced development of applications focusing on the development of distributed and client/server applications. Prerequisite: CS 372

CS 474 Concurrent Systems (3)
Study of parallel architecture and parallel programming paradigms. A comparison of large-grain and fine-grain programming methods. Topics also include: process creation and termination, shared and private data, scheduling algorithms and interprocess communication. Prerequisite: CS 311

CS 479 Topics in Software Engineering (3)
Course covers topics of special or current interest in the area of software engineering that are not covered in other courses.

CS 481 Computer Graphics (4)
Fundamentals of modern 3D interactive computer graphics. Covers fundamental graphics algorithms for modeling, rendering, lighting and shading as well as the operations of GPU hardware and a modern programming API such as OpenGL. Prerequisite: CS 260 (MTH 341 recommended)

CS 482 Modeling and Simulation (3)
Design and construction of computer models. Use of these models will be used to simulate the behavior of the modeled system to better understand the system, predict how it might behave under different circumstances and find ways to improve the “performance” of the system. Covers both discrete and continuous system models. Study of the process of “translating” one’s mental models into a computer modeling language in order to perform simulations. Prerequisite: CS 260

CS 484 Neural Networks (3)
Explores computation in massively interconnected networks of simple, autonomous processing elements. Students will complete individual projects exploring the computational properties of neural networks. Students are expected to be comfortable with calculus and simple matrix operations. Prerequisite: CS 311

CS 487 File Forensics (4)
Introduces digital investigation. Covers the analysis of data structures of files, as well as storing and retrieving files in different operating systems. Prerequisites: CS 271 and CS 372
CS 490 Physical Computing (3)
Course show how computing can interact with the physical world. Physical computing systems commonly include a micro controller or single-board computer, interface systems and various sensors and output devices, e.g. motors and switches. Students will learn the operation and programming of such systems for effective use. Previous experience with C and/or C++ programming language is recommended. Prerequisite: CS 272

CS 600 Fundamentals of Computer and Information Systems (4)
Topics include systems theory, computing systems components and systems development.

CS 603 Thesis, Professional Project (1-9)
Terms and hours to be arranged.

CS 606 Special Topics (1-4)
Course is to be offered on an individual student basis. It is designed to support students who need to investigate topics not covered in existing courses. Prerequisites: CS 600 and CS 610

CS 607 Special Topics (1-4)
Special course offerings. Prerequisites: CS 600 and CS 610

CS 609 Practicum (1-9)
Credit for a practical work experience where advanced computer science skills are developed and/or utilized.

CS 610 Programming Languages (4)
Become familiar with high-level programming languages and develop competency in an object-oriented programming language.

CS 615 CS Colloquium (1)
Students will broaden their knowledge regarding research areas and current trends of Computer Science and IT industry through guest lectures, research and peer presentations. May be repeated for up to 8 credits.

CS 620 Database and Information Systems (4)
Covers database theory and applications of databases. Focus on data modeling and data design.

CS 630 Software Engineering (4)
Tools used to measure and track stages of the project life cycle are examined.

CS 650 Networks and Communications (4)
Current and future role of the networked workplace will be explored. Communication protocols will be explained.

CS 660 Algorithms & Computational Theory (4)
Examines the foundational tools of computer science.
CSE 617 Open Source Tools (3)
Using and evaluating open source (OS) tools for educational purposes while familiarizing participants with a general history of OS software. Students will actively use open-source operating systems, programs and platforms while learning how to evaluate OS products. Students will leave with practical, OS software-based classroom activities and strategies.

CSE 619 Big Thinkers in Educational Technology (3)
Focuses on reading classic texts and ground-breaking recent texts in the field of technology. Readings vary by term, focusing on themes such as media and culture, emerging technologies, technology in education, etc. Students should expect to read three to five books each term. May be repeated for up to 12 credits if content is different.

CSE 620 Computer as a Management Tool (3)
Theoretical and practical aspects of computer-aided tool use. Explores ways in which perceptions of education may be altered when implementing computer-based technologies. Cultural implications will also be explored. Students will explore a range of computer management applications from simple record-keeping to more sophisticated planning and forecasting techniques, utilizing a variety of computer-based management programs.

CSE 623 Teaching English Language Learners Through Technology (3)
Explores a variety of online tools and looks at proven ways these tools can be used to support language development and content learning for English language learners. Examines how technology tools can be used in meaningful ways, to allow additional collaboration between colleagues, teacher and students themselves. Includes hands-on exploration of blogs, wikis, podcasts, screencasts, social networking, online imaging, online presentation tools and more.

CSE 624 Internet for Educators (3)
Course will relate to a number of topics/issues germane to the use of internet technologies in schools/classrooms/media centers. Students will become knowledgeable about the practical, theoretical and philosophical implications of using the internet in education.

CSE 625 Creating an Internet Website (3)
Technical and theoretical aspects of designing and creating a website. Concentrates on development software and protocols associated with site design. Examines educational and cultural issues related to the use of the internet and issues related to development of websites in educational settings. Students will create their own websites.

CSE 627 Web 2.0 Tools for Teaching and Learning (3)
Explores the many web 2.0 tools online and looks at proven ways these tools are used in education. Examines how Web 2.0 tools can be used in meaningful ways, when appropriate, to allow additional collaboration between colleagues, teacher and students and students themselves. Includes hands-on exploration of blogs, wikis, podcasts, screencasts, RSS, social networking, online imaging, online presentation tools and more.

CSE 628 Teaching Across the Curriculum Using Geospatial Technologies (3)
Course will focus on accessing, organizing and analyzing spatial information that allows students to make informed decisions. Participants will prepare and present education-related projects using spatial technologies that focus on how to guide students in using technology to communicate information and ideas. Issues of ethical use and the powers of spatial technologies to persuade, extend communication and inform will be addressed.

CSE 629 Web-Based Website Design (3)
Students will create a professional, business or education-related website using free web-based software, widgets and training. Course emphasizes learning by doing and following best practices for creating user-friendly web sites. Designed to train and develop web design skills as well as develop the ability to work with and employ free, online tools. By closely learning one system, students can apply that knowledge and easily integrate with other systems available online.

CSE 630 Social and Philosophical Issues in Educational Technology (3)
Examines educational technology’s use and impact from a cultural and philosophical perspective. Through writing, students connect larger cultural and philosophical issues of educational technology to their own teaching practice.

CSE 632 Social and Philosophical Issues in Educational Technology (3)
Examines educational technology’s use and impact from a cultural and philosophical perspective. Through writing, students connect larger cultural and philosophical issues of educational technology to their own teaching practice.

CSE 635 Internship in Information Technology (3)
Allows students the opportunity to observe and participate with professionals working with technology in an educational setting. Activities might include designing and developing educational materials, providing technical support to educators, developing technical support materials or providing technical support to students. Activities will occur under the supervision of or in collaboration with, a working professional. Eligible for the RP grade option.

CSE 660 Video Production I (3)
Principles and practices of digital audio and video production and editing for instructional environments. Will develop skills for video production, examine ways to infuse video into educational contexts and evaluate its potential for the improvement of teaching and learning. Project-based course taught through a combination of lecture, discussion, demonstration and hands-on practice.

CSE 666 Photoshop for Educators (1)
Introduces the basics of Photoshop with a focus on using the program for design. We will learn to select and copy or cut portions of an image to add to a different image, learn to work with text, learn to use filters and special effects and much more. Lots of time for hands-on work.

CSE 667 Making Video Accessible (1)
Focus on making video accessible via captioning and audio description, with particular emphasis on captioning. Students discuss and try out different captioning tools, discuss captioning best practices, review potential classroom applications and caption videos they have made or would like to use in their classes.

CSE 670 Teaching Content with Technology: Secondary (1)
Examines technology tools for teaching specific content knowledge at the middle/high school level. Explores effective uses of technologies for presenting content, promoting collaboration, encouraging critical thinking and developing understanding. Includes skills for evaluating and using technology tools to design educational materials that teach targeted content. Course will focus on a specific content area: math, science, social studies, language arts, health, P.E., ESOL/foreign language. May be taken multiple times if different content.

CSE 671 Teaching Content with Technology: Elementary (1)
Examines technology tools for teaching specific content knowledge at the elementary school level. Explores effective uses of technologies for presenting content, promoting collaboration, encouraging critical thinking and developing understanding. Includes skills for evaluating appropriate use of technology with young students. Course will focus on specific content areas each term. May be repeated if content is different.

CSE 681 Writing Grants for Technology (1)
Course will expose students to the many sources available for funding technology in educational settings. Students will learn to locate grant opportunities, understand the proposal process and develop a well-written grant proposal.

CSE 683 Managing Technology in the Classroom (1)
Explores classroom management issues surrounding the use of technology in the classroom. Students will learn how to set up activities and classroom spaces to maximize productive time with technology. They will learn tips and tricks for managing technology and students in both the classroom and the computer lab.

CSE 684 Creating Web-Based Tutorials (1)
Explores a variety of ways for delivering web based instruction using available freeware software and commonly used Microsoft Office products. Students...
COURSE DESCRIPTIONS

will create and design tutorials using text, audio, images, screen captures, screen casting, animation, wikis and course-authoring products.

CSE 685 Assessment Tools (1)
Explores the use of assessment to make informed instructional decisions at the classroom, program, school and district level. The difference between formative and summative assessment and the appropriate use of each will be examined. Students will apply the concepts learned to make informed instructional decisions based on available online assessment resources.

CSE 687 Mobile Technologies in Education (1)
Explores ways to use mobile devices for educational purposes in the classroom. Students will learn how to locate and evaluate educational applications to download on their devices and use these applications effectively with students in their classes. They will develop educational content such as podcasts and movies that can be played on mobile devices and will learn to program their own simple iPhone applications.

CSE 688 Video Games and Learning (1)
Introduces educators to principles of learning found in video and computer games. Explores the use of video and computer games in teaching. Develops and expands students’ understanding of the educational use of video and computer games through a series of readings, presentations, lab work, demonstrations, small group projects and independent exploration.

CSE 689 Creating Electronic Portfolios (1)
Explores methods of showcasing best works in digital format. Focus on processing documents in a variety of formats so that they can be displayed digitally in a standard format appropriate for universal viewing, such as PDF. Attention to design and display of information.

CSE 690 Digital Photography and Photo Editing (1)
Provides background and skills in digital photography for educators and school media specialists. Students will explore standard functions available on digital cameras, including macro focusing, copy stand work, field photography and QuickTime movies. Also covers digital photo editing, photo file management and image enhancement, including publishing to the web and importing to documents.

CSE 691 Digital Storytelling (1)
Hands-on experience writing, shooting, editing and publishing short videos using simple video-editing tools. Students will learn how to work with video in a classroom setting and will explore a variety of inexpensive and free online tools.

CSE 692 Learning Objects (1)
Explores the advantages and disadvantages of reusable educational content known as learning objects. Using web searches and exploration of learning object repositories, students will locate and evaluate free and inexpensive learning objects in a variety of content areas. They will learn to download and insert objects within educational materials such as websites, online courses or digital tutorials.

CSE 693 Making Music with Digital Tools (1)
Explores free and inexpensive tools for creating, editing and publishing music digitally. Students will create musical pieces and use them in a variety of media such as video, websites, podcasts and exploration of effective ways to incorporate music in the classroom.

CSE 694 Blogs in Education (1)
Explores uses of blogs in education, focusing on creating blogs for both teaching and professional development. Students will learn to create blogs using a variety of free blogging tools, add media to blogs, market their blogs, communicate with parents, students, colleagues and professionals via blogs, teach with blogs and embed blogs in their websites.

CSE 695 Collaboration Tools (1)
Explores methods for using wikis and other web tools to teach collaboration skills in the classroom, for promoting collaboration in online classes and for participating in professional collaborations. Develops skills for creating and maintaining educational wikis and other tools.

CSE 696 Podcasts and Vodcasts (1)
Focuses on developing skills for creating podcasts and vodcasts using free or inexpensive tools. Students will also locate high-quality educational podcasts available through a variety of online sources and explore uses of podcasts and vodcasts in education.

CSE 697 Creating a Personal Learning Environment (1)
Students will learn how to develop their own personal learning environment by connecting to valuable educational resources and relevant content area experts; utilize tools such as RSS and aggregators to bring these resources directly to their desktops; develop skills for maintaining a constantly updated connection with breaking news within their disciplines; and will learn to become active participants by sharing their own expertise.

CSE 698 Special Topics in Educational Technology (1)
An in-depth study of a special topic in educational technology, to be identified as the need arises. May be repeated for credit if content is different.

CSE 699 Advanced Research Study (international) (3)
Course is reserved for international students completing a final thesis, project, portfolio or studying for comprehensive exams. All other coursework in master’s degree program must be completed. May be repeated up to four times.

CREATIVE ARTS

CA 101H, 102H, 103H A Correlated Study of the Arts (3 each)
This sequence addresses the conceptual language used in the visual arts, music and theatre. Emphasis is placed on historical developments in European-American arts. Some terms will include examination of representative examples of the arts from non-Western cultures.

CA 199 Special Studies (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

CA 399 Special Studies (1-16)
Course may be repeated for up to 16 credits.

CA 401 Teaching Creatively and Collaboratively in the Arts (9)
Integrates art, music, theatre and dance with other subject areas to demonstrate creative and collaborative teaching strategies for classroom teachers. Prerequisite: minimum of nine hours in one creative art area (music, art, theatre or dance) or consent of instructor.

CA 406 Special Individual Studies (1-16)
Course may be repeated for up to 16 credits.

CA 407 Seminar (1-16)
Course may be repeated for up to 16 credits.

CA 408 Workshop (1-16)
Course may be repeated for up to 16 credits.

CA 409 Practicum (1-16)
Course may be repeated for up to 16 credits.

CA 496 Creativity (3)
Investigates why creativity is important to us personally and globally. Experimentation with different ways to develop and enhance our own creativity, with a focus on how creativity can benefit our artistic expression.

CRIMINAL JUSTICE

CJ 199 Special Studies (1-4)
Prerequisite: consent of instructor.

CJ 212 History and Development of American Law Enforcement (4)
Course surveys the historical development of American law enforcement, focusing on the social, political and organizational dynamics that helped to shape this critical institution. Covers the four major models of American policing: colonial, political, reform, professional and service models. Course provides a historical foundation for other courses in the law enforcement major.

CJ 213 Introduction to Criminal Justice (4)
A multidisciplinary approach to administration, procedures and policies of agencies of government charged with the enforcement of law, the adjudica-
COURSE DESCRIPTIONS

CRIMINAL JUSTICE

Students propose, research and write an independent research project relating to the theme of the course. Themes will rotate but with a consistent social justice focus. Examples include: American Dream, Prison Narratives, The Power of Language and Media Perceptions of CJ system. Prepares students for writing longer research papers by developing strong research and synthesis skills; introduces them to APA documentation style. Intensive work on sentence style, academic vocabulary and grammar competency will be provided. Prerequisite: WR 122

CJ 310 Professional Writing in Criminal Justice (4)
Focuses on professional writing in all branches of the criminal justice system. Students will learn to write various types of police, court and correctional reports and memoranda utilizing the rules of citation, grammar and style.

CJ 320 Developing Homeland Security Practices (4)
Second in a series of three courses (CJ 220, CJ 320 and CJ 420). Course teaches the skills needed to develop collaborative community action plans for homeland security (i.e. natural and man-made disasters, crime and social deviance, acts of terrorism and community enhancement). Prerequisite: CJ 220

CJ 321 Principles of Forensic Investigations (4)
Course is designed for students studying forensic science and non-criminal justice majors. A study of the history, philosophy and theory of the use of physical evidence in the U.S. criminal justice system.

CJ 322 Forensic Anthropology (4)
Introduces students to forensic anthropology, an applied subdiscipline of bioanthropology. Students will examine the role of the forensic anthropologist and the history of the discipline.

CJ 323 Introduction to Crime Scene and Crash Diagramming (4)
Introduces students to crime scene and crash diagramming using computer-aided design (CAD) software. Students will learn to measure and sketch crime scenes and then reduce their notes to digital measurements using a "total station" laser device. Students will also learn to prepare their work for professional presentations and court.

CJ 324 Advanced Crime Scene and Crash Diagramming (4)
Introduces students to the advanced techniques of crime scene and crash diagramming using computer-aided design (CAD) software. Students will learn to measure and sketch crime scenes and then digitize their measurements using a "total" laser device and then format their initial product into scaled animation. Students will also learn to prepare their animated work for professional and court presentations.

CJ 327 Research Methods in Criminal Justice (4)
Opportunity to learn, understand and apply social research methods to issues germane to the discipline of criminal justice. Emphasis on the relationships of theory to research, measurement, research design, hypothesis testing, sampling and implications of research for social policy. Prerequisite: CJ 213

CJ 328 Forensic Osteology (4)
Hands-on experience in identification of complete and fragmented human skeletal and dental remains. Topics will also include growth and development of osseous and dental structures, variation in osseous tissues and modification of these tissues through traumatic, pathologic and taphonomic factors.

CJ 329 Archaeological Resources: Policies and Procedures (4)
Traces the history of federal and local historic preservation/cultural resource management legislation and regulations. Topics include the merging of archaeology with historic preservation, how laws are made, how archaeological resources are protected on public land and political issues involving Native American concerns.

CJ 331 Police and Community: Policy Perspective (4)
Broad review of contemporary American crime control policies and their relationship to community needs and citizen expectations. Emphasis on the influences that politics (i.e. minority groups, advocacy groups, etc.), culture, economics and bureaucracy have on policy development. Prerequisite: CJ 213 or consent of instructor

CJ 333 Forensic DNA Analysis (4)
Introduction to DNA analysis methods, historical and current forensic science testing and forensic anthropology research. Genetics, inheritance, DNA biochemistry are discussed and applied.

CJ 341 Introduction to GIS (4)
Second in the GIS sequence. Focus is on the development of skills and techniques used to create, analyze and display spatial data in a geographic information system. Students will focus on spatial queries, data joins, data editing, geocoding (address matching) and analysis of raster data. Students will participate in a team project to focus on applying GIS mapping and analysis skills to evaluate existing community hazard evacuation routes and propose alternative scenarios to improve hazard evacuations. Course is cross-listed with ES 341 and GEOG 341. Prerequisite: CJ 245

CJ 342 Strategic Crime Analysis with GIS (4)
Third in the GIS sequence. Focus is on specific applications for GIS in data-led policing. Students will use two software applications, ArcGIS and CrimeStat III to analyze and visualize core theories in criminology. The class will use GIS to examine early theories of social disorganization, broken windows, environmental criminology and geographic profiling. Also focuses on statistical approaches for crime analysis using GIS, e.g., hot spot analysis, kernel density estimation, distance analysis and spatial distribution. Prerequisite: CJ 341
CJ 351 Police Organization & Administration (4)
Organizational and management principles; the administrative process in law enforcement agencies; the relationship of theoretical administrative concepts to the practical police environment. Prerequisite: CJ 213 or consent of instructor

CJ 352 Criminal Law (4)
Examines the sources and application of substantive criminal law. Students will learn to locate, interpret and apply municipal ordinances, state statutes, common federal law and how to find and research statutes.

CJ 372 Social Constructions of Race (4)
Provides an anthropological perspective on how race has been used to examine variation among humans. Topics include the development of the concept of race, the role of science in upholding and abolishing racial categories, human variation through biological evolution and an examination of racism as part of a system of oppression in modern day life and the criminal justice system.

CJ 403 Field Study (1-9)
Terms and hours to be arranged. Course may be repeated for up to 9 credits. Prerequisite: consent of instructor

CJ 406 Independent Studies (1-9)
Terms and hours to be arranged. Course may be repeated for up to 9 credits. Prerequisite: consent of instructor

CJ 407/507 Seminar (4)
Terms and hours to be arranged. Course may be repeated for up to 4 credits. Prerequisite: consent of instructor

CJ 408 Workshop (1-9)
Term and hours to be arranged. Course may be repeated for up to 9 credits. Prerequisite: consent of instructor

CJ 409 Practicum (4-8)
Terms and hours to be arranged. Course may be repeated for up to 8 credits. Prerequisite: consent of instructor

CJ 411 Families and Crime (4)
Examines contemporary families and their links to crime from a theoretical and scientific approach. Explores interactions between family life and anti-social behavior, evaluates societal structures in place for dealing with juvenile and adult crime and how that contributes to intergenerational and other crimes. Other important concepts to be explored will include gender, race, socioeconomic status and violence within families as contributors to crime outcomes. Prerequisite: CJ 213 and CJ 451 or consent of instructor

CJ 419 Crisis and Principles of Managing Risk in Community Preparedness (4)
Fifth in a series of five (CJ 220, 320, 420 and 437). Introduces students to the strategies and skills necessary to confront community crisis and manage the associated risks that local government and their communities face. Students learn the skills needed to assist communities in becoming more effective in creating a prepared and safe community.

CJ 420 Implementing Homeland Security Strategies (4)
Third in a series of three courses (CJ 220, CJ 320 and CJ 420). Course teaches students how to successfully implement collaborative strategies and community action plans related to homeland security (i.e. planning for or responding to all hazardous events) from an executive or leadership perspective. Prerequisite: CJ 320

CJ 421 Policy Analysis in Criminal Justice (4)
Introduction to the concepts and strategies of policy analysis as they apply to policies and programs within the criminal justice system or related programs of community collaborations. Course is designed to be taken in conjunction with CJ 425. Prerequisite: CJ 213 or consent of instructor

CJ 422 Community Collaboration and Development (4)
Course offers opportunity to learn the logistics, mechanics and theoretical foundations behind community collaboration development. Course is multi-disciplinary appropriate for anthropology, criminal justice, education, geography, history and sociology students who will work or live in communities.

CJ 423/523 Management of Law Enforcement Organizations (4)
Managerial concepts, administrative principles and supervisory practices for the middle command officer. Law enforcement leadership, policy formulation and application of sound management practices. Prerequisite: CJ 213 or consent of instructor

CJ 424/524 Law Enforcement Planning (4)
Planning techniques, development of criminal justice planning, identification of problem areas, causative factors, solutions and alternative strategies, using resources to effect change. Prerequisite: CJ 213 or consent of instructor

CJ 425 Program Evaluation/Participation (4)
Building on the skills and knowledge acquired in previous courses, this course offers students the opportunity to either: conduct an analytical evaluation of a community collaboration program, or participate as an ethnographer in a community collaboration program, in one of the following areas: community policing, homeland security, crime prevention, victim assistance, sentencing or reentry, disaster preparedness or community outreach (i.e. homeless, mental illness or poverty). Prerequisite: CJ 421, CJ 422 or consent of instructor

CJ 426/526 Fundamentals of Crime Analysis (4)
Introduction to the fundamental theories, techniques and software used in the analysis of crime. Includes terms and concepts of crime analysis, how it is used in America’s police agencies; how to perform basic analytical techniques on raw data; how tactics and strategies for crime reduction are developed and employed; and tools, techniques and products of crime analysis. Prerequisite: CJ 213

CJ 427 Quantitative Methods in Criminal Justice (4)
Course covers the qualitative and quantitative study of crime and crime trends in relation to factors of sociological, demographic and spatial nature. Experience in utilizing public data and attitudinal surveys for the purpose of analyzing, interpreting and presenting crime reports in a professional manner. Prerequisite: CJ 213 and CJ 327 or consent of instructor

CJ 428/528 Crime Problem Analysis (4)
Builds on CJ 426/526, introduces students to advanced techniques and software used in the general analysis of crime. Using an actual problem in criminal justice (e.g. drug trafficking, white-collar crime, sexual exploration of children, etc.), students will collect, evaluate, correlate and describe data related to the problem. Prerequisite: CJ 426/526

CJ 429/529 Tactical Crime Analysis (4)
Builds on CJ 428/528, introduces students to tactical crime analysis. Using advanced software and qualitative and/or quantitative models to analyze their data, students will develop a tactical plan to address an immediate crime pattern or series of crimes with the goal of devising quick response tactics (actions that could be employed in a field setting) to deter or apprehend an offender. Prerequisite: CJ 428/528

CJ 430 Capstone in GIS (4)
Fourth course in GIS sequence. Focus on student capstone project, a data-driven learning project that focuses on applying GIS to the fields of criminal justice, public safety, human services or resource management. Course is designed as a hybrid lecture and laboratory class. Two-hour class time each week, which will include weekly progress to share resources and problem-solve individual issues. Prerequisite: CJ 342

CJ 431/531 Microsoft Office for Crime Analysis (4)
Introduces students to Microsoft Office Professional (Access, Excel, Word and PowerPoint) as an investigative tool in criminal justice applications. Students will learn to manage and analyze crime data using Microsoft Access, analyze data and perform complex calculations using Microsoft Excel, create crime bulletins and reports using Microsoft Word and prepare effective presentations using Microsoft PowerPoint.

CJ 433/533 Criminal Justice and Popular Culture (4)
Focuses on evaluating printed and electronically mass-produced works of fiction, non-fiction and other entertainment and infotainment media as they relate to crime and criminal justice in America. Will explore mass media’s fascination with crime and punishment. Will concentrate on developing a better theoretical
understanding of the impact mass-media has on criminal justice discourse and policy.

CJ 435/535 Gender, Crime and Justice (4)
Examines the differences in the commission of offenses and victimization by gender and addresses gender specific differences in criminality, societal reactions and criminal justice responses by gender.

CJ 436/536 Minorities, Crime, Social Policy and Social Control (4)
The involvement of minorities, especially African Americans, Hispanics and Native Americans, in crime and the criminal justice system.

CJ 437 Comparative International Homeland Security Programs (4)
Will help students gain the knowledge of analytical frameworks and strategic-level homeland security policies practiced by other countries that may be applicable in the United States. Students will learn how other countries have coped with homeland security-related issues.

CJ 438 Native Americans, Culture and the Criminal Justice System (4)
Improves student understanding of the historical realities that devastate Native Americans. Students examine the Native American experience in the criminal justice system in contemporary times and gain a greater understanding of complexities faced by Native Americans in retaining their cultural competencies while facing their inclusion in the criminal justice system.

CJ 440/540 Community Crime Prevention Studies (4)
Multidisciplinary approach to theoretical foundations of issues related to crimes committed in the community and theoretical orientations of various community crime prevention strategies and the implications associated with social policies. Prerequisite: CJ 213 or consent of instructor

CJ 441 Forensic Archaeology and Taphonomy (4)
Introduction to forensic archaeology or the application of archaeological methods to the resolution of medicolegal issues. Students learn and apply search and recovery techniques. Also introduced to forensic taphonomy or the subfield of forensic anthropology. Prerequisite: ANTH 322 and CJ 328

CJ 442 Readings in Forensic Anthropology (4)
Designed to meet students' special interests in an area of forensic anthropology. Students will be assigned readings, conduct literary research and present on a variety of special topics within forensic anthropology. Prerequisite: ANTH 322

Promotes understanding of restorative justice and its principles in a cross-cultural context by exploring the use of restorative justice as a tool within several international justice systems.

CJ 449 Youth Gangs in American Society (4)
Examines the emergence and proliferation of youth gangs in American society, with an emphasis on theory, policy analysis and social, community and individual impacts. Examines intervention and prevention strategies, employing a systems approach that requires community, agency and institutional collaboration development.

CJ 450/550 Criminology (4)
A description and analysis of types of crimes, types of criminals and the major theories of crime causation. An examination of past and present incidence rates of crimes; the socioeconomic, cultural and psychological variables related to criminal behavior; and a review of possible solutions to the crime problem. Prerequisite: CJ 213 or consent of instructor

CJ 451/551 Youth, Crime and Society (4)
Offers a review of the nature, distribution and explanations of youth crime, with particular attention given to the historical context of youth crime and the topic of youth gangs. Gender, race, political and official responses to youth crime will be emphasized. Prerequisite: CJ 213 or consent of instructor

CJ 452/552 Criminal Procedure (4)
The concepts of due process and application of the Bill of Rights in criminal law are examined in the light of U.S. Supreme Court decisions. State and federal procedural law is reviewed as well as relevant new legislation. Prerequisites: CJ 213 and CJ 252 or consent of instructor

CJ 453 Corrections (4)
Considers the evolution of punishment, corrections theories, survey of prison development and administration; education, labor and rehabilitation processes; social groups in the prison community. Prerequisite: CJ 213 or consent of instructor

CJ 454/554 Parole and Probation (4)
History of parole and probation; review of contemporary parole and probation theories, practices, processes and research; the future of parole and probation. Prerequisite: CJ 213 or consent of instructor

CJ 455/555 Correctional Casework and Counseling (4)
History, development and contemporary practices, theories and techniques of juvenile and adult correctional casework, counseling and treatment. Prerequisite: CJ 213 or consent of instructor

CJ 456 Contemporary Issues in Criminal Justice (4)
A study of contemporary issues in criminal justice. Prerequisite: consent of instructor

CJ 457 Motivational Interviewing: Helping People Change (4)
Equips students in the theory, research and practice of Motivational Interviewing (MI) in the correctional system. Course will place equal emphasis on understanding MI and learning how to do MI. Course will consist of a community of practice around skill-based MI clinics where the instructor will demonstrate the methods of MI and then have students practice them. Through training, normative feedback and coaching, students will gain and increase their proficiency in MI.

CJ 459 Victimology (4)
Overview of key research areas in victimology. Students will achieve a critical understanding and appreciation of the development and current state of victimology theory, measurement and empirical results that can be used to inform victims’ services and crime prevention. Prerequisite: CJ 213

CJ 461 Youth Immigration and Crime (4)
Overview of sociological and criminological theories that either support or reject a link between criminality and immigration, especially as it relates to different generations of immigrants and their children.

CJ 463/563 Topics on Juvenile Issues (4)
Focuses on contemporary juvenile issues (such as child abuse) and other current issues and trends that involve the juvenile, family, school, social agencies and the court. Prerequisite: upper division standing

CJ 603 Thesis/Professional Project (1-9)
Terms and hours to be arranged. Eligible for the RP grade option.

CJ 606 Special Individual Studies (1-9)
Term and hours to be arranged.

CJ 608 Workshop (1-9)
Term and hours to be arranged.

CJ 609 Practicum (1-9)
Term and hours to be arranged. Students must obtain signature from community service supervisor before registration.

CJ 612 Research in Criminal Justice (4)
Course examines research techniques and methods necessary for a comprehensive understanding of crime, criminal justice and their relationship to policy construction and implementation.

CJ 617 Criminal Justice Administration and Organizational Behavior (4)
Review of theories of organization and administration, the application of these theories to criminal justice system organizations; review of research on criminal justice administration and organization.

CJ 618 Theory of Criminal Law (4)
Development and application of criminal law in America. Focus on a variety of issues germane to the history and implementation of criminal law. Course will address philosophical, sociological, psychological and biological contributions to criminal law and the implications of these contributions on social policies will be explored.
CJ 619 Ethics and Leadership in Criminal Justice Organizations (4)
Course examines major theories of leadership and ethics relevant to criminal justice and social service institutions. Emphasis is placed on leadership and its relationship to ethics. Various models of leadership and research relevant to the criminal justice setting are discussed.

CJ 620 Offender Treatment (4)
Exploration of various offender treatment programs. Students will examine the theoretical foundation for those programs, as well as the social, economic and political implications associated with adult and juvenile offender treatment programs.

CJ 621 Human Resource Management in Criminal Justice (4)
Students will explore the recruiting, selection, training, assignment, discipline and promotion of personnel in criminal justice. Emphasis is on the philosophy, theory and practice of human resource management in the contemporary public safety agency.

CJ 622 Strategic Planning in Criminal Justice (4)
Students will explore the development and design of strategic planning to provide the competence to develop a strategic plan for a criminal justice agency. Strategic planning will be contrasted to tactical planning and intuitive planning.

CJ 623 Program Evaluation in Criminal Justice (4)
Examines the field of Program Evaluation. Brief history and review of those activities essential for assessing a criminal justice or social intervention program from five perspectives: (1) need for a program; (2) program design; (3) program implementation and service delivery; (4) program impact or outcome; (5) program efficiency.

CJ 653 Advanced Theories and Models in Corrections (4)
Explores the modern era of corrections. Examines the massive increase in prisons and incarceration rates driving the past several decades. Students will be required to critically analyze past and current prison and post-prison practices. Students will be required to develop corrections models that would serve as "best practice" solutions to problems and/or inconsistencies in previous and current models of corrections. Course is closed to students who have taken CJ 553.

CJ 656 Contemporary Issues in Criminal Justice (4)
A study of contemporary issues in criminal justice.

CJ 660 Advanced Theories and Research in Crime and Delinquency (4)
Graduate students will have an opportunity to explore advanced applications of theory and social research methodologies. Students will be required to develop and apply critical analysis of a variety of theoretical and methodological applications within the realm of criminal justice and the broader study of crime.

DANCE
D 140 Conditioning for Dancers (1 each)
Participation in physical conditioning specifically designed for dancers. May be repeated once for credit. Students re-taking course may be allowed to participate in their own individualized conditioning programs with instructor supervision. This course does not meet the LACC creative arts requirement.

D 170 World Dance 1 (1)
First course in 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. May be repeated for credit.

D 171 World Dance 2 (1)
Second course in 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. May be repeated for credit.

D 172 World Dance 3 (1)
Third course in 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. May be repeated for credit.

D 182 Modern Dance 1 (1)
First course in an introduction to the basic concepts of body alignment and technique in the modern dance style. Course further develops practice, creative expression through movement and performance. May be repeated for credit.

D 182 Modern Dance 2 (1)
Second course in an introduction to the basic concepts of body alignment and technique in the modern dance style. Course further develops practice, creative expression through movement and performance. May be repeated for credit.

D 185 Ballet 1 (1)
First course in an introduction to the basic concepts of body alignment and technique in traditional ballet. Course emphasizes basic movement sequences, the accompanying French terminology, practice and performance. May be repeated for credit.

D 186 Ballet 2 (1)
Second course in an introduction to the basic concepts of body alignment and technique in traditional ballet. Course focuses on consolidating skills in practice, creative expression and performance. May be repeated for credit.

D 186 Ballet 3 (1)
Third course in an introduction to the basic concepts of body alignment and technique in traditional ballet. Course focuses on consolidating skills in basic movement sequences, French terminology, practice and performance. May be repeated for credit.

D 188 Jazz Dance 1 (1)
First course in an introduction to the basic concepts of body alignment and technique in the jazz dance style. Course emphasizes rhythmic awareness, practice and performance. May be repeated for credit.

D 189 Jazz Dance 2 (1)
Second course in an introduction to the basic concepts of body alignment and technique in the jazz dance style. Course further develops rhythmic awareness, practice and performance. May be repeated for credit.

D 190 Jazz Dance 3 (1)
Third course in an introduction to the basic concepts of body alignment and technique in the jazz dance style. Course focuses on consolidating skills in rhythmic awareness, practice and performance. May be repeated for credit.

D 196 Tap Dance 1 (1)
First course in the introduction to the basic elements of tap dance. Course emphasizes steps and techniques in a variety of styles. May be repeated for credit.

D 197 Tap Dance 2 (1)
Second course in the introduction to the basic elements of tap dance. Course further develops steps and techniques in a variety of styles. May be repeated for credit.
D 198 Tap Dance 3 (1)
Third course in the introduction to the basic elements of tap dance. Course focuses on consolidating skill with steps and techniques in a variety of styles. May be repeated for credit.

D 199 Special Studies (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits. Prerequisite: by consent of instructor only

D 240 Wellness for Dancers (3)
Introduces dance majors to the importance of healthy practices for improved health, well-being and dance performance. A series of individual assessments and health screenings will be conducted for dancers to gain knowledge of their current practices and as a basis for designing programs for optimal wellness and performance. This course does not meet the LACC creative arts requirement.

D 250 Drumming for Dancers (1-3)
Citizens West African rhythms to develop the auditory skills for dancers to translate both oral and written drumming notation into kinesthetic expression. Dancers develop skills that directly inform and support dance technique, choreography and pedagogy.

D 251 Introduction to Dance (3)
Introduces the origins of the various forms of dance, such as ballet, modern, musical theatre, jazz, tap, folk and popular dance forms. Examination of how and why people dance and watch dance.

D 260 Dance Improvisation (1)
Explorations to foster movement invention and spontaneity, including structured and open improvisations incorporating other media such as music, text and props. Concurrent registration in a dance technique class is strongly advised.

D 270 Dance Partnering (1-3)
Provides fundamental skills for beginning and intermediate partnering work with an emphasis on personal safety and creativity. Based on biomechanical principles, students develop skills to facilitate partnering interactions utilizing learned partnering vocabulary and sequences.

D 277 Hip Hop 4 (2)
First course at the intermediate level in performance of selected contemporary dance styles from urban-American street dance. Course emphasizes practice and performance. May be repeated for credit.

D 278 Hip Hop 5 (2)
Second course at the intermediate level in the performance of selected contemporary dance styles from urban-American street dance. Course further develops practice and performance. May be repeated for credit.

D 279 Hip Hop 6 (2)
Third course at the intermediate level in the performance of selected contemporary dance styles from urban-American street dance. Course consolidates skills in practice and performance. May be repeated for credit.

D 280 Modern Dance 4 (2)
Fourth course in the modern dance sequence, emphasizing technique, body alignment and continued practice with creative expression and performance in the modern dance style. May be repeated for credit.

D 281 Modern Dance 5 (2)
Fifth course in the modern dance sequence, further developing body alignment, technique, creative expression and performance in the modern dance style. May be repeated for credit.

D 282 Modern Dance 6 (2)
Sixth course in the modern dance sequence, consolidating skills in body alignment, technique, creative expression and performance in the modern dance style. May be repeated for credit.

D 285 Ballet 4 (2)
Fourth course in the ballet sequence, emphasizing alignment, technique, expanding movement vocabulary and performance skills. May be repeated for credit.

D 286 Ballet 5 (2)
Fifth course in the ballet sequence, further developing alignment and technique, expanding movement vocabulary and performance skills. May be repeated for credit.

D 287 Ballet 6 (2)
Sixth course in the ballet sequence, consolidating skills in alignment and technique, expanding movement vocabulary and performance skills. May be repeated for credit.

D 288 Jazz Dance 4 (2)
Fourth course in the jazz dance sequence, emphasizing body alignment, technique, body isolations, syncopated rhythms and performance. May be repeated for credit.

D 289 Jazz Dance 5 (2)
Fifth course in the jazz dance sequence, further developing body alignment, technique, body isolations, syncopated rhythms and performance. May be repeated for credit.

D 290 Jazz Dance 6 (2)
Sixth course in the jazz dance sequence, consolidating skills in body alignment, technique, body isolations, syncopated rhythms and performance. May be repeated for credit.

D 296 Tap Dance 4 (2)
Fourth course in the tap dance sequence emphasizing steps, technique and longer, more complex rhythms in a variety of jazz styles. May be repeated for credit.

D 297 Tap Dance 5 (2)
Fifth course in the tap dance sequence further developing steps, technique and longer, more complex rhythms in a variety of jazz styles. May be repeated for credit.

D 298 Tap Dance 6 (2)
Sixth course in the tap dance sequence consolidating skills in technique, step vocabulary and longer, more complex rhythms in a variety of jazz styles. May be repeated for credit.

D 300 Human Movement Notation (3)
A survey of notation methods used for the recording and analysis of basic movements of the human body. The methods will include: Labanotation, computer generated notation and video notation. These methods are applicable to those fields in which there is a need to record human motion: dance, athletics, anthropology and physiotherapy.

D 301 Pointe Technique 1 (1)
First course in the introduction to pointe technique, emphasizing classical ballet vocabulary, historical perspectives, anatomy and prevention of pointe-related injuries. May be repeated for credit.

D 302 Pointe Technique 2 (1)
Second course in the introduction to pointe technique, further developing classical ballet vocabulary, historical perspectives, anatomy and prevention of pointe-related injuries. May be repeated for credit.

D 303 Pointe Technique 3 (1)
Third course in the introductory to pointe technique, consolidating skills in classical ballet vocabulary, historical perspectives, anatomy and prevention of pointe-related injuries. May be repeated for credit.

D 310 Dance and Gender (3)
Will analyze dance and choreography through the lens of gender and its effects on the development of dance as an art form.

D 330 Rhythmic Awareness (3)
An exploration of the musical components of rhythm in relation to dance. Elements such as beat, meter and form are studied and developed in the context of movement and choreography. Also explored is the potential for collaboration between dancers and musicians and basic elements of rhythmic notation.

D 351 Dance Composition I (3)
This course will explore choreographic concepts as they relate to the elements of space, time and force. Emphasis will be placed on solo compositions. Prerequisite: D 260

D 352 Dance Composition II (3)
This course will explore choreographic concepts as they relate to the elements of spatial design, musical form, character study and textural differences. Prerequisite: D 351 or consent of instructor.
D 357 Dance in Musical Theatre (3)
Examines the development of musical theatre dance from the 19th century to present. Includes selected choreographers, their works and the role they played in the development of American musical theatre.

D 380 Modern Dance 7 (2)
Seventh course in the modern dance sequence, emphasizing body alignment, technique, expanding movement vocabulary, improvisation skills, personal expression and performance. May be repeated for credit.

D 381 Modern Dance 8 (2)
Eighth course in the modern dance sequence, further developing body alignment, technique, expanding movement vocabulary, improvisation skills, personal expression and performance. May be repeated for credit.

D 382 Modern Dance 9 (2)
Ninth course in the modern dance sequence, consolidating skills in body alignment, technique, expanding movement vocabulary, improvisation, personal expression and performance. May be repeated for credit.

D 385 Ballet 7 (2)
Seventh course in the ballet sequence, emphasizing alignment and technique, including more complex adagio, petit and grande allegro combinations, with focus on performance skills. May be repeated for credit.

D 386 Ballet 8 (2)
Eighth course in the ballet sequence, further developing alignment and technique, including more complex adagio, petit and grande allegro combinations, with focus on performance skills. May be repeated for credit.

D 387 Ballet 9 (2)
Ninth course in the ballet sequence, consolidating skills in alignment and technique, including more complex adagio, petit and grande allegro combinations, with focus on performance skills. May be repeated for credit.

D 390 Kinesiology for Dance (3)
Survey of kinesiology principles as related to basic movement. The areas examined are anatomy, physiology, biomechanics, movement behavior and various alignment and conditioning techniques. Students become aware of their personal movement behavior and investigate ways of becoming movement efficient.

D 399 Special Studies: Dance Concert and/or Musical (1-16)
Participation by performing or crewing in a dance concert or musical theatre production. By audition only. Course may be repeated for up to 16 credits. Eligible for the RP grade option.

D 405 Senior Project (2)
Each graduating senior with a B.A./B.S. in Dance or a B.A./B.S. in The Arts with a dance emphasis will complete a final capstone experience on a selected topic in the field of dance. Students are responsible for the creation, rehearsal, research and the project presentation. Eligible for the RP grade option.

D 406 Independent Studies in Dance (1-16)
For students who wish to study in-depth selected topics in dance history, theory, education or criticism. Only 3 credits of D 406 and D 408, singly or combined, count as electives in the dance minor. Course may be repeated for up to 16 credits. Eligible for the RP grade option. Prerequisites: intermediate-level dance study and consent of instructor.

D 407 Seminar (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

D 408 Workshop (1-16)
Terms and hours to be arranged. (To allow for various workshops in dance, e.g., Pas de Deux, men’s techniques, African dance, etc.) Course may be repeated for up to 16 credits.

D 409 Internship (1-16)
Supervised practical experience in a professional dance field. Such experiences may include performing in a dance company, teaching at a dance studio/school and choreographing for studios or companies or schools. Course may be repeated for up to 16 credits. Eligible for the RP grade option.

D 450 Dance Repertory (1-3)
Intermediate and advanced students have an opportunity to work with regionally and/or nationally renowned guest artists who set repertory works, historical works or create new work on WOU dance students. The piece will be performed in the annual dance concert at WOU and is often performed and adjudicated at the regional American College Dance Festival. By audition only. May be repeated for credit. Eligible for the RP grade option.

D 451 Dance Production (3)
Provides the practical and theoretical knowledge of the various areas of dance production. Included will be practical experience in sound production, lighting, costume, makeup, management and publicity.

D 451L Dance Production Lab (1)
Designed to give students a hands-on experience in the study and practical application of the aesthetic and technical aspects of the production of a dance concert. To be taken concurrently with D 451.

D 453 Ballet History (3)
Covers development of ballet from its roots in the Renaissance courts through the Romantic and Classical eras to the present.

D 454 Evolution of Modern Dance (3)
Covers the development of modern dance and the philosophies of the leading modern dancers of the 20th century from Duncan to the present.

D 455 Group Choreography (3)
Examines the use of groups of dancers as they relate to design, shape, focus, space and balance. Introduction to and experience with formal dance structure will be included as well as analysis and evaluation of well-known choreographic works. Other special considerations of group choreography will also be addressed. Prerequisites: D 260, 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 480 Modern Dance 10 (2)
Tenth course in the modern dance sequence, emphasizing body alignment, technique, expanding movement vocabulary, improvisation, personal expression and performance at a pre-professional level. May be repeated for credit.

D 481 Modern Dance 11 (2)
Eleventh course in the modern dance sequence, further developing body alignment, technique, expanding movement vocabulary, improvisation, personal expression and performance at a pre-professional level. May be repeated for credit.

D 482 Modern Dance 12 (2)
Twelfth course in the modern dance sequence, consolidating skills in body alignment, technique, expanding movement vocabulary, improvisation, personal expression and performance at a pre-professional level. May be repeated for credit.

D 485 Ballet 10 (2)
Tenth course in the ballet sequence, emphasizing alignment and technique, more complex adagio, petit and grande allegro combinations, with focus on performance skills at the pre-professional level. May be repeated for credit.

D 488 Ballet 12 (2)
Twelfth course in the ballet sequence, consolidating skills in technique, more complex adagio, petit and grande allegro combinations, with focus on performance skills at the pre-professional level. May be repeated for credit.

D 491 Creative Dance for Children (3)
Course explores dance concepts and expressive
movement. Included will be how creative movement develops creativity, supports learning in other subject areas and fosters understanding of other cultures at an elementary education level.

D 493/593 Dance for the Classroom from Around the World (3)
Study and experience ethnic dances from various geographical and cultural areas of the world. These dances will be examined in relationship to their cultural context and relevance within the given society.

D 494 Dance Pedagogy (3)
Study and evaluation of methods and materials for teaching dance in a studio setting. The topics examined include: how to build a dance class, what to teach and methodology involved. Practical application of the methods will be emphasized.

D 496 Creativity (3)
Explores the mind/body connection as an integral link in the creative process as it relates to the creation of art, health, well-being and an overall life perspective.

DEAF AND HARD OF HEARING EDUCATION

DHHE 609 Practicum in Deaf and Hard of Hearing Education (1-3)
Helps beginning educators develop a toolkit for thinking deeply about themselves and getting to know the communities in which they will teach. Lab helps develop habits of mind that will allow beginning teachers to see themselves, children, families and communities with empathy and curiosity, rather than assumption and judgment. Students will participate in hands-on work, including finding resources and interests in children's lives. Prerequisite: admission to DHHE Program or consent of instructor

DHHE 611 Foundations of Deaf Education (3)
Various theories of deaf education, epistemological frameworks, social and cultural perspectives and developmentally appropriate practices of how students learn will be discussed and explored. Demographic, legal, educational, political, medical and social perspectives that influence educational delivery of deaf and hard of hearing students will be examined. Prerequisite: admission to DHHE Program or consent of instructor

DHHE 623 Academic Discourse in Deaf and Hard of Hearing Education (3)
Strategies for delivering instruction in ASL discourse. Students are encouraged to build on their ASL skills to effectively teach concepts in their content area. Topics include target vocabulary for effective transmission of information, curriculum development and assessment of language. This course will support future ED-TPA concerns. Prerequisite: Admission to DHHE Program or consent of instructor

DHHE 625 Structure of ASL and English in the Classroom (3)
Students analyze the development of the linguistic structures in American Sign Language and English. Semantics, morphology, syntax and other topics will be discussed, focusing on early communication development. Variations in linguistic use, such as code switching, will be discussed. Special focus will be placed on signacy, oracy and literacy in deaf schools. Prerequisite: admission to DHHE Program or consent of instructor

DHHE 630 Special Project in DHHE (1)
Research project showcasing a special issue or problem in deaf education conducted during summer between students’ first and second year. Research findings will be presented during New Student Week to first year students during their orientation. Provides a collaborative network allowing new students to become familiar with several approaches in deaf and hard of hearing education. These special projects will become a resource library for all programs in the College of Education. Prerequisite: admission to DHHE Program or consent of instructor

DHHE 639 Student Teaching: Self Contained Classrooms (8)
Teacher candidates will complete a 10-week student teaching experience within a self-contained classroom setting in the pre-service teacher’s primary area of teaching licensure. Prerequisite: admission to DHHE Program or consent of instructor

DHHE 640 Student Teaching: Mainstreamed Settings (8)
Teacher candidates will complete a 10-week student teaching experience within a mainstreamed or itinerant setting in the pre-service teacher’s primary area of teaching licensure. Prerequisite: admission to DHHE Program or consent of instructor

DHHE 641 Beginning Portfolio (3)
Students will begin to develop a teaching portfolio and present the portfolio to complete their requirements for graduation. Prerequisite: admission to DHHE Program or consent of instructor

DHHE 642 Final Portfolio (3)
Students will continue their development of a teaching portfolio and present portfolio to complete their requirements for graduation. Prerequisite: Admission to DHHE Program or consent of instructor

DHHE 643 Instructional Approaches in DHHE (3)
Students will examine pedagogical strategies in several topics, delivery of information, adaptation and development of curriculum and materials. Current research and applicable practices highlighting different educational approaches found in K-12 education will be discussed. Students will examine how instructional delivery can be developed and adapted for deaf learners. Prerequisite: admission to DHHE Program or consent of instructor

DHHE 644 Curriculum Methods in Deaf Education (3)
Students will examine multiple instructional methods and curriculum resources through readings, seminars, observation and lectures with faculty. Students will participate in discussions regarding instructional strategies, classroom management, assessment, IEP academic goals and the use of curriculum materials. The primary focus of this course is to align curriculum content with Common Core Standards and make content applicable to learners. Prerequisite: admission to DHHE Program or consent of instructor

DHHE 645 Language and Literacy Applications in Deaf Classrooms (3)
Encourages students to become familiar with English Literacy Development. There is a strong emphasis on Early Literacy Development and topics of discussion will be literacy theories, approaches and research based applications on incorporating literacy in all core subjects. Prerequisite: admission to DHHE Program or consent of instructor

DHHE 646 Assessment Principles and Practices (3)
Students will focus on the use of assessment as a tool for monitoring student progress in deduction. Formative and summative assessment strategies will be discussed, with the emphasis of reliability and validity in the generation of data. Collection of data to monitor present levels of performance and IEP goals will be discussed. There will be discussion of standardized testing and Common Core State Standards. Prerequisite: admission to DHHE Program or consent of instructor

DHHE 647 Classroom Management in DHHE (3)
Examines classroom management strategies, such as modifying the delivery of information, using visual strategies in classroom management. Students will research several different management strategies and discuss these strategies in working with deaf and hard of hearing populations. Students will discuss accommodations for special populations in deaf classrooms. Prerequisite: admission to DHHE Program

DHHE 648 Educational Audiology (3)
Explores the mechanisms of hearing and speech. Technological advances in hearing, speech development and procedures in speech acquisition will be discussed. Topics include audiological assessments, implants, hearing aids and other devices supporting deaf and hard of hearing students with their hearing needs. Prerequisite: admission to DHHE Program or consent of instructor

DHHE 649 Spoken English Development (3)
Explores the mechanisms of speech development and procedures in speech acquisition will be discussed. Topics include spoken language assessments, methods for use of oracy in the classroom, cochlear implants, hearing aids and other devices
and supporting deaf and hard of hearing students with their hearing needs. **Prerequisite: admission to DHHE Program**

**DHHE 650 Multiculturalism in Deaf Education (3)**
Students will discuss theories of culturally relevant and sustaining pedagogies and multiculturalism. Teacher candidates will learn about varying backgrounds in students, other than deafness. Topics such as race, social class, gender, diverse families and educational abilities will be discussed. **Prerequisite: admission to DHHE Program or consent of instructor**

**DHHE 656 Educational Environments for Students with Hearing Loss (3)**
Introduces different educational approaches in deaf and hard of hearing education. Environments such as mainstreaming, itinerant teaching, special classrooms and institutions will be explored. Procedures conducted in these environments include hearing-aid checks, cochlear implant mapping, coordinating interpreters and note takers and advocating for the child. **Prerequisite: admission to DHHE Program or consent of instructor**

**DHHE 665 Teaching Deaf and Hard of Hearing Learners with Multiple Disabilities (3)**
Course provides information regarding deaf and hard of hearing students with other disabilities. These needs may include cognitive, emotional, behavioral and physical disabilities. Example topics include ADHD, CHARGE syndrome, Usher’s syndrome, autism, learning disabilities or cerebral palsy. Emphasis on assessment, teaching strategies, IEP development and working with parents. **Prerequisite: admission to DHHE Program or consent of instructor**

**DHHE 683 Ethical Practices in Working with Deaf and Hard of Hearing Students (3)**
The various needs of individual children and their families will be examined. Topics include different linguistic modalities and educational environments in deaf and hard of hearing education. **Prerequisite: admission to DHHE Program or consent of instructor**

**EARTH SCIENCE**

**ES 104 Earth System Science (5)**
Focus on the solar system, the processes driven by the interior of Earth, including plate tectonics, earthquakes, volcanism and introduction to study of Earth materials. Three hours of lecture and one two-hour laboratory per week.

**ES 105 Earth System Science (5)**
Focus on physical and chemical processes occurring at the surface of Earth with an emphasis on energy in the Earth system. Three hours of lecture and one two-hour laboratory per week.

**ES 106 Earth System Science (5)**
Focus on human impacts to the Earth system, including chemical and physical aspects of water pollution, oceanography, air pollution, meteorology and global climate change. Not open to students who have taken more advanced course in the corresponding subject matter. Three hours of lecture and one two-hour laboratory per week.

**ES 201 Principles of Geology (4)**
Emphasizes Earth’s internal processes with topics including plate tectonics, minerals, igneous rocks and processes, volcanism, metamorphism and metamorphic rocks, rock deformation, geologic structures and earthquakes. Three lectures and one two-hour laboratory per week.

**ES 202 Principles of Geology (4)**
Emphasizes Earth surface processes with topics including sedimentary rocks, sedimentary processes, rock weathering, mass wasting, river systems, groundwater, glaciers, deserts and coastal processes. Three lectures and one two-hour laboratory per week.

**ES 203 Principles of Geology (4)**
Explores the origin and dynamics of Earth’s interior, surface, ocean, atmospheric and biological systems and critically evaluates topics including the age of the Earth and the origin of life. Three lectures and one two-hour laboratory per week.

**ES 301 Petrographic Microscopy (2)**
Introduction to the basic techniques for using a petrographic microscope to describe, identify and interpret Earth materials. Course integrates field observations, microscopic investigations of rocks and minerals and digital image analysis to solve geologic problems. One-hour lecture and two hours lab per week. Additional field trips outside of scheduled class time may be required. **Prerequisite: ES 201 or consent of instructor**

**ES 302 Quantitative Methods (2)**
Focus on quantitative techniques in geology, applied mathematics, basic statistics, software applications and field technology. One hour of lecture and two hours of lab per week. Additional field trips outside of scheduled class time may be required. **Prerequisite: introductory geology course or consent of instructor. May be taken concurrently with introductory geology course.**

**ES 303 Geologic Field Techniques (1)**
Introduction to the methods and techniques of geological observation and interpretation, with an emphasis on understanding Earth processes in the field and reconstructing the physical history of the Earth; the stratigraphic, petrologic and structural relations of rocks; geological illustration and report writing. One three-hour lab; required weekend field trips. **Prerequisite: ES 203 (may be taken concurrently) or consent of instructor**

**ES 304 Survey of the Fossil Record (3)**
Explores the 4 billion year fossil record of life on earth. Survey of the diversity of fossil forms and the criteria used to distinguish fossils, evolution of increasingly complex forms of life. Course emphasizes concise and precise writing and critical thinking skills. Two hours of lecture and two hours of lab weekly.

**ES 305 Geology of Educators (3)**
Introduces future teachers to approaches for using
the Earth as a natural laboratory to examine scientific issues of societal concern, including the dynamic processes that shape the Earth, its landscapes and its climate. Emphasizes hands-on learning and modern approaches for using Earth science concepts in the classroom. Two hours of lecture and two hours of lab. Will be taught in alternating winter quarters.

ES 354 Geology of Earthquakes (4)
Introduction to earthquake phenomena with an emphasis on the impact to people, infrastructure and natural resources in Oregon and the western United States. Course will focus on using seismology to interpret interior of Earth, mechanisms that cause earthquakes, relation to plate tectonics and associated hazards. Four hours of lecture and active learning per week; supplemental field trips will be incorporated as needed. Prerequisites: introductory geology course or consent of instructor

ES 390 Basic Meteorology (3)
An introductory study of atmospheric processes and meteorologic phenomena. Topics include structure of the atmosphere, heat transfer, air pressure, precipitation, circulation, data collection and weather forecasting. Three hours of lecture and active learning per week.

ES 401 Research (1-15)
Terms and hours to be arranged. Eligible for the RP grade option.

ES 406 Special Individual Studies (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits. Eligible for the RP grade option.

ES 407 Senior Seminar (1-16)
Study and research on a broad-ranging topic in the Earth Sciences. Assessment will be based primarily on a formal presentation and on student participation in weekly meetings in which the class will discuss the Earth Science topic/issue. Two hours of lecture. Course may be repeated for up to 16 credits.

ES 408/508 Workshop (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits. Eligible for the RP grade option.

ES 431/531 Paleobiology (4)
The evolution of terrestrial and marine ecosystems interpreted from the fossil record: the application of paleontological data to resolving problems in Earth history. Four hours of lecture and active learning. Offered alternate years. Required field trips. Prerequisite: ES 203 or consent of instructor

ES 444/544 Remote Sensing (4)
Introduction to Remote Sensing and the acquisition of images at the Earth’s surface. Topics include introduction to photogrammetric principles, electromagnetic radiation, spectral properties of Earth materials, cameras and sensors, aerial photography, satellite imagery, data processing, image classification, image interpretation and scientific applications. Four hours of lecture and active learning per week. Prerequisite: ES 342 or consent of instructor

ES 450/550 Introduction to Petrology (4)
Focus on the textures, compositions and genetic associations of diverse suites of rock types. Study of the structure, chemistry, physical properties and occurrences of rock-forming minerals augment the rock study. Emphasis is on the integration of hand sample study, petrographic microscopy and digital image analysis to solve geologic problems. Four hours of lecture and active learning per week. Prerequisites: ES 201, ES 301 or consent of instructor

ES 453/553 Geology of the Pacific Northwest (4)
An introduction to geology, geological history, tectonic evolution, geological resources and landscape development of Western North America, with an emphasis on the geology of Oregon. Four hours of lecture and active learning per week. Prerequisite: a general geology course or consent of instructor

ES 454/554 Volcanology (4)
Study of the processes and products of volcanism. Focus is on rock types, structures, field relations, tectonic settings, conditions of origin and geologic history of volcanism with specific emphasis on the Pacific North-west. Four hours of lecture and active learning per week; supplemental field trips will be incorporated as needed. Prerequisite: introductory geology course or consent of instructor

ES 458/558 Field Studies in Geology (1-9)
Field excursions to study geology at classic localities in the Pacific Northwest and beyond. Terms and hours to be arranged. Eligible for the RP grade option.

ES 460/560 Energy and Mineral Resources (3)
Focus on the geology of energy and mineral resources in terms of their description, occurrence, origin and distribution. Also considers extraction, treatment, uses and reserves of mineral and energy resources; the historical, economic and social issues involved with certain resources; and the environmental implications of the use and exploitation of resources. Three hours of lecture and active learning per week. Offered alternate years. Prerequisite: introductory geology course or consent of instructor

ES 473/573 Environmental Geology (4)
Study of contemporary environmental issues as related to geologic systems. Topics include geologic hazards, land use, groundwater surface water-soil contamination, remediation technologies, environmental planning, habitat restoration, applied analytical techniques and consulting practice. Four hours of lecture and active learning per week. Supplemental field trips will be incorporated as needed. Prerequisites: ES 201, ES 202 or consent of instructor

ES 476/576 Hydrology (3)
Investigation of near-surface hydrologic systems of the Earth. Topics include the hydrologic cycle, water budgets, introductory fluid dynamics, groundwater systems, watershed analysis, water quality and water resource evaluation. Three hours of lecture and active learning per week. Supplemental field trips will be incorporated as needed. Offered alternate years. Prerequisites: ES 201, ES 202 or consent of instructor

ES 486 Petroleum Geology (4)
Introduction to the principles of petroleum geology and methods used for discovery of oil in the subsurface environment. Topics include historical overview, properties of oil and natural gas, geologic environments, generation and migration, reservoir properties, traps and seals, methods of exploration, drilling techniques and extraction and case studies of classic petroleum-producing regions of the world. Laboratory activities include geologic maps, well log analysis, geophysical logs, seismic stratigraphy and quantitative approaches to geologic problem-solving. Four hours of lecture and active learning per week; supplemental field trips are incorporated as needed. Prerequisite: ES 201, 202 or consent of instructor

ES 491/591 Stratigraphy and Depositional Systems (4)
Overview of clastic depositional environments and sequences, including continental, marine marginal and deep marine settings. Concepts and applications of facies and stratigraphic modeling will be explored, with an emphasis on natural resource exploration and recovery. Four hours of lecture and active learning. Offered alternate years. Required field trips. Prerequisite: ES 203 or consent of instructor

ES 492/592 Advanced GIS Applications in Earth Science (4)
Focus on the application of geographic information systems to real-world problems in the Earth Sciences. Emphasis is placed on the use of computer technology in analyzing spatial and temporal relationships of geologic systems. Four hours of lecture and active learning per week. Prerequisites: ES 342 or consent of instructor

ES 493 Sedimentary Geology (4)
Description and interpretation of sedimentary lithology, textures and structures, primarily at the thin section, hand sample and outcrop scale; the principles of transport/depositional processes; techniques of sedimentary analysis; sedimentary environments; and facies models. Four hours of lecture and active learning. Required field trips. Prerequisites: ES 450 and either ES 431 or ES 491 or consent of instructor. Should be taken during the student’s senior year and requires a significant pre-existing geological knowledge base.

ES 601 Research (1-15)
Terms and hours to be arranged.

ES 603 Thesis or Field Study (1-15)
Terms and hours to be arranged.

ES 606 Special Individual Studies (1-9)
Terms and hours to be arranged.
ECONOMICS

EC 199 Special Studies (1-16)
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. Course may be repeated for up to 16 credits. Eligible for the RP grade option.

EC 200 Introduction to Economic Perspectives (4)
An issues-oriented introduction to economics that covers markets, unemployment, inflation, market power, the environment, crime, discrimination, health care, education, poverty, social security, international trade and economic development. Includes intensive writing.

EC 201 Introduction to Microeconomics (4)
Introduction to consumer and producer behavior and the market process. Theories of production, cost and perfectly and imperfectly competitive market structures will be covered as well as the role of the public sector, input markets and contemporary economic issues such as health care and the environment.

EC 202 Introduction to Macroeconomics (4)
Introduction to the macroeconomic behavior of the economy. Includes national income accounting, business cycles, growth, recession, inflation, unemployment and monetary-fiscal policies. Current issues in international trade and international finance are covered. Prerequisite: EC 201

EC 311 Intermediate Microeconomics I (4)
Provides the student with a rigorous grounding in the methods and techniques of microeconomics, with a focus on market equilibrium and consumer theory. The model of indifference analysis will be developed and applied to household decisions including labor supply. Other topics include behavioral economics and decision-making under risk and uncertainty. Prerequisites: EC 202, MTH 111 and sophomore standing

EC 312 Intermediate Microeconomics II (4)
Provides the student with rigorous grounding in the methods and techniques of microeconomics, with a focus on producer theory. Develops the standard neoclassical theories of exchange and production under the assumption of perfect competition and full information. Situations in which information and markets are imperfect, including price discrimination, monopolistic competition, oligopoly, monopoly and cartels, are also covered. Prerequisites: EC 202, MTH 111 and sophomore standing

EC 313 Intermediate Macroeconomics (4)
Focuses upon the behavior of the economy as a whole. Emphasizes the forces and interactions that naturally determine the levels of, and changes in the levels of, employment, aggregate output, interest rates and prices in a market economy, policy instruments for manipulating those levels and policy problems. Prerequisites: EC 201, 202, MTH 111 and sophomore standing

EC 315 Econometric Analysis and Report Writing (4)
Basic methods of economic analysis; data sources, collection and presentation with a project to develop these skills. Using economic theory to examine current issues. Prerequisites: EC 202; MTH 243 or BA 243 or consent of instructor

EC 318 Money and Banking (4)
In-depth coverage of money, its forms, how it is created by banks and the Treasury, how its supply is regulated by the Federal Reserve System and its vital role in the functioning of the macroeconomy. Prerequisites: EC 201, 202 or consent of instructor

EC 319 Public Finance (4)
Economic analysis of revenue collection and expenditure by federal, state and local governments. Deals with the effect of income taxes, corporate taxes, excise taxes, property taxes, fees and other sources of public revenue on personal income, employment and production; incidence and shifting of taxes. Prerequisites: EC 201, 202 or consent of instructor

EC 321 Public Choice Theory (4)
Overview of the development in public choice theory. Application of economic tools to traditional problems of political science. Positive analysis of collective decision-making and evaluation of outcomes.

EC 333 Economics of Professional Sports (4)
Applies economic analysis to professional sports. Topics include: public financing of arenas and stadiums; the impact of professional sports on local, regional and national economies; labor issues such as free agency, salary caps, discrimination and “superstars”; competitive balance, revenue-sharing and market structure. Prerequisites: EC 201, 202 and 315 or equivalent or consent of instructor

EC 334 Economics of Collegiate Sports (4)
Applies economic analysis to collegiate sports. Topics include: history and function of the National Collegiate Athletic Association, compensation for collegiate athletes and coaches, academic standards for athletes, corporate sponsorships and the financing of collegiate sports, collegiate sports and the media, gender equity for coaches and athletes and the effects of Title IX legislation. Prerequisites: EC 201, 202 and 315 or equivalent or consent of instructor

EC 356 Economics of Organized Crime (4)
Survey recent scholarly articles and publications concerning the economics of organized crime. Structured around four focus areas: economic methodology used to explain and predict the activities of organized crime; behavior and economic impact of organized crime in Sicily and the U.S.; behavior and economic impact of organized crime in the former Soviet Union; review of recent research on organized crime around the world. Prerequisite: EC 312 or consent of instructor

EC 395 Managerial Economics (4)
Applies microeconomic concepts to managerial decision-making. Topics include the analysis of demand, revenue and cost functions, forecasting models and techniques, market structures, pricing, technology and government regulation. Prerequisites: EC 201; MTH 241 or MTH 251 or BA 240; and MTH 243 or BA 243

EC 396 Game Theory (4)
Introduction to strategic way of thinking and primer on game theory with applications likely to be encountered by business. Topics 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 evolution of cooperation. Prerequisite: EC 311

EC 399 Special Studies (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits. Eligible for the RP grade option.

EC 406 Special Individual Studies (1-16)
Terms and hours to be arranged. A specialized course of study within the economics discipline developed in consultation with the instructor. Course may be repeated for up to 16 credits. Eligible for the RP grade option.

EC 409 Practicum (3-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits. Eligible for the RP grade option.

EC 417 Development Economics (4)
Focuses upon the prospects and problems facing more than 100 poverty-stricken countries in Latin America, Africa and Asia that are striving to attain standards of living approaching those of countries in Europe and North America.

EC 436 Environmental Economics and Public Policy (4)
An economic study of environmental problems with special reference to social welfare and economic efficiency criteria in evaluating the alternative uses of natural resources. Prerequisites: EC 201 and 202 or consent of instructor
EDUCATION

EC 440 International Trade (4)
Analyzes the causes and consequences of international trade. Topics covered include: the theory of comparative advantage, models of international trade under perfect and imperfect competition, strategic trade policy, the impact of trade on welfare, protectionism, trade and the environment, the role of trade in developing countries, the effects of free trade agreements. Prerequisites: EC 201 and 202 or consent of instructor

EC 441 International Monetary Economics (4)
Examines the macroeconomic linkages between countries. Topics include: institutions of flexible and fixed exchange rates, the balance of payments, the choice of an exchange rate regime, international money markets, currency crises, international policy coordination and international debt and direct investment. Prerequisites: EC 201 and 202 or consent of instructor

EC 444 Labor Economics (4)
Applies microeconomic theory to understand the behavior of labor market dynamics in the U.S. and 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. Prerequisites: EC 201 and 202

EC 450 Comparative Economic Systems (4)
Theory, practice and reform of economic systems other than capitalism. Examines the origins of the socialist economy, how it is supposed to work, how it actually works and how it can and cannot be reformed. Prerequisites: EC 201 and EC 202 or consent of instructor

EC 460 Industrial Organization (4)
Examines the relationship between market structure, the conduct of individual firms and industry performance in the presence and absence of government regulation. Prerequisites: EC 201, EC 202 and EC 311

EC 470 History of Economic Thought (4)
Traces the development of economic thought from ancient times to the present. Contributions of individual writers and schools of thought are examined in their historical settings and as they influenced economic thought and policy.

EC 480 Mathematical Economics (4)
A review of relevant mathematical tools currently utilized in the economics profession and the application of these tools to economic issues utilizing problem-solving procedures. Prerequisites: EC 201, EC 202 and MTH 111 or consent of instructor

EC 495 Econometrics (4)
Use of statistical methods to estimate and test economic models. Theory and application of multiple regression techniques, with an emphasis on the problems arising in the analysis of economic data. Prerequisite: EC 311

ED 100 Introduction to Education (3)
Introduction to the historical, cultural and philosophical foundations of our system of American public education. Students will reflect upon and critique their own educational experiences and articulate their own beliefs and values about teaching, learning and schooling. Students will also examine current and historical roles, expectations, stereotypes and characteristics that define teaching as a profession.

ED 200 Foundations of Education (3)
Focuses on historical foundations of education; education policy and practice; the system alternatives to public education; legal rights and responsibilities of teachers and students; professional development of teachers; student pluralism; and current issues and effective schools. Course helps participants evaluate their commitment to becoming a professional educator and reflective practitioner who will be able to make informed decisions to enhance the environment for children and youth.

ED 220 Introduction to Early Childhood Education (3)
Introductory course in the principles and basic theories of early childhood education. An overview will be presented of the physical, perceptual-motor, social-emotional and cognitive development of the young child. Opportunities will be given to observe and participate in developing experiences for young children.

ED 230 Children’s Literature in Diverse Classrooms (3)
Exploration of various author/illustrators of children’s books and resources available concerning children’s literature. A foundation for sharing and using children’s literature in diverse classrooms is developed. Prerequisites: ED 200 and 3 credits in ENG or consent of instructor

ED 231 Typical and Atypical Development (ages 3-4th grade) (3)
Overview of typical and atypical development in young children from 3 years - 4th grade. Traditional and current theories of development are discussed with an ecological framework and an emphasis on brain research, risk factors, culture and the implications of atypical development as it relates to developmental appropriate practices in inclusive early childhood environments.

ED 232 Health & Safety Practices for the Early Childhood Environment (birth-4th grade) (3)
Prepares the early childhood educator to meet the physical needs of young children of all abilities through preparation of a safe environment, planned routines and positive experiences in the area of health, safety and nutrition. Focuses on the physical needs of children, child abuse and neglect.

ED 233 Applied Adolescent Learning and Development (3)
Teacher candidates learn to apply theories of human development and learning to a variety of classroom settings. Major theories of learning are examined as they apply in elementary/middle through high school grades and instructional decision-making. Teacher candidates seeking licensure at the elementary/middle level can take this class or ED 242.

ED 240 Young Adult Literature in Diverse Classrooms (3)
Exploration of a wide range of young adult texts and resources available concerning young adult literature. A foundation for sharing and using young adult literature in diverse classrooms is developed. Prerequisites: ED 200 and 3 credits in ENG or consent of instructor

ED 242 Applied Children’s Learning and Development (3)
Teacher candidates learn to apply theories of human development and learning to a variety of classroom settings. Major theories of learning are examined as they apply in preschool through elementary grades and instructional decision-making. Prerequisite: PSY 218

ED 250 Inclusive Practices in Early Childhood Settings (birth-4th grade) (3)
Explores inclusive practices in early childhood settings for diverse children from birth-4th grade of all abilities. Includes an exploration of the following: foundations of early childhood/early childhood special education theory and practices; characteristics of young children with disabilities and other special needs; impact on the family, accessing research and resources; approaches to screening; types of programs; adaptations and accommodations of the inclusive settings; advocacy, integration and future trends. Prerequisite: ED 220

ED 251 Inclusive Practices in Early Childhood Settings (ages 5-8) (3)
Develops core skills to support inclusive practices in early childhood settings for diverse children from birth-4th grade. Includes an exploration of the following: foundations of early childhood/early childhood special education theory and practices; characteristics of young children with disabilities and other special needs; impact on the family, accessing research and resources; approaches to screening; types of programs; adaptations and accommodations of the inclusive settings; advocacy, integration and future trends. Prerequisite: ED 220

ED 259 Special Education and Inclusive Communities (3)
Introductory class provides a survey of models, theories and philosophies that form the basis for special education practices. An overview is provided of legal, social and educational issues in the provision of education and related services for individuals with disabilities from early intervention through transition to adulthood.

ED 270 Technology in Education (3)
Explores current applications and concepts of technology to enhance learning, communicating and collaborating for personal and professional growth. Particular emphasis on the use of technology in educational contexts.

ED 301 Introduction to Chicana/o 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 Chicana/o history in the United States beginning with Spanish colonization and continuing with present day issues of assimilation and acculturation.
ED 302 Multicultural Education and the American Experience (3)  
Designed to assist students from diverse socioeconomic, cultural and experiential backgrounds in addressing the personal, social, academic, financial and campus climate issues within a multicultural context.

ED 312 Students, Teachers, Schools and Society (3)  
Prepares educators to serve students from diverse socioeconomic, cultural and experiential backgrounds in addressing personal, social, academic, financial and campus climate issues within a multicultural context.

ED 322 Early Childhood Motor Development and Movement Education (3)  
Integrates theory and practice of the foundations of human movement for children from birth through grade 4 in inclusive environments. Content includes the importance of physical activity for young children; recommended physical activity guidelines for varying stages of childhood; connections among children's psycho-motor, cognitive and affective development; dynamic systems and children's motor development and learning; developmentally appropriate movement for children; methods of motor task variation and adaptation for children with varied abilities and disabilities; and contemporary methods for teaching children movement education.

ED 324 Creative Arts in Early Childhood Settings (birth-4th grade) (3)  
Utilizes the Creative Arts (art, music and dramatic play) and play as central approaches to teaching and learning with young children from birth-4th grade in inclusive early childhood settings. Focuses on an integrated approach to an arts-based curriculum by examining authentic arts experiences and the role of play in children's growth and development.

ED 325 Elementary Science Methods (3)  
Supports the development of pedagogical content knowledge in science by emphasizing content knowledge application of content, planning for instruction and instructional strategies to improve preK-9 learning. Includes strategies related to specific scientific content in state and national science standards, STEM, scientific practices as well as children's learning of science. Prerequisites: Grade of C or better in GS 325

ED 345 Designing Early Childhood Environments (birth-4th grade) (3)  
Focus is on investigating learning environments for young children from birth-4th grade in inclusive early childhood settings (Head Start, public and private pre-K, child care, K-4 classrooms, etc) and how to plan for children of all abilities. Students will spend time in the field observing and documenting classroom environments in inclusive early childhood settings.

ED 348 Developmentally Appropriate Practices: EC Play, Development and Literature (3)  
Exploration of play and literacy as integral components of early learning. Emphasis is placed on the roles of the teacher in observing play and literacy, developing and refining teaching strategies that support and extend children's play and literacy and advocating for play in the early childhood curriculum. Focuses on young children ages birth-4th grade in inclusive early childhood settings. Students will be spending time in the field in inclusive environments.

ED 352 Elementary Social Studies Methods (3)  
Supports pedagogical content knowledge in social studies by emphasizing content knowledge, application of content, planning for instruction and instructional strategies to improve preK-9 learning. Includes strategies related to concept attainment, technology and literacy integration and clinical methods. Prerequisite: ED 373, MTH 213 or MTH 396 (MTH 396 can be taken concurrently). ED 352 should be taken during one of the last two terms before entering the ED program.

ED 353 Elementary Mathematics Methods (3)  
Designed to emphasize mathematics content knowledge, application of content, planning for instruction and instructional strategies to improve preK-9 learning, including students of diverse backgrounds and needs. Includes strategies related to mathematics content in state and national standards, STEM and mathematical practices, as well as children's learning of mathematics. Prerequisite: ED 373, MTH 211, 212, 213, 396 (MTH 396 can be taken concurrently). ED 353 should be taken during one of the last two terms before entering the ED program.

ED 354 ECE Numeracy & Mathematics (3)  
Methods and materials in teaching and assessment in early childhood numeracy and mathematics. Methods for facilitating early math learning using developmentally appropriate practices for learners of all abilities (birth-8 years) will be discussed. Interactions with young children in inclusive settings will provide experiential learning and teaching opportunities. Prerequisite: ED 373, MTH 213, MTH 396 (MTH 396 can be taken concurrently). ED 354 should be taken during one of the last two terms before entering the ED program.

ED 368 Science & Social Studies in Early Childhood Settings (birth-4th grade) (3)  
Focuses on the study and practice of science and social studies education and exploration for young children in inclusive early childhood settings (birth-4th grade) focusing on appropriate content, goals and methods. Students will have opportunity to design, plan and implement lesson plans.

ED 373 Introduction to Curriculum and Assessment (3)  
Supports the development of instructional strategies and the means to create assessments, analyze data and evaluate instruction in various classroom settings using the framework of teacher work sampling. The basics of unpacking standards, developing goals and objectives in lesson planning, instructional methods, assessment planning and differentiation are introduced. Prerequisite: ED 230.

ED 374 Teaching Writing in the Elementary Classroom (3)  
Introduction to teaching writing in the early childhood and elementary school classroom. Particular emphasis will be placed upon developmental writing with young children, authentic and naturalistic approaches to language and writing, the connection between reading and writing and research-based approaches to feedback and assessment on student writing. Course involves authentic experiences at a local elementary school. Students enrolled in this course will need to grant Oregon Department of Education permission to conduct a background check. Prerequisite: ED 230 or ED 240 or ED 348.

ED 380 Infant and Toddler Development (3)  
Designed to teach students to apply theory and research to infants and toddlers (prenatal-3 years) utilizing an ecological systems and culturally responsive practices approach. Participants will learn and gain experience with best practices in service delivery models for infants and toddlers of all abilities. Participants will gain experience interacting with infants and toddlers within a family system.

ED 404 Clinical Experience Seminar I (1)  
First seminar in the three-term Professional Education Core supporting clinical experience. Focus is to begin the concept of professionalism as it relates to teaching and learning. Teacher candidates will be introduced to the Clinical Experience Workbook and review the expectations for the term.

ED 405 Clinical Experience Seminar II (1)  
Second seminar in the three-term Professional Education Core supporting clinical experience. Focus is to expand on the concept of professionalism, reflective practice, leadership and collaboration as it relates to teaching and learning. Teacher candidates will refer to the Clinical Experience Workbook and review expectations for the term.

ED 407/507 Seminar (1-12)  
Terms and hours to be arranged. Course may be repeated for up to 12 credits.

ED 408 Workshop (1-12)  
Terms and hours to be arranged. Course may be repeated for up to 12 credits.

ED 409 Practicum (1-12)  
Students must obtain a signature from director of field services one term before registering for the following: bilingual education/ESL, early childhood education, educational media, elementary, middle level, high school. Course may be repeated for up to 12 credits. Eligible for the RP grade option.

ED 411 Clinical Experience I (3)  
Teacher candidates’ first experience in a public school setting providing instruction to small groups of students and entire class. Prerequisite: fully admitted to the Professional Education Core.
ED 412 Clinical Experience II (3)
Teacher candidates' second experience in a public school setting providing instruction to small groups of students and entire class. First assessment of teaching and learning will be completed. Prerequisite: successful completion of ED 411 and maintaining a 3.0 GPA in education coursework.

ED 417/517 Cooperative Learning (3)
Materials from Johnson and Johnson, Dishon and Wilson-O’Leary, Samples, Huggins, Schmuck and Schmuck and Stanford and others are presented, modeled and integrated into a personal frame of reference. Cooperative learning strategies are modeled in all elementary curriculum areas.

ED 418 Assessment, Planning and Instruction (3)
Course enables teacher candidates to apply assessment and instructional strategies in the planning, designing and implementation of instruction within various classroom settings and in different subject areas utilizing the TWS Framework.

ED 421 Technology Integration (3)
Explores operations and concepts of basic technology to enhance personal and professional growth and productivity and integration of technology into classroom planning, instruction and assessment.

ED 427 Professional Development: Early Childhood Studies Capstone (3)
A culminating course devoted to analyzing and synthesizing knowledge and skills gained through the Early Childhood Studies major as it applies to early childhood education. Students will examine teaching and learning through core studies and preparation for their final portfolio.

ED 429 Professional Development Seminar III (2)
Final seminar in the three-term Professional Education Core supporting clinical experience. Focus is to support professional development and the transition from teacher candidate to licensed classroom teacher.

ED 434/534 Content Pedagogy I (3)
Part of a two-course sequence with ED 436/536, this course is designed to emphasize content knowledge, application of content, planning for instruction and instructional strategies to improve 3-12 grade learning, including students of diverse backgrounds and needs.

ED 436/536 Content Pedagogy II (3)
Part of a two-course sequence with ED 434/534, this course is designed to emphasize content knowledge, application of content, planning for instruction and instructional strategies to improve 3-12 grade learning, including students of diverse backgrounds and needs.

ED 438 Foundations of Education (2)
Enables the preservice teacher to explore the basic historical, philosophical and societal foundations of education. Current legal, financial and governing aspects as well as future economic and political influences on education are explored.

ED 441/541 Video Production (3)
Explores the fundamentals of the camera system, illumination, electronic video recording, audio recording and set design. Each student will produce two short video projects outside the studio and will participate in at least one group studio color production.

ED 443 Supporting Language, Literacy and Culture (3)
Major theories of language and literacy will be examined as they apply to diverse emergent and developing readers in preschool through elementary grades. Teacher candidates learn how to administer a variety of reading assessments to guide instructional decision-making and design standards-based rationales and lesson plans that differentiate to meet all students' unique needs.

ED 444 Content Literacy (3)
Course will focus on content area literacy (reading, writing, speaking and listening) for students from early childhood through high school. In-depth examination and application of a standards-based approach to instruction and assessment will be a major focus. Digital literacies will also be explored as a means to present, illuminate and assess content.

ED 446 Environments for Diverse Learners (3)
Enables teacher candidates to increase awareness of student diversity in P-12 settings. Course explores multiple theories and models to inform and apply pedagogical frames in order to differentiate instruction and enhance learning opportunities.

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.

ED 448/548 Early Childhood Curriculum (birth-4th grade) (3)
Course emphasizes planning, organizing, implementing and evaluating programs for young children with diverse learning needs ages birth-4th grade within the framework of developmentally appropriate practices for young children in inclusive settings. Students will explore, plan and implement curriculum and environments using individually responsive, developmentally and culturally appropriate methods and materials.

ED 449/549 Observation and Assessment of the Young Child (3)
Measurement theory, observation, screening and assessment practices, familiarization with selected instruments, legal and ethical guidelines for assessing young children ages birth through 4th grade in inclusive settings. Assignments will be tied to student teaching experiences.

ED 450 Methods for Classroom Management (3)
Focuses on best practices that address age level educational issues. Topics covered include early childhood, elementary, middle and high school teacher candidates to better serve the academic, social and emotional needs of their students.

ED 457 The Parent-Educator Partnership (3)
Explores the role of the parent in the educational process, the special needs that may affect the family and models of parenting and parent involvement. Simulation techniques will be used to develop interaction skills.

ED 461 Differentiating Instruction for Diverse Learners (3)
Focus on identification of students’ skills, readiness levels, interests and learning styles and the exploration of teaching techniques and resources that respond to their unique needs. Preservice teachers explore aspects of teaching that promote an inclusive classroom.

ED 462 Encouraging Discouraged Children (3)
Ideas from Dreikurs, Adler, Ellis, Glasser and other theorists are examined with a goal of applying these ideas in the classroom and/or home. Focus on the concept of discouragement and how discouragement influences the teacher, student and parent constitute the primary focus of this class.

ED 463/563 Early Childhood Education (ECE) Numeracy and Mathematics (3)
Methods and materials in teaching and assessment in early childhood numeracy and mathematics. Methods for facilitating early math learning using developmentally appropriate practices for learners of all abilities (birth-8 years) will be discussed. Interactions with young children in inclusive settings will provide experiential learning and teaching opportunities in student teaching.

ED 464 Family and Community Involvement in Early Childhood Education (3)
Focuses on family education awareness, elements of family education process, strategies for involving parents and community members in children’s education. Strategies for involving families in the education of children with diverse learning needs ages birth through 8 years will be discussed. Focus on family and professional rights and responsibilities in the special education process.

ED 466 Technology in Inclusive Early Childhood Environments (3)
Designed for teacher candidates and early childhood studies majors to explore trends, issues and tools related to the use of technology with young children from birth-4th grade of all abilities in inclusive settings. Students will gain experience identifying, evaluating and using a variety of technologies that are appropriate in a variety of areas. The evaluation and use of assistive technology to support learners of all abilities is an integral component of this course.
ED 477 Literacy at the Middle Level (3)
Promotes reading/literacy in middle school and upper grades of elementary school. Emphasis will be on the reading/literacy process, content area literacy goals and strategies, importance of recreational reading, assessment of reading growth and new trends and materials for a balanced literacy approach.

ED 479/579 Fostering Biliteracy in ESOL/Bilingual Classrooms: Latin America (3-4)
Explores the relationship between first and second language literacy and between oral and written language skills. It also examines ESOL and bilingual literacy teaching strategies for different language proficiency levels, as well as materials, classroom organizational structures and assessment tools. Approaches for literacy development that bridge experiential and cultural differences are emphasized, including multicultural literature and family involvement in the learning process.

ED 481/581 Introduction to ESOL and Bilingual Education (3)
Introduction to the field of ESOL and bilingual education. Provides an overview of the principles of second language acquisition and explores classroom practices that allow English language learners at different proficiency levels to access grade-level content while developing skills in academic and social language.

ED 482 Foundations of ESOL/Bilingual Education (3)
Surveys the historical development of ESOL/bilingual education. Provides insight into government policy and legal aspects of ESOL/bilingual education as well as research, theory and classroom implications.

ED 483 Culture, Community and the ESOL/Bilingual Classroom (3)
Explores the concept of culture and its manifestation in society, the community and the classroom. Examines the research literature and provides a theoretical foundation for understanding how cultural groups and students' identities affect the educational process and the classroom climate.

ED 484 First and Second Language Acquisition and Educational Linguistics (3)
Course explores current theory and research in first and second language acquisition and issues in linguistics applied to ESOL/bilingual education.

ED 485/585 Early Childhood Education: Leadership and Administration (3)
Knowledge and competencies in the area of educational leadership, including development and administration of inclusive early childhood programs for children birth-4th grade, professionalism, ethics and social policy.

ED 486 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 Alternative Secondary Curricula & Materials for Second Language Learners (3)
Emphasis on the study of alternative curriculum patterns and materials that are conducive to the second language learner’s achieving expected learner outcomes needed for course completion and high school graduation.

ED 488/588 Culture and Community in ESOL/Bilingual Classrooms: Latin America (3-4)
Explores the concept of culture and its manifestation in society, the community and the classroom. Strategies to maximize learning using cultural and community resources, as well as building partnerships with families. Students participate in relevant experiences in an international context that provides an intensive cultural component. Practicing teachers and those preparing to become teachers develop cultural, linguistic and historical understanding through an immersion experience.

ED 491 Curriculum Models, Instructional Approaches and Assessment Strategies for English Language Learners (3)
Examines current curriculum models, materials, teaching approaches and assessment techniques that maximize the academic achievement of English language learners.

ED 492 Classroom Strategies for English Language Development in ESOL and Bilingual Settings (3)
Theory, methods and strategies for teaching English Language Development (ELD) in ESOL and bilingual settings. Emphasizes techniques for teaching the four language skills, language functions, meaningful grammatical forms and vocabulary through content-based lessons.

ED 493 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.

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.

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.

ED 496 Cross Disciplinary and Advanced Teaching Strategies (3)
Promotes interaction among students, discussions regarding integrated methodology and exploration of professional opportunities for middle and high school teachers. Focus will be on group processes in the development of integrated multidiscipline approaches, including service-learning.

ED 498 Clinical Experience III (10)
Teacher candidates’ final and full-time experience in a public school setting providing instruction to an entire class. Second assessment of teaching and learning will be completed. Prerequisite: successful completion of ED 412, maintaining a 3.0 GPA in Education coursework.

ED 603 Thesis, Professional Project or Field Study (3-9)
Terms and hours to be arranged. Eligible for the RP grade option.

ED 606 Special Individualized Study
Terms and hours to be arranged.

ED 607 Seminar (1-6)
Terms and hours to be arranged.

ED 608 Workshop (1-9)
Terms and hours to be arranged.

ED 609 Practicum (1-9)
This course is a practicum experience in PK-12 schools (for licensed teachers) or other educational settings. Specific course requirements vary by graduate program; please contact your adviser for specific requirements and/or program prerequisites before enrolling.

ED 611 Theories of Teaching and Learning (3)
Examines how theories of teaching and learning and research aligns and impacts educational practices. Major theories of learning and teaching and their applications in education will be explored. Students will investigate a topic of interest regarding teaching and learning based on reviews of current research studies.

ED 612 Quantitative Research in Education (3)
Methods, techniques and tools of research. Development of a proposal for a study and development of the criteria and methods for reading and evaluating research.

ED 615 Critical Inquiry Into the Foundational Narratives of Schooling (3)
Examines the foundational narratives that give meaning to the modern school experience. Historical, philosophical and societal narratives of schooling are analyzed in an attempt to better understand not only the workings of the American school system but also our lived experience as learners and teachers within the public school. Prerequisite: admission to M.A.T.: Initial Licensure Program.

ED 616 M.A.T. Clinical Experience II (3)
Students will continue their field work from the previous term. During this extended student teaching practicum, a work sample will be produced. Prerequisite: admission to M.A.T.: Initial Licensure Program.
ED 617 Professional Inquiry in Education (3)
Through research, students utilize data literacy as a tool for education improvement. Students identify an educational problem that needs to be addressed and develop a plan that includes applications of data literacy to address the problem. Prerequisite: ED 633

ED 618 Teaching for Equity, Justice and Agency (3)
Enables teacher candidates to increase awareness of student diversity in P-12 settings. Explores multiple theories and models to inform and apply pedagogical frames in order to differentiate instruction and enhance learning opportunities. Prerequisite: admission to M.A.T.: Initial Licensure Program

ED 621 Teacher as Researcher: Action Research (3)
An introduction to the basic philosophy and methods of action research in schools. Students will learn how to conduct action research to help them make effective decisions about their teaching. Prerequisite: admission to M.A.T.: Initial Licensure Program

ED 622 Curriculum, Assessment and Management I (3)
Course will help students to develop assessment, instructional and management strategies in the planning, implementation and evaluation of instruction in various classroom settings using the framework of teacher work sampling. The basics of lesson planning, instructional methods, assessment planning, differentiation and classroom management will be covered.

ED 623 Curriculum, Assessment and Management II (3)
Course will help students to develop assessment, instructional and management strategies in the planning, implementation and evaluation of instruction in various classroom settings using the framework of teacher work sampling. The basics of lesson planning, instructional methods, assessment planning, differentiation and classroom management will be covered.

ED 624 Rethinking Special Education (3)
In-depth study of the diverse students in today’s K-12 classrooms with a focus on preparing teacher candidates to become reflective practitioners serving diverse communities of learners, including but not limited to, students with identified disabilities, students with individualized educational plans and students identified as talented and gifted.

ED 625 Classroom Discipline and Management (3)
Design, implementation and evaluation of all phases of effective classroom management. Special attention will be devoted to student motivations in a variety of settings and inclusive of all students. Prerequisite: admission to M.A.T.: Initial Licensure Program

ED 626 Instructional Design (3)
The application of the instructional design approach to the preparation of multimedia instructional products. The student will be guided through the development of instructional materials, including the application of the ID approach to the preparation of computer-based instruction.

ED 627 Assessment of Teaching & Learning (3)
Development, administration and interpretation of curriculum aligned tests in the work sample methodology. Also, acquired knowledge in test construction, standardized testing and the use of data in formative/summative assessment design. Prerequisite: admission to M.A.T.: Initial Licensure Program

ED 628 Teaching Writing Under the Common Core State Standards (3)
Explores best practices for teaching writing (including narrative, information and argumentative texts) under the new Common Core State Standards for elementary, middle and high school teachers. Implementation, analysis and critical review of the Common Core State Standards and Smarter Balanced Assessment are included.

ED 629 The Classroom Teacher-Counselor (3)
Focuses on the classroom teacher’s obligations and opportunities for guiding and counseling students in academic and personal areas. It acquaints the teacher with the varied needs and characteristics of children and adolescents, basic concepts and techniques of group and individual counseling and guidance and means of incorporating these factors in a practical, functional classroom program.

ED 630 Culturally and Linguistically Diverse Students in the Schools (3)
Focus is on the influence of linguistic and cultural diversity on the learning process and classroom dynamics.

ED 631 Foundations of Biliteracy (3)
Explores the relationship between first and second language literacy and between oral and written language skills. Examines ESOL and biliteracy teaching strategies for differentiated proficiency levels, as well as materials, classroom organizational structures and assessment tools. Projects encourage participants to become reflective practitioners as they analyze and critique their own beliefs and teaching practices and plan their professional growth.

ED 632 Cultural, Social and Philosophical Issues in Education (3)
Examines issues of learning and culture from a variety of philosophical perspectives, linking practice to theory and ideology. Students will frame their teaching and learning experiences by examining the role of culture in schooling and learning, specifically diversity and critical perspectives in education.

ED 633 Research and Writing (3)
Students will examine the traditions, theories and use of quantitative and mixed methods research. Includes evaluation of methods, data findings and implication of research studies in education. Students will produce and critique scholarly writing.

ED 634 Qualitative Research in Education (3)
Presents the substance of qualitative research as well as the methods. By examining the traditions and theories of qualitative research, students will explore the principal methods, research techniques and critical issues, applying their knowledge to their own research plans. Prerequisite: ED 612

ED 635 Action Research (3)
Introduction to the principles and processes of action research, a form of self-reflective inquiry by practitioners used to improve and enrich educational settings. Students develop skills in data literacy such as data collection, analysis and interpretation. Students will produce scholarly writing. Prerequisite: ED 633

ED 636 Leadership and Policy in a Diverse Society (3)
Students will analyze current educational policy and potential leadership within multiple contexts. Emphasizing local, national and global trends, this course will help students explore issues of diversity and the socio-political constructs of schooling.

ED 637 Inquiry Into Pedagogy (3)
Supports the development of pedagogy, application of content knowledge, planning for instruction and instructional strategies to improve student learning. Includes strategies related to specific discipline content, practice and state/national standards.

ED 638 Curriculum, Assessment, Instruction and Reflection (3)
Examines curriculum, assessment, instruction and reflection practices within standards-based education and school collaborative teams. Students will learn to apply research-based strategies in assessment and instruction within various classroom settings and in different subject areas. Students learn to use reflection as a tool for removing barriers to student achievement for all learners and how assessment data is used to drive decision making. Prerequisite: admission to M.A.T.: Initial Licensure Program

ED 639 Curriculum and Planning: Work Sample Methodology (3)
Study of current curriculum and governing practice; instruction in planning, design and delivery of courses; and work sample methodology. Prerequisite: admission to M.A.T.: Initial Licensure Program

ED 640 Literacy: Inquiry, Theory and Informed Practice (3)
Course focuses on moving theory and research into practice through examining a range of literacy curriculum and creating curricular frameworks that fit each participant’s distinctive context and beliefs.
ED 641 Theories of Bilingualism (3)
Focuses on theories of language acquisition and their application to the classroom. Explores topics such as language ideology, learners’ linguistic capitals, translanguaging, contrastive analysis, language transfer and metalinguistic strategies. Participants engage in linguistic analysis and consider classroom practices that maximize dual language learning, development, and use.

ED 642 Content Area Literacy (3)
Examines major theories that form the foundation of literacy K-Adult. Course explores psychological, sociological, and linguistic foundations of the reading/writing process, literacy research and the histories of literacy, language development and acquisition and variations related to cultural and linguistic diversity. Also explores the major components of reading such as phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation.

ED 643 The Whole Child: Metaphors of Learning and Development (3)
Major theories of learning and child development will be examined as they apply to instructional processes in the early childhood and elementary classroom. Focus on the interrelationship among these theories and how they affect instructional processes, such as teaching, learning, and lesson planning.

ED 644 Bilingualism in Socio-cultural Contexts (3)
Examines the concept of culture and its manifestation in schools and communities, with an emphasis on dual language/bilingual classrooms in the U.S. Informed by up-to-date theory and research, participants examine socio-cultural and historical forces that impact the educational process. Strategies that capitalize on learning and using cultural and community resources in dual language/bilingual classrooms are emphasized. Partnerships with families, schools, and communities are an important focus.

ED 645 Instruction and Assessment in Dual Language/Bilingual Settings (3)
Focuses on curriculum development, assessment practices and design of materials for dual language and bilingual classrooms. Informed by current research and theory, participants plan, develop and implement instructional strategies and assessment tools that foster academic and linguistic development. Projects encourage participants to become reflective practitioners, as they critique and analyze their teaching practice in dual language/bilingual settings and plan their professional growth.

ED 646 Philosophy of Education (3)
A study of philosophical assumptions and their implications on the fundamental issues and practices of American education.

ED 647 Critical Inquiry and Reflective Practice for Dual Language/Bilingual Educators (3)
Examination of educational policies, instructional practices and curricula in dual language/bilingual settings. Participants work to transform their own educational practice as they engage in self-reflection, conduct research, develop advocacy and leadership skills and plan for professional growth.

ED 648 Advanced Curriculum and Assessment Planning (3)
Historical and philosophical foundations of curriculum and assessment planning as well as current research and policy in curriculum and instruction. Emphasis will include: curriculum frameworks, interdisciplinary and differentiated instruction that is culturally and developmentally sensitive, attention to content area specific curriculum and learning and authentic assessments for learners.

ED 650 Observation and Assessment of the Young Child (3)
Measurement theory, observation, screening and assessment practices, familiarization with selected instruments, legal and ethical guidelines for observing and assessing young children preschool through 4th grade in inclusive settings.

ED 651 Content Area Literacy (3)
A research-based course on the use of language for thinking, problem-solving and communicating across subject areas. Includes best practice teaching strategies that will enable all students to become independent learners. Prerequisite: admission to M.A.T.: Initial Licensure Program

ED 652 Integrating Health and Physical Education (3)
Provides future elementary classroom teachers with an overview of theory and practice. Practical methods for integrating health and physical education, movement and physical activity in the classroom as a means of facilitating conceptual development will be explored. Prerequisite: admission to M.A.T.: Initial Licensure Program

ED 654 Classroom Climate and Environments for Learning (3)
Provides both theoretical understanding and practical application of strategies aimed at creating safe, encouraging and effective learning environments.

ED 655 Foundations of Literacy (3)
Examines major theories that form the foundation of literacy K-Adult. Course explores psychological, sociological and linguistic foundations of the reading/writing process, literacy research and the histories of literacy, language development and acquisition and variations related to cultural and linguistic diversity. Also explores the major components of reading such as phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies and motivation.

ED 656 Professional Seminar I (1)
Students will begin their engagement in developing a learning community that will span their four terms in the MAT program.

ED 657 Professional Seminar II (1-2)
Students will work within the learning community or their MAT cohort, engaging at an emerging level in the Action Research process that will lead eventually to a professional project and capstone experience.

ED 658 Professional Seminar III (3)
Students will design and carry out an Action Research project that will culminate in a professional project and capstone experience.

ED 659 Professional Seminar IV (3)
Students will design and present the action research project from term III, this presentation making up the capstone experience. Students will prepare to enter the teaching profession by interacting with professionals already in the educational field and by studying special topics such as TSPC requirements.

ED 660 Contemporary Foundations of Education (3)
A study of how historical, sociological, philosophical events and research have influenced the contemporary role of the teacher in the classroom.

ED 665 Reading and Writing Through Children’s Literature (3)
Foundational survey of children’s literature and its impact on children’s literacy development in the elementary grades. Students will explore various genres, authors, illustrators, styles and movements within children’s literature as well as resources available for choosing and using quality literature with young people. Emphasis will be placed on mentor text and craft analysis approaches to teaching writing and the writing process. Prerequisite: admission to M.A.T.: Initial Licensure Program

ED 666 Middle Level Literacy (3)
Study of methods and research appropriate for teaching literacy in middle schools. Emphasis is placed on diagnostic and assessment of literacy development.

ED 667 Language Development and Reading (3)
Will learn theories of language acquisition, functions of language and the role of culture and power in developing language; recognize the importance of oral language to the development of successful reading and writing; and demonstrate qualities of teacher as language researcher.

ED 668 Assessment & Reading Instruction (3)
Explores current research in best practices in literacy assessment. Content will include formative and summative assessments to determine students’ literacy strengths and needs, as well as how to plan and carry out effective instruction to address students’ literacy and language development. Prerequisite: six hours of reading instruction or consent of instructor

ED 669 Content Pedagogy (2)
Provides students with a discipline-specific methods course taught by subject area specialists. Research-based and best practice within an academic discipline will be the focus. Prerequisite: admission to M.A.T.: Initial Licensure Program

ED 670 Middle Level Curriculum and Instruction (3)
The philosophical and historical foundations of middle level schools are considered. Students will examine middle level curriculum and instruction.

ED 671 Middle Level Learning (3)
Graduate seminar focused on teaching and learning in the middle grades (6-8). Content includes
common behavioral, psychological and social perspectives on learning; social and emotional development.

ED 672 Literacy Leadership Practicum (3)  
Examines the role of the reading specialist and coach as recommended and outlined by research and recommendations from professional organizations. Special focus will include role definitions, program options, training and supervision of support staff, budgeting and materials needed to meet state requirements in reading instruction.

ED 673 Mathematics Leadership in K-8 Schools (3)  
Examines role of the elementary mathematics instructional leader as recommended and outlined by research and recommendations from professional organizations. Special focus will include role definitions, program options, training and supervision of support staff, budgeting and materials needed to meet state requirements in mathematics instruction. Prerequisite: should be one of the last courses taken in the Elementary Mathematics Instructional Leader program; must be taken concurrently with or before ED 669: Elementary Mathematics Leadership Practicum

ED 674 Integrating the Creative Arts (3)  
Focuses on integrating a variety of areas of the creative arts into the elementary classroom, including visual arts, music, drama and dance. Will explore the importance of fostering creativity and designing an environment for playful exploration of the arts as well as integrating the arts into literacy. Prerequisite: admission to M.A.T.: Initial Licensure Program

ED 677 Integrating and Differentiating Instruction (3)  
Focus is on cross-disciplinary, team teaching strategies. Simulated group processes will enable the participants to develop standard-based curricula. Prerequisite: admission to M.A.T.: Initial Licensure Program

ED 682 Sociopolitical Foundations of ESOL/Bilingual Education (3)  
Surveys the historical development of ESOL/bilingual education. Provides insights into government policy and legal aspects of ESOL/bilingual education as well as research, theory and classroom implications.

ED 683 Fostering Cultural and Community Connections in the ESOL/Bilingual Classroom (3)  
Explores the concept of culture and its manifestation in society, the community and the classroom. Strategies to maximize learning using cultural and community resources, as well as to build partnerships with families, are addressed.

ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom (3)  
Explores current theory and research in first and second language acquisition and issues in linguistics applied to ESOL/bilingual education. Topics in language acquisition include historical and current theories, developmental stages, as well as the factors that influence learning an additional language.

ED 685 The Word and the World: Supporting All Learners Through Language and Literacy (3)  
Major theories of language and literacy will be examined as they apply to diverse emergent and developing readers in preschool through elementary grades. Teacher candidates learn how to administer a variety of reading assessments to guide instructional decision-making and design standards-based rationales and lesson plans. Prerequisite: admission to M.A.T.: Initial Licensure Program

ED 686 Capstone and Professional Leadership Seminar I (1)  
Students will begin their engagement in developing a learning community that will support them during their final year of clinical practice and in the development of a reflective, research-based graduate capstone project. Introduces the two primary graduate exit requirements: A Teacher Performance Assessment and a Capstone Project. Prerequisite: admission to M.A.T.: Initial Licensure Program

ED 687 Capstone and Professional Leadership Seminar II (3)  
Students continue their engagement in developing a learning community that will support them during their final year of clinical practice and in the development of a reflective, research-based graduate capstone project. Prerequisite: admission to M.A.T.: Initial Licensure Program

ED 688 Capstone and Professional Leadership Seminar III (3)  
Students continue their engagement in developing a learning community that will support them during their final year of clinical practice and in the development of a reflective, research-based graduate capstone project. Prerequisite: admission to M.A.T.: Initial Licensure Program

ED 690 Reading and Composition in the Secondary School (3)  
Course will emphasize the application of reading, writing and learning principles in content areas. Students enrolled in this course should have a basic understanding of reading at the secondary level and have teaching experience. Prerequisite: consent of instructor

ED 691 Curriculum, Instruction and Assessment Strategies for English Language Learners (3)  
Examines current curriculum models, materials, teaching approaches and assessment techniques that maximize the academic achievement of English language learners.

ED 692 English Language Development for ESOL and Bilingual Settings (3)  
Focuses on theory, methods and strategies for teaching English Language Development (ELD) in ESOL and bilingual settings. Emphasizes techniques for teaching the four language skills, language functions, meaningful grammatical forms and vocabulary through content-based lessons.

ED 693 Teaching Reading: Integrating the Common Core State Standards (3)  
Explores best practices for teaching reading under the new Common Core State Standards for elementary, middle and high school teachers. Implementation, analysis and critical review of the Common Core State Standards and Smarter Balanced Assessment will be included.

ED 694 Assessment of English Language Learners (3)  
Focus on assessing English language learners in K-12 public school programs. Assessment principles are taught in a context of language acquisition theories, pedagogical methods, cultural appropriateness and the legal framework for English language learners in public education.

ED 695 Applied Research Seminar: Leadership Project (2)  
Three large group sessions will be held during the term to inform students on career placement and interviewing for a job, application for initial licensure, continuing licensure, liability and the teacher and other special topics. Prerequisite: admission to M.A.T.: Initial Licensure Program

ED 697 M.A.T. Clinical Experience III (9)  
An extended preservice teaching experience within a public school setting in the student’s primary level of preparation. Prerequisite: admission to M.A.T.: Initial Licensure Program

ENGLISH

ENG 104 Introduction to Fiction (4)  
Course studying techniques, elements and forms for reading fiction, including texts from diverse global cultures. Not recommended for English majors or Language Arts Secondary Teaching majors.

ENG 105 Introduction to Drama (4)  
Course studying techniques, elements and forms for reading drama, including drama from diverse global cultures. Not recommended for English majors or Language Arts Secondary Teaching majors.

ENG 106 Introduction to Poetry (4)  
Course studying techniques, elements and forms for reading poetry, including poetry from diverse global cultures. Not recommended for English majors or Language Arts Secondary Teaching majors.

ENG 107H Survey of Western Literature (4)  
For students admitted to WOU’s Honors Program. The first of two terms examining Western literary masterpieces. Focuses on Greek and Roman literature. Enrollment requires consent of Honors Program director
ENG 107 Literature of the Western World (4)
First term of a chronological survey of masterpieces of Western literature from ancient times to the present. Focus is on the literature of ancient Greece and Rome. English majors and language arts secondary teaching majors should take ENG 107 and ENG 108; ENG 109 is also highly recommended.

ENG 108 Literature of the Western World (4)
Second term of a chronological survey of masterpieces of Western literature from ancient times to the present. Focus is on the European continental literature of the Middle Ages, Renaissance and Enlightenment. English majors and language arts secondary teaching majors should take ENG 107 and ENG 108; ENG 109 is also highly recommended.

ENG 109 Literature of the Western World (4)
Third term of a chronological survey of masterpieces of Western literature from ancient times to the present. Focus is on the European continental literature of the Romantic period through the Enlightenment. English majors and language arts secondary teaching majors should take ENG 107 and ENG 108; ENG 109 is also highly recommended.

ENG 199 Special Studies (1-12)
Terms and hours to be arranged. Course may be repeated for up to 12 credits if content is different.

ENG 204 Survey of British Literature (4)
A survey of British literature from Beowulf to 1660. Prerequisite: completed LACC writing requirement and two LACC literature courses from: ENG 104-109, FR 110, GL 110; LING 210 may also be used by early/elementary/middle level education students

ENG 205 Survey of British Literature (4)
A survey of British literature from 1660 to 1832. Prerequisite: completed LACC writing requirement and two LACC literature courses from: ENG 104-109, FR 110, GL 110; LING 210 may also be used by early/elementary/middle level education students

ENG 206 Survey of British Literature (4)
A survey of British literature from 1832 to the present. Prerequisite: completed LACC writing requirement and two LACC literature courses from ENG 104-109, FR 110, GL 110; LING 210 may also be used by early/elementary/middle level education students

ENG 218 Introduction to Literary Study (4)
Introduction to basic literary concepts, research and documentation and textual explication. English and language arts majors and minors should take this course before enrolling in upper division literature courses. Prerequisite: completed LACC writing requirement and two LACC literature courses from: ENG 104-109, FR 110, GL 110; LING 210; may also be used by early/elementary/middle level education students

ENG 253 Survey of American Literature (4)
A survey of American literature from the beginnings to 1865. Prerequisite: completed LACC writing requirement and two LACC literature courses from: ENG 104-109, FR 110, GL 110; LING 210 may also be used by early/elementary/middle level education students

ENG 254 Survey of American Literature (4)
A survey of American literature from 1865 to the present. Prerequisite: completed LACC writing requirement and two LACC literature courses from: ENG 104-109, FR 110, GL 110; LING 210 may also be used by early/elementary/middle level education students

ENG 301 Shakespeare (4)
A study of selected major works of Shakespeare. Prerequisite: completed LACC writing requirement and LACC literature/modern language requirement

ENG 318 Contemporary Literary Theory (4)
Survey of contemporary literary theories, focusing on their practical application for textual explication. Prerequisites: completed LACC writing requirement and ENG 218

ENG 320 Medieval British Literature (4)
An in-depth study of selected writers, forms and themes in Medieval British literature. Prerequisites: ENG 204 and ENG 218 or consent of instructor

ENG 321 Renaissance British Literature (4)
An in-depth study of selected writers, forms and themes in Renaissance British literature. Prerequisites: ENG 204 and ENG 218 or consent of instructor

ENG 322 British Literature 1660-1832 (4)
An in-depth study of selected writers, forms and themes in British literature from Restoration, Augustan or Romantic British literature. Prerequisites: ENG 205 and ENG 218 or consent of instructor

ENG 324 Victorian British Literature (4)
An in-depth study of selected writers, forms and themes in British literature during the Victorian era. Prerequisites: ENG 206 and ENG 218 or consent of instructor

ENG 325 20th-Century British Literature (4)
In-depth study of selected writers, forms and themes in 20th-century British literature. Prerequisites: ENG 206 and ENG 218 or consent of instructor

ENG 331 Period Studies in American Literature to 1865 (4)
In-depth study of selected writers, forms and/or themes in American literature from the beginnings through Romanticism. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. Prerequisites: ENG 218 and ENG 253 or consent of instructor

ENG 332 Period Studies in American Literature since 1865 (4)
An in-depth study of selected writers, forms, and/or themes in American literature since 1865. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. Prerequisites: ENG 218 and ENG 254 or consent of instructor

ENG 340 Period Studies in Continental European Literature Before 1700 (4)
Study of selected writers, forms and/or themes specific to the period before 1700 in Europe outside of the British Isles. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. Prerequisites: ENG 107 or 108; and ENG 218 or consent of instructor

ENG 341 Period Studies in Continental European Literature After 1700 (4)
An in-depth study of selected writers, forms and/or themes specific to the period since 1700 in Europe outside the British Isles. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. Prerequisites: ENG 108 or 109; and ENG 218 or consent of instructor

ENG 380 The Bible as Literature (4)
A study of the representative literary forms, events and figures of the English Bible, either Old and/or New Testaments, with emphasis on the Bible's importance to the subsequent development of the literary and philosophical traditions of the Western world. Prerequisite: completed LACC writing requirement

ENG 385 Folklore (4)
An examination of folklore and folkloric techniques in a specific context, such as ballad, legend, etc. or of a specific approach, such as children's folklore, folklore of the Pacific NW, etc., emphasizing the role of folklore in the total study of culture. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. Prerequisite: completed LACC writing requirement

ENG 386 Form and Meaning in Film (4)
A study of the distinctive aspects of film as an art and communication form, as embodied in the theory and practice of filmmakers and scholars. Prerequisite: completed LACC writing requirement

ENG 387 Mythology (4)
An examination of myth and myth techniques in a specific context, such as Greco-Roman, Arthurian, etc. or of a recurrent myth in several mythologies. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. Prerequisite: completed LACC writing requirement

ENG 389 U.S. Minority Literature (4)
Examination of the literature of minority or ethnic groups in the U.S., such as African American, Chicano, etc. Specific focus will be identified in the online course offerings. May be taken twice if content
ENG 390 World Literatures (4)
An introduction to literatures outside the European/U.S. tradition, such as African or Asian. Specific focus will be identified in the online course offerings. Prerequisite: ENG 218 or consent of instructor

ENG 399 Special Studies (4-8)
An in-depth study of a special topic in literature as identified in the online course offerings. Course may be repeated for up to 8 credits if content is different. Prerequisite: completed LACC writing requirement

ENG 406 Special Individual Studies (1-12)
Terms and hours to be arranged. Individual or special studies in a limited area of interest under the guidance of a designated faculty member. Course may be repeated for up to 12 credits if content is different. Prerequisite: consent of instructor

ENG 407/507 Seminar (4-8)
Specific focus will be identified in the online course offerings. Course may be repeated for up to 8 credits if content is different. Prerequisite: ENG 218 or consent of instructor

ENG 409 Internship (1-8)
Terms and hours to be arranged. Course may be repeated for up to 8 credits if content is different. Eligible for the RP grade option.

ENG 418/518 Topics in Theory and Criticism (4)
Concentrated study of a school or schools of criticism or of a theoretical problem. Readings will include theoretical and practical criticism. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. Prerequisites: ENG 218 and one 300-level literature course or consent of instructor

ENG 421/521 Studies in British Literature (4)
A study of special issues and topics in British literature. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. Prerequisites: ENG 218 and one 300-level literature course or consent of instructor

ENG 432/532 Studies in American Literature (4)
A study of special issues and topics in American literature. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. Prerequisites: ENG 218 and one 300-level literature course or consent of instructor

ENG 441/541 Studies in Continental European Literature (4)
A study of special issues and topics related to literatures of continental Europe. Specific focus will be identified in the online schedule of classes. May be taken twice if content is not repeated. Prerequisites: ENG 218 or consent of instructor

ENG 447/547 Major Figures (4)
An in-depth study of a major figure in literature or of two closely related figures. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. Prerequisites: ENG 218 and one 300-level literature course or consent of instructor

ENG 465/565 Teaching Literature (4)
Introduction to the theory and practice of teaching literature at the secondary/early college level, including national and Oregon standards, constructing coherent units of literary study and assessments and professional resources. Prerequisites: ENG 218 and one upper division literature course

ENG 489/589 Studies in U.S. Minority Literature (4)
In-depth study of the literature of a specific minority or ethnic group in the U.S., such as African-American, Chicano, etc. Specific focus will be identified in the online course offerings. Course may be taken twice if content is not repeated. Prerequisite: ENG 218 or consent of instructor

ENT 320 Entrepreneurial Finance (1)
Introduction to tools entrepreneurs use to manage scarce resources in a new venture. Covers bootstrapping techniques and funding strategies of both debt and equity. Students will learn applied approaches to current asset and liability management, risk management and managing cash flow. Prerequisites: BA 211 or equivalent

ENT 330 Planning and Creating New Ventures (3)
How to start a business, with emphasis on the assessment of business opportunities and the concepts, skills, information and attitudes required to successfully create a new venture. Students will prepare a business plan. Prerequisite: ENG 218 or consent of instructor

ENT 350 Small Business Management (3)
Understanding the process of managing one’s own business. Includes organizational controls, strategic planning, ethics, the business owner’s role in society and human resource management.

ENT 360 Small Business Marketing (3)
Focuses on key marketing concepts and methods used by small and growing businesses. Topics may include targeted marketing, distribution alternatives, assessment of market potential, personal selling, networking and referrals, alternatives to high-cost advertising and low-budget or no-budget market research. Prerequisite: BA 310

ENT 380 Entrepreneurs Today (1)
Students will explore the entrepreneurial process from the viewpoint of successful entrepreneurs. Students will have opportunity to evaluate their own interest and readiness for starting a business.

ENT 381 Creativity and Entrepreneurs (1)
Interactive workshop designed to introduce students to the creative process, how ideas are generated, what blocks creative thinking and how to establish an environment that fosters creativity.

ENT 382 Innovation and Strategy (1)
Interactive workshop exploring how to take a new idea to fruition, the barriers faced in the implementation stage and how to overcome them.

ENT 383 Entrepreneurs and Society (1)
Interactive workshop exploring how entrepreneurs face ethical issues and the role of personal values in the development and operation of a small business.

ENT 384 Going Into Business In Oregon (1)
Explores the legal and administrative requirements for establishing a business in Oregon. Topics covered will include filing and fees, employee rights and Oregon law, regulations of local jurisdictions, reporting requirements and other state regulations.

ENT 460 Entrepreneurship in Action (3)
Students will gain practical experience of entrepreneurship by working on a consulting project for a business, performing an internship, writing a business plan for their own business idea or through other projects approved by the instructor. Prerequisite: ENT 320 or consent of instructor

EXS 230 Foundations of Exercise Science (4)
Introduction to the field of exercise science and its various professional applications. An overview of the sub-disciplines of exercise science will be provided as well as career tracks and opportunities and related professional organizations. Students develop their own philosophies and select a program/career track.

EXS 238 Teaching Educational Gymnastics (2)
Designed for physical education and elementary education majors and those in related fields who...
may teach physical activities to students. Students learn how to perform, teach and spot beginning and intermediate gymnastics and tumbling skills and activities.

**EXS 239 Teaching Movement Education (3)**
Students learn how to teach movement concepts, fundamental motor skills and physical activity to children. Emphasis on learning developmentally appropriate physical activities for children (K-6), motor skill analysis and assessment, methods for task variation, movement progression development and teaching strategies. **Co-requisite: EXS 330**

**EXS 240 Teaching Dance in Physical Education (3)**
Course provides students with the pedagogical content knowledge for teaching creative and recreational forms of dance within the K-12 physical education curriculum.

**EXS 241 Teaching Games I (3)**
Activity and theory designed to experience, examine and develop a non-traditional curriculum for K-12 physical education following the Teaching Games for Understanding model. Various physical activities included that can be part of the TGfU model in physical education.

**EXS 242 Teaching Games II (3)**
Activity and theory designed to experience, examine and develop a non-traditional curriculum for K-12 physical education following the Sport Education model. Various physical activities included that can be part of the Sport Education model in physical education.

**EXS 243 Teaching Outdoor and Adventure Education (3)**
Activity and theory designed to experience, examine and develop a non-traditional curriculum for K-12 physical education. Various outdoor and adventure activities included that can be part of an alternative curriculum in physical education.

**EXS 244 Teaching Aerobic Fitness (3)**
Provides students with the pedagogical content knowledge for teaching aerobic fitness and related conditioning activities within the K-12 physical education curriculum and various venues in the fitness industry.

**EXS 245 Teaching Strength Training and Conditioning (3)**
Exposes students to a variety of training methodologies, philosophies and applications. Emphasis is to prepare students with an adequate knowledge base in the area of resistance exercise and conditioning so they may write prescriptive training regimens for specific performance areas.

**EXS 301 Basic Exercise Science (4)**
Acquaints students with basic principles of exercise physiology, kinesiology/mechanics and motor development. Emphasis is on application of these principles to younger populations. The course assumes limited background in anatomy, physiology and physics.

**EXS 310 Motor Learning (4)**
Study of principles of motor learning and their influence on the learning, retention and performance of motor skills.

**EXS 320 Fitness Programming for General Populations (4)**
Organization and implementation of fitness activities and programs for general populations in fitness clubs, community centers, clinics and private corporations. Special emphasis given to job opportunities and professional certifications (ACSM, NSCA).

**EXS 330 Teaching Methods in Physical Education I (4)**
Course provides pre-service physical education specialists with an introduction to the theory and practice of teaching physical education to children. Students will be actively involved in a comprehensive, service-learning, teaching practicum with local home-schooled children throughout the course. **Prerequisite: EXS 230, EXS 310, EXS 371. Co-requisite: EXS 339**

**EXS 335 Field Experience in Physical Education (1)**
A physical education field-based experience within a K-12 school setting, under the guidance of a cooperating teacher and university supervisor. **Prerequisite: EXS 330, 3 classes from the EXS 239-245 series and instructor approval**

**EXS 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. Three lectures and one two-hour lab each week.

**EXS 361 Coaching Youth Sports (3)**
Examination of the practices and philosophies involved in coaching and administering youth sports with emphasis on developing practical materials and philosophical goals and strategies.

**EXS 371 Kinesiology (4)**
Students will study the structure and function of the human musculoskeletal system and will apply movement analysis techniques to a wide range of fundamental and activity specific movement patterns. **Prerequisite: BI 234; MTH 105 or MTH 111 (or higher). All prereqs with a grade of C- or better**

**EXS 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.

**EXS 376 Introduction to Sport Management (3)**
Explores aspects of the changing world of sport management and reviews the latest business trends and career opportunities that may exist for the student both domestically and internationally.

**EXS 399 Special Studies (1-16)**
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

**EXS 406 Special Individual Studies (1-16)**
Course may be repeated for up to 16 credits.

**EXS 407 Seminar (1-16)**
Course may be repeated for up to 16 credits.

**EXS 408 Workshop (1-16)**
Course may be repeated for up to 16 credits.

**EXS 415 Lifespan Motor Development (4)**
Provides students with a knowledge base in the study of changes in motor behavior across the lifespan, the processes that underlie these changes and the factors that affect them. **Prerequisite: EXS 230, BI 234, 235, 236, each with a grade of C- or better**

**EXS 419 Internship in Exercise Science (4)**
Supervised field experience completed in cooperation with a qualified, partnering agency. Students demonstrate professional skills and competencies appropriate to their chosen career path. **Prerequisite: senior standing, completion of the exercise science major required core courses and consent of instructor**

**EXS 420/520 Motor Learning for Coaches (4)**
Study of conditions and factors that influence the learning and performance of motor skills with particular attention to those skills having relevance for the coach as orchestrator of learning and retention.

**EXS 423/523 Sport in Film (4)**
Focuses on ways a person can “read” a movie and apply sport film topics and themes to one’s cultural, societal, individual and professional issues.

**EXS 430 Teaching Methods in Physical Education II (4)**
Current best practices in teaching strategies and teacher effectiveness for secondary physical education with the intent to maximize student learning and physical activity. Development and analysis of teaching skills with a focus on NASPE K-12 content and beginning teacher standards. **Co-requisite: EXS 431. Prerequisite: EXS 335 and five classes from EXS 239-245 series**
COURSE DESCRIPTIONS

EXS 431 Assessment Strategies In Physical Education (4)
Examination of assessment and evaluation tools in physical education that gauge student learning in all learning domains. Students will align and embed assessment with instruction in the design and delivery of physical education programs. Co-requisite: EXS 430. Prerequisites: EXS 335 and five classes from the EXS 239-245 series.

EXS 433 Physical Education in the Elementary School (4)
Provides elementary classroom teachers with an overview of theory and practice for teaching physical education to children in the elementary school (K-6). Methods for integrating physical activity with other disciplines.

EXS 440 Legal Issues in PE and Sport (3)
Familiarizes the students with legal aspects relating to physical education and sport. Student's constitutional rights in the public school setting, as they relate to physical education and sport, with specific attention given to the first, fourth and 14th amendments. Prerequisite: junior, senior or post-baccalaureate standing.

EXS 444 Lifespan Adapted Physical Activity (4)
Study of problems as they relate to philosophy, procedures and practices in Adapted Physical Education and the organization and administration of Adapted Physical Education and Recreation programs for people in all age groups who have disabilities. Prerequisite: EXS 230, EXS 310, EXS 371.

EXS 445/545 Curricular Issues in Physical Education (4)
Constructing a curriculum for K-12 physical education will be examined from two main perspectives; 1) curriculum as content and 2) curriculum as teacher. Various curricular and instructional models will be explored from a theoretical basis, using the NASPE K-12 content standards as a framework. Prerequisite: EXS 430 and 431 and six classes from EXS 239-245 series.

EXS 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 musculoskeletal injuries. Prerequisite: EXS 359.

EXS 470 Sociological and Psychological Aspects of Physical Activity (4)
Focus on social and psychological factors associated with physical activity and sport experiences across the lifespan. Prerequisite: EXS 230, EXS 310, EXS 371.

EXS 473 Physiology of Exercise (4)
Human physiological response and adaptation to the effects of physical activity, conditioning and training programs. Exercise implications for both health and human performance. Prerequisites: BI 234, 235, 236, all with a C- or better; MTH 105 or MTH 111 (or higher level math course) with a grade of C- or better; EXS 230.

EXS 483 Biomechanics (4)
Principles from physics will be presented with application in understanding the physical constraints on human movement and in evaluating various aspects of human performance and injury risk assessment. Prerequisites: MTH 105 or MTH 111 (or higher level math course) with a grade of C- or better, EXS 230, EXS 371.

EXS 484 Advanced Topics in Biomechanics (4)
Examination of research and practice in biomechanics. Discussion and research topics will vary by term. Prerequisite: EXS 483 or consent of instructor.

EXS 485 Exercise Testing and Prescription (4)
Methods and protocols for screening, evaluating and prescribing exercise programs for healthy adults. Emphasis is on exercise testing procedures and interpretation of results to promote a healthy physically active lifestyle. Prerequisites: HE 325 and EXS 473.

EXS 486/586 Advanced Topics in Motor Behavior (4)
Examination of research and practice in motor behavior/motor learning. Discussion and research topics will vary by term. Topics may include areas such as: dynamic systems, motor control in learning or rehabilitation, program planning, etc. Prerequisites: EXS 310 or consent of instructor.

EXS 487 Advanced Topics in Physiology of Exercise (4)
In depth examination of the human physiological response to the acute and chronic effects of exercise. Research and discussion topics will vary by term. Prerequisites: BI 234, 235, 236.

EXS 488 Exercise Motivation and Adherence (4)
Social/psychological aspects of self-perceptions and cognitions in explaining motivated behavior in exercise and fitness settings. Focus is on theories and application of strategies for facilitating individual behavior change.

EXS 606 Special Individual Studies (1-9)
Terms and hours to be arranged.

EXS 607 Seminar (1-9)
Terms and hours to be arranged.

EXS 608 Workshop (1-9)
Terms and hours to be arranged.

EXS 609 Practicum (1-9)
Terms and hours to be arranged.

FIELD SERVICES
FS 199 Special Individual Studies (1-12)
Terms and hours to be arranged. Individual projects, practicum on special studies in a limited area of interest, under the guidance of a designated staff member. Course may be repeated for up to 12 credits. 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 RWEC and Academic Advising office approximately two weeks prior to registration.

FS 303 September Experience (1-3)
One-to-three week pre-student teaching program required of all education students, who will select or be assigned to a school in the weeks prior to its opening in the fall. A one-day seminar will be held at or near the conclusion of this experience. Note: All students must attend an orientation meeting prior to registration to set up placement in a school for this practicum. Information on the time and place will be posted in the RWEC and Academic Advising office approximately two weeks prior to registration.

FS 358 Winter Experience (1)
A practicum experience providing an opportunity for students to spend a week in a school during the winter holiday. Students participate in the school and community activities. Note: All students must attend an orientation meeting prior to registration to set up placement in a school for this practicum. Information on the time and place will be posted in the RWEC and Academic Advising office approximately two weeks prior to registration.

FS 399 Special Studies (1-12)
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. Course may be repeated for up to 12 credits. 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 RWEC and Academic Advising office approximately two weeks prior to registration.

FS 409/509 Practicum (1-12)
Terms and hours to be arranged. Course may be repeated for up to 12 credits.

FS 600 Seminar I: CTL Project Planning (2)
First course in a three-course series designed for candidates who plan to advance from an Initial Teaching License to a Continuing Teaching License (CTL). Candidates will advance through the process of documenting their advanced proficiency required by TSPC to move from an Initial to a CTL. Course will develop and expand students' understanding of action research and its place within the K-12 classroom. Emphasis in this course will include how to develop a research question, how to develop and plan data sources and will culminate in the creation of an action plan.

FS 601 Seminar II: CTL Project Implementation (2)
Second course in a three-part series designed for candidates who plan to advance from an Initial Teaching License to a Continuing Teaching License (CTL). Candidates will advance through the process of...
documenting their advanced proficiencies required by TSPC to move from an Initial to a CTL. Course will develop and expand students’ understanding of action research and its place within the K-12 classroom. Emphasis in this course will include developing and carrying out an action research project within a classroom or other educational setting as well as continued study in advanced assessment and action research strategies and techniques.

FS 602 Seminar III: CTL Research Results and Reflections (2)
Third course in a three-part series designed for candidates who plan to advance from an Initial Teaching License to a Continuing Teaching License (CTL). Candidates will advance through the process of documenting their advanced proficiencies required by TSPC to move from an Initial to a CTL. Course will develop and expand students’ understanding of action research and its place within the K-12 classroom. Emphasis in this course will include data analysis, constructing a report of research findings, and carrying out an action research project within a classroom or other educational setting as well as continued study in advanced assessment and action research strategies and techniques.

FS 606 Special Individual Studies (1-9)
Term and hours to be arranged. Individual surveys, evaluative studies and special studies in a limited area of interest, under the guidance of a designated staff member.

FILM STUDIES
FLM 406 Special Individual Studies (1-16)
Term, hours and topics to be arranged with film studies faculty. Course may be repeated for up to 16 credits.

FLM 409 Practicum (1-4)
Terms and hours to be arranged with film studies faculty. Students will arrange for practical experience in film or video production or in the application of film theory and criticism.

FRENCH
All courses conducted in French except FR 110.

FR 101 First Year French I (4)
First term of introductory French. Students learn to converse at a basic level, with pronunciation that would be understood by a sympathetic native speaker. Reading diverse examples of French provides models for writing. Contexts include people inside and outside the classroom; family life at home, in town and in the country; and people's daily activities.

FR 102 First Year French II (4)
Second term of introductory French builds on the skills learned in FR 101. Students continue to grasp the main ideas when listening to a variety of French accents; reading in topics they have studied; building vocabulary; incorporating grammar, vocabulary and culture. Prerequisite: FR 101 or consent of instructor

FR 103 First Year French III (4)
Third term of introductory French. Students learn to talk in past tenses and about traditions of Franco-phone counterparts. Focus on food, including shopping and eating at home and in restaurants. Also includes geography, weather and the environment. Students continue to expand vocabulary and knowledge. Prerequisite: FR 102 or consent of instructor

FR 110 Introduction to French Literature in Translation (4)
A survey of French literary genres involving works in English translations from a variety of periods.

FR 200 Basic French Conversation (1)
Conversation practice in the French language, designed for students in the earlier stages of learning the language. Focus on everyday use of language, talking about self, family, activities and daily events. May be repeated. Prerequisite: FR 101 or higher or consent of instructor

FR 201 Second Year French I (4)
Builds fluency with everyday conversation topics (food, shopping, lodging), focusing on vocabulary expansion and review of basic verb forms and sentence structures; both oral/aural and written skills are developed. Further cultural awareness is built through articles, simplified fiction and multimedia elements. Prerequisite: FR 103 or consent of instructor

FR 202 Second Year French II (4)
Students expand conversation and writing skills; discussions using new and traditional media and movies and mastering new vocabulary relevant to these themes. Develop skill with more advanced verb tenses and parts of speech, allowing discussion with increasingly complex sentences. Cultural exposure to French/Francophone media. Prerequisite: FR 201 or consent of instructor

FR 203 Second Year French III (4)
Focus on talking/writing about travel to places where French is spoken. The most advanced structures of the language are studied. Mastery of these forms allows students to discuss hypothesis, subjective points of view and project into the future in increasingly complex speech. Exposure to Francophone culture from different parts of the world through videos, songs, movies and articles. Prerequisite: FR 202 or consent of instructor

FR 299 Special Studies (1-12)
Topics and hours to be arranged. Course may be repeated for up to 12 credits.

FR 300 French Table (1)
Conversation practice in the French language, designed for intermediate-advanced students. Emphasis on fluent conversation, giving one’s opinion and discussing current events. May be repeated up to a maximum of three credits Prerequisite: FR 202 or higher or consent of instructor. P/N only

FR 301 Intermediate French Composition and Phonetics I (4)
Builds from conversation to formal presentations in French. Students work with authentic and more complex works of fiction, articles, audio interviews, websites, etc. Grammar will be less of a focus but reviewed. Will learn literary tense and read an unabridged literary work. Prerequisite: FR 203 or consent of instructor

FR 302 Intermediate French Composition and Phonetics II (4)
Develops skills with discussion and presentations about increasingly complex themes, linked to in-depth cultural focus via multiple media forms. Grammar review. Introduces French phonetics, studying the phonetic alphabet and transcribing French sentences as well as looking at sentence divisions, syllables, intonation, etc. Students continue to reinforce the vocabulary they already know and add to their vocabulary list. Prerequisite: FR 301 or consent of instructor

FR 303 Intermediate French Composition and Phonetics III (4)
Students develop nuanced expression and detailed, clear speeches in French. Will engage practical skills such as expressing frustration constructively, writing a resume and job interviews. Phonetics focuses on specific sounds difficult to master. Grammar alternates between difficult concepts and consolidation of basics; help writing complex well-structured texts. Ongoing study of culture through articles music, movies, literary works, websites, etc. Prerequisite: FR 302 or consent of instructor

FR 310 Introduction to French Literature (3)
Provides grounding in the basic concepts and development of a variety of French literary styles, periods and genres. Prerequisite: concurrent enrollment in or completion of FR 302 or higher

FR 340 Topics in French Arts and Culture (3)
Focused study of a topic related to the arts and culture in France; may include study of a particular artist, medium, period or movement, in a theme that crosses periods or media. Specific focus will be identified in the online course offerings. Can be taken up to three times if content is not repeated. Prerequisite: FR 203 or higher

FR 399 Special Studies (1-12)
Topics and hours to be arranged. Course may be repeated for up to 12 credits. Prerequisite: FR 203 or higher

FR 405 Reading and Conference (1-3)
Topics and hours to be arranged. Up to three credits can apply to French minor.

FR 407/507 Seminar (3-6)
Topics and hours to be identified in schedule of classes. Course may be repeated for up to 6 credits. Prerequisite: FR 301 or higher
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Term and Hours</th>
<th>Repeatable</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR 301 or higher</td>
<td>Topics in French Language and Literature (3)</td>
<td>In-depth study of an author, period, genre or movement in French or Francophone literature or language study. May be taken more than once if content is not repeated; focus will be identified in the online course offerings. Prerequisite: FR 302 or higher</td>
<td>Terms and hours to be arranged.</td>
<td>No</td>
</tr>
<tr>
<td>FR 416/516</td>
<td>French Teaching Practicum (1)</td>
<td>Practice in applying language teaching techniques as an assistant in first-year courses; study of language pedagogy. May repeat for 1-3 credits total.</td>
<td>Terms and hours to be arranged.</td>
<td>No</td>
</tr>
<tr>
<td>FR 440/540</td>
<td>Topics in French Civilization and Culture (3)</td>
<td>In-depth study of a particular period or an issue that crosses historical periods. May be repeated if topic is different; focus will be identified in the online course offerings. Prerequisite: FR 302 or higher</td>
<td>Terms and hours to be arranged.</td>
<td>No</td>
</tr>
<tr>
<td>FR 499</td>
<td>Special Studies (1-12)</td>
<td>Topics and hours to be arranged. Prerequisite: FR 301 or higher</td>
<td>Terms and hours to be arranged.</td>
<td>No</td>
</tr>
<tr>
<td>GS 201H, 202H, 203H</td>
<td>Natural Science: The Search for Order (4 each)</td>
<td>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.</td>
<td>Terms and hours to be arranged.</td>
<td>No</td>
</tr>
<tr>
<td>GS 311</td>
<td>Biological Science for Elementary Schools (3)</td>
<td>Concepts, experiences and materials from the biological sciences adaptable to the elementary school. Lecture and laboratory combined in two three-hour sessions. Prerequisite: introductory biology course or consent of instructor</td>
<td>Terms and hours to be arranged.</td>
<td>No</td>
</tr>
<tr>
<td>GS 312</td>
<td>Physical Science for Elementary Schools (3)</td>
<td>Concepts, experiences and materials from the physical sciences adaptable to the elementary school. One lecture, two two-hour laboratories.</td>
<td>Terms and hours to be arranged.</td>
<td>No</td>
</tr>
<tr>
<td>GS 313</td>
<td>Earth Science for Elementary Schools (3)</td>
<td>Concepts, experiences and materials from the Earth sciences adaptable to the elementary school. One lecture, two two-hour laboratories.</td>
<td>Terms and hours to be arranged.</td>
<td>No</td>
</tr>
<tr>
<td>GS 314</td>
<td>Classroom and Laboratory Resources in Science (2)</td>
<td>Presents techniques for the preparation, handling, storage and disposal of laboratory materials. Topics may include laboratory safety regulations, selection of appropriate student laboratory activities, utilization of online and reference resources for selection of classroom and laboratory materials and basic instrument maintenance. Two three-hour labs a week. Prerequisites: CH 223, MTH 112, BI 213</td>
<td>Terms and hours to be arranged.</td>
<td>Yes</td>
</tr>
<tr>
<td>GS 321</td>
<td>Musical Acoustics (4)</td>
<td>Integrated lecture-demonstration-laboratory approach to the nature of sound and music with direct student involvement. Topics include the nature and perception of sound, acoustical characteristics of music instruments, applications of electronics and architectural acoustics. Three lectures and one two-hour laboratory. Prerequisite: MTH 105 or equivalent</td>
<td>Terms and hours to be arranged.</td>
<td>Yes</td>
</tr>
<tr>
<td>GS 325</td>
<td>Science Inquiry and Design for K-8 Teachers (3)</td>
<td>Provides students with a framework for development of pedagogical content knowledge for teaching of science. Introduces future teachers to process-oriented learning, the nature of scientific inquiry and the application of science technology in grades K-8. Examines relevant scientific content through appropriate instructional methods, materials and curricula for effective teaching of life, Earth and physical sciences. Lecture and laboratory are combined in two two-hour sessions per week. Prerequisite: introductory lab science course (e.g. BI 101, ES 104 or ES 106) or consent of instructor</td>
<td>Terms and hours to be arranged.</td>
<td>Yes</td>
</tr>
<tr>
<td>GS 342</td>
<td>Coastal Oceanography (3)</td>
<td>Coastal oceanography of Oregon is studied in detail with emphasis on circulation in estuaries, the tides and coastal erosion and deposition. Students will undertake supervised research projects. Three lectures and weekend field trips. Prerequisite: ES 104 or ES 331</td>
<td>Terms and hours to be arranged.</td>
<td>Yes</td>
</tr>
<tr>
<td>GS 351</td>
<td>Elements of Astronomy (3)</td>
<td>A study of the structure and evolution of the universe from an observational perspective. Topics include the night sky, observational techniques, the solar system, stellar and galactic structure and cosmology. One three-hour lecture. Prerequisite: MTH 105 or equivalent</td>
<td>Terms and hours to be arranged.</td>
<td>Yes</td>
</tr>
<tr>
<td>GS 401</td>
<td>Research (1-15)</td>
<td>Terms and hours to be arranged.</td>
<td>Terms and hours to be arranged.</td>
<td>Yes</td>
</tr>
<tr>
<td>GS 406</td>
<td>Special Individual Studies (1-16)</td>
<td>Terms and hours to be arranged. Course may be repeated for up to 16 credits.</td>
<td>Terms and hours to be arranged.</td>
<td>Yes</td>
</tr>
<tr>
<td>GS 408</td>
<td>Workshop (1-16)</td>
<td>Terms and hours to be arranged. Course may be repeated for up to 16 credits.</td>
<td>Terms and hours to be arranged.</td>
<td>Yes</td>
</tr>
<tr>
<td>GS 409</td>
<td>Practicum (1-16)</td>
<td>Provides the preprofessional experience desired by such professional schools as medicine and physical therapy. Course may be repeated for up to 16 credits.</td>
<td>Terms and hours to be arranged.</td>
<td>Yes</td>
</tr>
<tr>
<td>GS 411/511</td>
<td>History of Science (3)</td>
<td>A brief history of the development of the natural sciences up to the 19th-century, their social implications and the growth of scientific philosophy. Three lectures. Prerequisite: two sequences in natural sciences or mathematics or consent of instructor</td>
<td>Terms and hours to be arranged.</td>
<td>Yes</td>
</tr>
<tr>
<td>GS 420</td>
<td>Selected Field Investigations (1-6)</td>
<td>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.</td>
<td>Terms and hours to be arranged.</td>
<td>Yes</td>
</tr>
<tr>
<td>GS 424/524</td>
<td>Astronomy (3)</td>
<td>A study of the solar system, stars, stellar systems and galaxies including the application of some of the important concepts of physics, chemistry and mathematics to the field of astronomy. Three lectures. Prerequisite: one year each of college physical science and mathematics</td>
<td>Terms and hours to be arranged.</td>
<td>Yes</td>
</tr>
<tr>
<td>GS 601</td>
<td>Research (1-15)</td>
<td>Terms and hours to be arranged.</td>
<td>Terms and hours to be arranged.</td>
<td>Yes</td>
</tr>
<tr>
<td>GS 602</td>
<td>Independent Study (1-9)</td>
<td>Terms and hours to be arranged.</td>
<td>Terms and hours to be arranged.</td>
<td>Yes</td>
</tr>
<tr>
<td>GS 603</td>
<td>Thesis or Field Study (3-9)</td>
<td>Terms and hours to be arranged.</td>
<td>Terms and hours to be arranged.</td>
<td>Yes</td>
</tr>
<tr>
<td>GS 606</td>
<td>Special Individual Studies (1-9)</td>
<td>Terms and hours to be arranged.</td>
<td>Terms and hours to be arranged.</td>
<td>Yes</td>
</tr>
<tr>
<td>GS 607</td>
<td>Seminar (1-9)</td>
<td>Terms and hours to be arranged.</td>
<td>Terms and hours to be arranged.</td>
<td>Yes</td>
</tr>
<tr>
<td>GS 608</td>
<td>Workshop (1-9)</td>
<td>Terms and hours to be arranged.</td>
<td>Terms and hours to be arranged.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS

GEOG 199 Special Studies (1-16)
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. Course may be repeated for up to 16 credits.

GEOG 207 Geography and Film (4)
Considers the use and representation of space, place and landscape in, on and through film. Specific films, filmmakers and topics will vary and may include particular places or types of landscapes and the comparison of films created in different cultural and geographical contexts.

GEOG 211 U.S. and Canada (4)
Understanding of economic and social activities in the major human-use regions of the home continent; description and interpretation of the present occupancy pattern of the major regions of the United States and Canada.

GEOG 240 Map & Air Photo Interpretation (4)
This course explores the use of topographic maps and aerial photographs to measure and interpret geographic patterns of the natural and social environment. Emphasis is on location, landscape patterns and process identification.

GEOG 299 Special Studies (1-16)
Terms and hours to be arranged. A means by which students may earn sophomore-level credit for research, writing, mapping, career-related and/or participatory skills. Course may be repeated for up to 16 credits.

GEOG 306 Geographies of Development (4)
Inquiry into why some countries are rich while many others are poor, by understanding the geographic aspects of income distribution and poverty; their relationships with locational distribution of economic activities; and how these locations change over time.

GEOG 307 Canadian Identity Through Film (4)
Explores the construction of Canadian identity and difference as expressed through Canadian films and cinema.

GEOG 310 World Regional (4)
Examination of the principal characteristics of the major geographical regions of the world. Interpretation of present and past patterns of relationships between humans and the natural environment.

GEOG 311 Geography of Europe (4)
Individual European societies’ landscape organization and how each attempts to alleviate cultural problems: international migrations, scarcity of land for agriculture and urban development, economic development and European nationalism.

GEOG 313 The Pacific Northwest (4)
Physical and human resources of the Pacific Northwest. Interpretation of the present pattern of human use of the Pacific Northwest with special emphasis on Oregon.

GEOG 315 The Indian Subcontinent (4)
A survey of the physical and human geography of South Asia. While the entire realm of South Asia will be surveyed, the emphasis is on India; major geographical patterns, processes, issues and problems related with religious, ethnic and linguistic diversity, the modernization process, economic development and interrelationships between South Asian nations.

GEOG 321 Field Geography (4)
Methods for collecting and analyzing geographic data. Emphasis on physical or human topics and specific methods will depend upon instructor.

GEOG 327 Popular Culture in Global Perspective (4)
Looks at the development of popular cultures on a global scale and across national boundaries and critically examines the implicit geographies of pop culture texts and media.

GEOG 340 Cartography (4)
This course emphasizes the design and creation of maps. The underlying theme is communication of geographic information combining cartographic design with user perception. Prerequisite: CS 160 or consent of instructor

GEOG 341 Geographic Information Systems (4)
The mapping, monitoring and modeling of geographic data using computer technology. This is the culminating course for the techniques sequence in geography. Class meets twice a week for lab and lecture.

GEOG 370 Human Migration (4)
International and internal migration since World War II. Factors important in the initiation and continuation of migration. Special focus on Mexico-U.S. migration and settlement.

GEOG 371 Mexico and Central America (4)
Contemporary physical and human landscapes and their genesis. Areas of focus include human migration, environmental change and social dynamics.

GEOG 372 South America (4)
Regional patterns of environment, technology, culture and development are examined within the context of geographical diversity and unity. Topics include both historical and contemporary issues.

GEOG 380 Environmental Conservation (4)
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. Focuses on contemporary global and regional issues such as greenhouse warming and deforestation.

GEOG 384 Qualitative Research Methods (4)
An advanced survey of qualitative research methods in geography, including field observation, interpretation of texts and visual images and ethnography.

Students will learn methods through both theory and practice.

GEOG 385 Quantitative Methods in Geography (4)
An introduction to basic quantitative techniques in geography. Topics may include descriptive statistics, hypothesis testing, simple correlation and regression, analysis of variance and non-parametric statistics and spatial data analysis techniques such as nearest neighbor analysis.

GEOG 386 Making Digital Video for the Social Sciences (4)
Uses of digital video as a tool for collecting, interpreting and communicating social scientific data. Covers the basics of shooting and editing digital video.

GEOG 391 Biogeography (4)
Historical and ecological perspectives in analyzing plant and animal distributions. Topics include: speciation, extinction, dispersal, biodiversity and human impacts or biotic distributions.

GEOG 392 Physical Geography (4)
Principal Earth surface elements of physical geography including landforms, soils, water and biotic resources in their genetic, distributional and functional interrelationships. Prerequisite: GEOG 105 or consent of instructor

GEOG 393 Soils Geography (4)
Soils are examined from both a pedologic (genesis and morphology) and edaphic (growth medium) perspective. Their geographic distribution, classification and use as stratigraphic units are examined in detail. The course includes a two-hour lab that meets once a week.

GEOG 399 Special Studies (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

GEOG 406/506 Special Individual Studies (1-16)
Terms and hours to be arranged. Individualized course of study within geography in consultation with the instructor. Course may be repeated for up to 16 credits.

GEOG 407/507 Seminar (4-16)
Terms and hours to be arranged. Intended for non-teaching majors. Course may be repeated for up to 16 credits.

GEOG 409/509 Practicum (3-16)
Terms and hours to be arranged. Practical application of geographical theory and/or collection of data for theoretical interpretation, customarily in a public agency. Course may be repeated for up to 16 credits.

GEOG 410/510 Global Issues (4)
A study of selected and current international issues and problems within the geographical context in which they are observed. Issues to be discussed depends on the instructor.
diverse environments shape the forms of energy utilization and the impacts of energy use on the environment.

**GEOG 480/580 Nature in the American West (4)**
Examines historical and contemporary importance of nature, as concept and physical reality, to the economies, cultures and politics of the American West. Specific topics and areas of focus will vary each term.

**GEOG 490/590 Global Climate Change (4)**
Analysis and reflection on climate change historically and on the current period of human-induced global warming. Students will learn about economic and cultural impacts of human induced climatic instability and the challenge of sustainability in a changed world. Prerequisite: GEOG 105

**GEOG 495 History and Philosophy of Geography (4)**
The nature of geographic thought is examined from a historical perspective. The goal is to seek out the origins of contemporary geographic theory and research and to provide insights as to the discipline's future. Prerequisite: GEOG 105, 106 and 107 or consent of instructor

**GEOG 499 Capstone Experience (4)**
Required of all majors in geography and sustainability. May be based on one or more of the following: a research thesis, an internship or practicum, a field exam, a professional portfolio or comprehensive exam. Typically, the capstone will be completed in the student's final year at WOU. Specific requirements will be made by arrangement with a student's advisor. Eligible for the RP grade option. Prerequisite: major in geography and GEOG 495 or major in sustainability.

**GERONTOLOGY**

**GERO 120 Medical Terminology I (4)**
Covers medical terminology, symbols and abbreviations and the application of this language in the field of health care. While terms are covered as they relate to body structure and function, the main focus is on medical vocabulary and being able to construct terms using word parts such as roots, suffixes and prefixes.

**GERO 320 Introduction to Gerontology (4)**
Explores the relationships between psychological, physiological, behavioral, cognitive and social aspects of older adults' lives. Topics related to living environments, retirement, social support, family relationships and diseases of older adulthood will be covered.

**GERO 360 Cognitive and Physical Changes in Aging (4)**
Survey of normal and pathological cognitive and physical changes occurring from middle age through older age. Emphasis will be on basic age-related changes and their implications for behavior and quality of life in older age. Topics include biological processes, theories of aging, bodily changes associated with aging and related medical terminology. Also covers lifestyle and environmental factors affecting aging and ways of promoting health and preventing disease.

**GERO 370 Aging and Mental Health (4)**
Mental health needs of older adults will be surveyed. Positive mental health and pathological conditions will be explored as well as risk and protective factors for mental health problems. Also includes a broad survey of common psychological disorders experienced by older adults. Interventions effective with older adults and their families will be explored.

**GERO 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. Course may be repeated for credit.

**GERO 407 Seminar (1-12)**
Special topic offerings in the area of gerontology. Terms and hours to be arranged. Course may be repeated for credit.

**GERO 410 Practicum in Gerontology I (4)**
Develop personal and professional competencies by participating in a 60-hour field experience. Additional two-hour weekly seminar class is required covering topics related to integration of gerontological content, workplace issues, professional practices and career exploration.

**GERO 411 Practicum in Gerontology II (6)**
Further develop and refine personal and professional competencies as established in Gero 410. Students will participate in a 120-hour field placement and two-hour weekly online activities related to gerontology and their practicum experiences. Prerequisite: gerontology major, GERO 320, another upper division course in Gerontology and grade of C- or better in GERO 410

**GERO 430 Palliative Care and Chronic Illness (4)**
Overview of the principles and practices of palliative care for life-limiting illness and application to chronic illness will be presented. Will address psychosocial needs, pain and symptom management, effective communication, grief and bereavement and needs of caregivers as these topics relate to end-of-life care in older adults. A historical foundation of the hospice movement that has led to the development of current philosophy of palliative care will be discussed.

**GERO 450 Special Topics in Aging (1-4)**
Course will focus on advanced topics in the discipline of Gerontology with a focus on aging and health.

**GERO 455 Social Ties and Aging (4)**
Focus on older persons in social contexts. Will examine historical perspectives; demographic trends;
theoretical frameworks and research methods; intimate relationships; intergenerational relationships; and life-course transitions. Students will participate in service-learning project that complements course content.

GERONTOLOGY

GERO 460 Retirement/LTC Housing for Older Adults (4)
Course will consider long-term care environments as well as the broader retirement living options. Topics will include the different types of living and care environments (e.g., independent, assisted living, skilled nursing and memory care). Students will also be exposed to basic regulatory structures and how Medicare and Medicaid interface with the long-term care industry.

GERO 462 Special Topics in Aging and Health Care Delivery (1-4)
Advanced topics in Gerontology with a focus on health care delivery systems.

GERO 480 Alzheimer’s Disease and Other Dementias Management (4)
Instruction on effective approaches for providing care to persons with Alzheimer’s disease, other types of dementia and related disorders in residential and home care settings. The major types of dementia and typical behaviors presented by patients are presented along with strategies for successful behavior management. Course also covers risk factors for developing dementia, the neuroscience of dementia and strategies to reduce the chance of developing dementia.

GERMAN STUDIES

GL 101 First Year German (4)
Introductory course that focuses on the language needs of daily life. Great importance is placed on pronunciation and the development of listening, speaking, reading and writing. Topics include greetings, asking for and giving personal information, shopping and daily routines.

GL 102 First Year German (4)
Second in a series of three courses that focuses on the language needs of daily life. Great importance is placed on pronunciation and the development of listening, speaking, reading and writing. Topics include the family, asking for and giving directions and talking about past activities. Prerequisites: GL 101 or consent of instructor

GL 103 First Year German (4)
Third in a series of three courses that focuses on the language needs of daily life. Great importance is placed on pronunciation and the development of listening, speaking, reading and writing. Topics include personal history, health and fitness, work, travel and weather. Completion brings students to level A1 of the Common European Framework of Reference (CEFR). Prerequisites: GL 102 or consent of instructor

GL 110 Introduction to German Literature in Translation (4)
A survey of German literary genres involving works in English translation. The study may include works of medieval through contemporary literature. Specific focus will be identified in each year’s schedule of classes.

GL 199 Special Studies (1-6)
Terms and hours to be arranged. Course may be repeated for up to 6 credits.

GL 201 Second Year German (4)
First in a series of three courses at the post-introductory level. Designed for learners who want to integrate quickly into the daily routine of German-speaking countries. Concentrates on topics, situations and linguistic situations in everyday life. Themes include festivals, friends, family and school. Prerequisites: GL 103 or consent of instructor

GL 202 Second Year German (4)
Second in a series of three courses at the post-introductory level. Covers housing, transportation, fashion and leisure. Prerequisites: GL 201 or consent of instructor

GL 203 Second Year German (4)
Third in a series of three courses at the post-introductory level. Covers housing, transportation, fashion and leisure. Completion brings students to level A2 of the Common European Framework of Reference (CEFR). Prerequisites: GL 202 or consent of instructor

GL 299 Special Studies (1-6)
Terms and hours to be arranged. Course may be repeated for up to 6 credits.

GL 301 Third Year German (4)
First in a series of three courses at the intermediate level. Topics cover personal descriptions, hotel etiquette, food and historical texts. The series prepares learners for the Deutsch-Test fur Zuwanderer (test for immigrants) and level B1 of the Common European Framework of Reference (CEFR). Prerequisites: GL 203 or consent of instructor

GL 302 Third Year German (4)
Second in a series of three courses at the intermediate level. Topics cover relationships, medical situations, exercise and shopping dilemmas. Prerequisites: GL 301 or consent of instructor

GL 303 Third Year German (4)
Third in a series of three courses at the intermediate level. Topics related to the environment, work and lifelong learning. Successful completion allows students to test at level B1 of the Common European Framework of Reference (CEFR). Prerequisites: GL 302 or consent of instructor

GL 310 German Film and Conversation (3)
Class will be watching, discussing and writing about films and filmmakers from former East and West Germany and the unified Germany. The goal is to familiarize students with German cinema and to improve written and oral language skills in German while learning more about German culture.

GL 320 Business German (3)
Description and analysis of business terminology in German. Study of business organization, operation and management. Introduction to the language of accounting, marketing and economic matters in German-speaking countries. Prerequisite: GL 203 or equivalent or consent of instructor

GL 331 German Pronunciation 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. Prerequisite: GL 201 or equivalent or consent of instructor

GL 340 German Culture and Civilization I: From the Romans to the Enlightenment (3)
Historical and cultural study of central Europe from its Roman occupation to the Enlightenment. Prerequisite: GL 203 or equivalent or consent of instructor

GL 341 German Culture and Civilization II: From Classicism to Reunification (3)
Historical and cultural study of Germany from the mid-1700s to 1990. Prerequisite: GL 203 or equivalent or consent of instructor

GL 342 Studies in German Culture and Literature to 1900 (3)
Focus on cultural aspects of modern Germany and Austria, their people, customs and institutions. Prerequisite: GL 203 or equivalent or consent of instructor

GL 343 Studies in German Culture and Literature to 1945 (3)
In-depth study of selected writers, forms and/or themes in German-speaking countries up to 1945 (i.e. Nazi Resistance). Prerequisite: GL 203 or consent of instructor

GL 344 Studies in German Culture and Literature to the Present (3)
In-depth study of selected writers, forms and/or themes in German-speaking countries up to the present. Prerequisite: GL 203 or consent of instructor

GL 399 Special Studies (1-6)
Terms and hours to be arranged. Course may be repeated for up to 6 credits.

GL 401 Fourth Year German (3)
One of three courses designed for students who have reached proficiency level B1 of the Common European Frame of Reference. Course will draw on student’s life experiences and create situations that resemble real life in German-speaking countries. Promotes independent study of German language and culture. Topics include social interaction and happiness, living arrangements, health and fitness. Prerequisite: GL 303 or consent of instructor
GL 402 Fourth Year German (3)
One of three courses designed for students who have reached proficiency level B1 of the Common European Frame of Reference. Course will draw on student’s life experiences and create situations that resemble real life in German speaking countries. Promotes independent study of German language and culture. Topics include leisure, lifelong learning, relationships and work/careers. 
Prerequisite: GL 303 or consent of instructor.

GL 416 Language Teaching Practicum (1-2)
Practice as a teaching assistant particularly for teachers in training. Course may be repeated to a maximum of six credits. 
Prerequisite: consent of instructor.

GL 423/523 Studies in German Language and Literature (2-6)
In-depth study of a literary figure, genre or other topic related to the study of German language, literature and culture. Course may be repeated if content is different. 
Prerequisite: GL 301 or equivalent or consent of instructor.

GL 499 Special Studies (1-12)
Terms and hours to be arranged.

HEALTH

HE 199 Special Studies (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

HE 211 Techniques of Relaxation (3)
Instruction and practice of relaxation techniques to include: progressive muscular relaxation, tai chi, yoga and meditation. Examination of the relaxation response relative to health.

HE 227 Community and Public Health (4)
A foundational overview of public health concepts and practice. Introduction to the core functions of public health, prevention of diseases and injuries, health needs of special populations, functions of voluntary and governmental organizations and future directions of public health.

HE 250 Personal Health (3)
Basic scientific knowledge for healthful living; relation of the health of individuals to family and community welfare and to national vitality and progress.

HE 252 First Aid, CPR and Safety (3)
Emergency treatment of injuries and illness in a variety of situations. Methods of prevention to reduce or eliminate potentially dangerous situations. Passing of proficiency tests leads to First Aid and CPR certification through the National Safety Council. Concurrent enrollment in HE 252L required.
Note: Admission to some upper division classes may be limited to students who have been formally admitted to the health degree program.

HE 325 Nutrition (4)
Overview of components of a healthful diet and determinants of food choices. Focus on interpretation and application of nutrition research.

HE 329 Health and Social Services (4)
An analysis of assistance and potential solutions to human problems offered through health and social service agencies and programs.

HE 351 School Health Programs Elementary (4)
Exploration of child health status and the vital role that the elementary teacher may play in helping children acquire healthful lifestyle behaviors as they grow and develop.

HE 352 First Aid and CPR Instructor (3)
Instructor training in Community CPR and First Aid leading to Instructor Certification through the National Safety Council. 
Prerequisites: each student must pass standard First Aid and CPR certification requirements at the beginning of the course.

HE 362 Contemporary Health Issues (4)
Analysis of new and emerging issues in health using an ecological model. Focus on human ecology including political, psychosocial, cultural and economic factors.

HE 366 Alcohol, Tobacco and Other Drugs (4)
Examination of the historical, cultural, economic, legal, medical and health factors involved in drug use and abuse in contemporary society.

HE 367 Human Sexuality (4)
Study of sexuality and sexual expression as essential elements of optimal health and well-being. Includes biomedical, psychosocial and cultural factors that influence human sexuality.

HE 375 Epidemiology (4)
Evaluation of patterns and determinants of health and disease in populations. Focus on the history of epidemiology, major causes of morbidity and mortality, methods of disease occurrence, study design, association and causation and how to address public health problems using epidemiological methods 
Prerequisite: MTH 111 with a grade of C- or better

HE 381 Mind/Body Health (4)
Examination of evidence supporting the connection of mind, body and spirit with health status. Focus on Eastern and Western concepts and philosophies of health and wellness.

HE 385 Foundations of Health Education (4)
History, theory and practice of health education and promotion. Focus on professional competencies, philosophical, ethical and behavioral foundations, credentialing and professional development. 
Prerequisite: MTH 111 with a grade of C- or better, HE 227 with a grade of C- or better.

HE 391 Stress Management (4)

HE 399 Special Studies (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

HE 406 Special Individual Studies (1-16)
Course may be repeated for up to 16 credits.

HE 407 Seminar (1-16)
Course may be repeated for up to 16 credits.

HE 409 Practicum (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

HE 411/511 Health Communication (4)
Analysis of the process and impact of media messages on health behavior and the development of effective messages in health promotion and education. Focus on social marketing, media advocacy and media literacy.

HE 412/512 Bullying (4)
Examination of bullying in school and community settings from a public health perspective. Focus on predisposing factors to bullying behavior, primary prevention and evidence-based interventions.

HE 413/513 Complementary and Alternative Medicine (4)
Examination of complementary and alternative medicine as it is known today both nationally and internationally. Special focus will be on discerning legitimate medical practices from quackery and fraud.

HE 415/515 Child and Adolescent Health (4)
A study of the physical, emotional, social and environmental health issues affecting children. Emphasis on the impact of these health problems on learning and the role of the school in their prevention, discovery and referral for treatment.

HE 419 Community Health Internship (8)
Provides community health promotion students the opportunity to demonstrate current professional competencies and to enhance professional growth through integration of classroom theory with planned, supervised and practical work experiences. 
Prerequisite: community Health Education major, HE 375, HE 385, HE 473, HE 487 and HE 471.

HE 420/520 Healthy Relationships (4)
Study of the important role that relationships have on one’s health. Opportunities to assess, analyze and enhance personal and professional relationships using communication and conflict resolution models.

HE 425/525 Current Issues in Nutrition (4)
Critical examination of current issues and controver-
HE 426/526 Sports and Exercise Nutrition (4)
Nutrition as it relates to the demands of exercise and competitive sport. Special emphasis on the differing needs of population groups and the relationship of diet and exercise to optimal health. Prerequisite: HE 325

HE 434/534 Diseases (4)
Study of modern concepts of disease, characteristics of common infectious and chronic diseases and practices and programs to prevent and control specific diseases.

HE 445/545 Best Practice in ATOD and Sexuality Education (4)
Identification of current best practice in ATOD (alcohol, tobacco and other drugs) and sexuality education. Evaluation of curricula and present practice. Selection and modeling of effective instructional strategies. Prerequisite: admission to degree program or consent of instructor

HE 457/557 Migrant Health (4)
Overview of major health and health care issues related to migrant communities in the United States. Using an ecological perspective, students will gain an understanding of the theories and realities about migration and the migration-health relationship with a focus on migrant and seasonal farm workers in the Pacific Northwest.

HE 465/565 International Health (4)
Study of international health issues, policies and interventions. Exploration of relationships between political, economic, cultural, educational and demographic conditions of developing countries and the impact on health and health services.

HE 471/571 Program Planning (4)
Analysis of contemporary program planning models. Instruction and practice in designing and implementing a health promotion program. Students will engage with community agencies utilizing a service-learning model. Prerequisite: MTH 111, HE 227, BI 102, BI 234, BI 235, BI 236, all with a grade of C- or better, HE 487

HE 473/573 Biometrics and Research Methods (4)
Examination of health research including topics of design, methodology and statistical analysis. Focus on interpretation of health research. Prerequisite: MTH 111, BI 102, BI 234, BI 235, BI 236, HE 227, all with a grade of C- or better, HE 375

HE 484/584 Mindfulness: The Art of Mindful Living (4)
Interdisciplinary study of mindfulness utilizing history, psychology, philosophy, Eastern religions and education with modern application in the fields of health and medicine.

HE 485/585 Bioethics and Public Health (4)
Review of basic ethical theories. Examination of moral principles and decisions associated with medical treatments, technologies, policies and research.

HE 487/587 Assessment and Program Evaluation (4)
Examination of assessment and evaluation tools and program evaluation strategies. Focus on evaluation design, methods and implementation and the communication and utilization of evaluation findings. Prerequisite: MTH 111, HE 227, BI 102, BI 234, BI 235, BI 236, all with a grade of C- or better and HE 473

HE 496 School Health Programs: Methods and Materials (4)
Development and analysis of teaching skills, resources and materials. Focus on standards-based practice and assessment within a coordinated school health program model. Prerequisite: admission to degree program or consent of instructor

HE 499 Capstone (4)
Demonstration of professional competencies through the development of an electronic portfolio. Prerequisite: MTH 111, HE 227, BI 102, BI 234, BI 235, BI 236, all with a grade of C- or better and HE 419

HE 603 Thesis (1-9)
HE 606 Special Individual Studies (1-9)
Terms and hours to be arranged.

HE 607 Seminar (1-9)
Terms and hours to be arranged.

HE 608 Workshop (1-9)
Terms and hours to be arranged.

HE 609 Practicum (1-9)
Terms and hours to be arranged.

HE 612 Advanced Topics in Health Promotion (4)
Examination of research and practice in an identified area of study in the field of health education and promotion. Research topic varies by term. May be repeated for credit up to 12 credits.

HISTORY
HST 104 World History: The Ancient and Classical World (4)
Explores the emergence of complex societies (civilizations) and the rise and spread of religions, political systems and economic networks with a focus on Asia, the Mediterranean Basin and the Middle East. May be taken out of sequence.

HST 105 World History: Expanding Societies (4)
Examines the emergence of well-organized societies with distinct cultural traditions in the Americas, Asia, Europe and Africa after the ancient/classical period. May be taken out of sequence.

HST 106 World History: The Modern World (4)
Explores the scientific, intellectual, economic, cultural and political movements that have transformed the world in the modern period in the context of imperial expansion and globalization. May be taken out of sequence.

HST 201 History of the United States: Native American Cultures to Early 19th Century (4)
Examines the origins of the United States from the early Native American cultures, through the colonial, revolutionary and early Jacksonian era. Students may take the United States history courses out of sequence.

HST 202 History of the United States: Reform and Progress (4)
Explores most of the 19th-century and the early part of 20th-century of United States history. Begins with the reform movements of the 1800s and examines westward expansion, the Civil War and reconstruction, industrialization and the progressive reforms. Students may take the United States history courses out of sequence.

HST 203 History of the United States: First World War to the Present (4)
Examines the history of the United States from the first world war to the present, including the Roaring 20s, the Great Depression, World War II, the Cold War, the Civil Rights Movement and globalization. Student may take the United States history courses out of sequence.

HST 301 Introduction to Historical Research (4)
Introduction to the research methods and writing styles of the discipline of history. Students will learn the methods of primary and secondary source analysis, how to conduct research using libraries, archives and the internet and the process for developing an effective research proposal and research paper. Course prepares students for success in upper division history classes and the Senior Seminar process. Recommended for students who have completed lower division history coursework.

HST 401/501 History and the Internet (4)
Provides 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, scholarly research, communication and publication.

HST 402/502 Reading and Conference (1-6)

HST 403/503 Practicum (1-16)
Students will be placed with private and/or governmental agencies where they will work as a historian and become familiar with the requirements and the possibilities of applying their skills in the public sector. Course may be repeated for up to 16 credits. Eligible for the RP grade option.
HST 404/504 Gender Issues in History, I (4)
In this first course in the sequence students will consider the history of women, men and gender relations to the 19th century.

HST 405/505 Gender Issues in History, II (4)
Second course in the sequence. Students will consider the history of women, men and gender relations in the 19th and 20th centuries.

HST 406/506 Archival Science (4-8)
An introduction to the methods and philosophy of conserving and collecting archival records and professional standards of organizing, indexing and controlling access to printed materials of historical significance. Course may be repeated for up to 8 credits.

HST 407/507 Seminar (4-16)
Special seminar topic offerings in the history discipline. Course may be repeated for up to 16 credits.

HST 408/508 Oral History (4-16)
An introduction to the methods and philosophy of conducting and developing oral interviews with primary actors as a source for historical research and analysis. Course may be repeated for up to 16 credits.

HST 409/509 Historical Editing (4-16)
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. Course may be repeated for up to 16 credits.

HST 410/510 Introduction to Public History (4)
Review of the special skills of the historian's craft. Then students are introduced to the sectors of public history such as business-related opportunities, government service, archival and museum work and historical editing.

HST 411/511 World Problems (4)
Selected historical issues that are both contemporary and significant. Attention given to the political, economic and social aspects of these global issues.

HST 412/512 Yugoslavia: From Experiment to Collapse (4)
Course examines the constructive and destructive components of the Yugoslav experiment. Students will explore the intellectual origins of Yugoslavism and the formation of the first Yugoslav state after the first world war.

HST 413 Dissent and Opposition in East Europe (4)
Study of the emergence and nature of political opposition and dissent in East-central Europe from 1945 to the revolutions in 1989. Course explores how playwrights, poets, pacifists, novelists and film-makers challenged the Communist-led governments in the Soviet bloc and formed social movements to promote human rights, environmental protection and religious and artistic freedom.

HST 414/514 British History to 1300 (4)
First of a two-course sequence that explores the history of Britain from its dim prehistoric beginning to the 18th century. Course investigates the Celtic, Roman, Christian, Anglo-Saxon, Viking, Norman and Plantagenet influences that together created complex identities and shaped the religious and political institutions that affected the daily lives of people in the British Isles. Also considers England's relationships with Ireland, Scotland and Wales, as well as with the wider medieval world. May be taken out of sequence.

HST 415/515 British History to the 18th Century (4)
Second of a two-course sequence that explores the history of Britain from its dim prehistoric beginnings to the 18th century. Provides critical analysis of the evolving British society and culture during the crises of famine, plague and war of the late Middle Ages. Explores the early modern transformations of religious practices, government and identity during the Tudor and Stuart dynasties. Considers the contributions of Ireland, Scotland and Wales, concluding with the creation of the United Kingdom. May take British History courses out of sequence.

HST 417/517 The Reformation (4)
A close look at the origins and development of the Protestant Reformation in Europe from the 14th through the 15th and 16th centuries and the relationship between the Reformation and the rise of nation states. The religious wars of the 16th and 17th centuries and the Catholic Reformation will also be examined.

HST 418/518 Early Modern Europe (4)
Movements and events of the 17th and 18th centuries; the Enlightenment; the Old Regime; the classical age in art, architecture and literature; the development of modern science, society and nation states.

HST 420/520 Philosophies of History (4)
The evolution of the discipline of history as portrayed through the writings of the major historians. Prerequisite: consent of instructor

HST 421/521 Germany: The 19th Century (4)
A survey of the key issues influencing the construction and early history of a unified German state founded under Prussian dominance in 1871. The changing faces of liberalism, nationalism, conservatism and socialism will be analyzed, as they evolved after the aborted revolution of 1848 up to the outbreak of World War I.

HST 422/522 Germany 1914 to 1945 (4)
A survey of the nature and evolution of German society, culture and politics with an emphasis on World War I, the Revolution of 1918-1919, the Weimar Republic and the Nazi state.

HST 424/524 Postwar German History (4)
Beginning with the post-World War II division of Germany, the politics and economics of East Germany, the remarkable economic recovery starting in the 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.

HST 425/525 Modern France: Revolution and Napoleon (4)
The structure of the Ancient Regime, its demolition by the Revolution, the anatomy and the achievements of the Revolution and its transformation by Napoleon.

HST 426/526 Modern France: 19th Century (4)
The political, economic and social development of France in the 19th century, its changing governments and its attempts to achieve the ideals of liberty, equality and fraternity, which had been set forth in its 1789 revolution; its changing international position.

HST 427/527 Modern France: 20th Century (4)
France in two world wars with an interwar depression and the rise of Nazi Germany; her developments and readjustments since 1945.

HST 428/528 19th-Century Europe (4)
Europe from the Congress of Vienna to the Treaty of Versailles, including the rise of liberalism, conservatism, nationalism, socialism, industrialism, imperialism, irrationalism and militarism culminating in World War I.

HST 429/529 20th-Century Europe: From World Wars to Cold War (4)
Crisis in European diplomacy resulting in World War I drifting into totalitarianism to World War II in the first half of the century and subsiding into Cold War between the two super powers during the second half.

HST 430/530 20th-Century Europe: Postwar Period (4)
Problems of reconstruction in postwar Europe; the birth and demise of the Cold War; disintegration of Communist Europe and its aftermath; European intellectual culture in the second half of the 20th century.

HST 431/531 Russia to Peter the Great (4)
Examines the history of Russia from the Kievan Rus state to the reforms of Peter the Great. Particular attention is given to the Mongol conquest and the subsequent rise of Moscow and a universal service state.

HST 432/532 Imperial Russia (4)
An examination of Russian history from the formation of the imperial state in the 18th century to the first world war. Focal points of will be the various attempts from above and below to reform and modernize this state.
HST 433/533 Soviet Russia (4)
Study of the history and culture of Soviet Russia from the Bolshevik revolution to its collapse in 1991.

HST 434/534 Mediterranean Worlds (4)
Examines the history of the Mediterranean in the 18th and 19th centuries with an emphasis on the decline of Ottoman influence and the rise of European power in the region. Course focuses on the relationship between the Northern and Southern Mediterranean, as well as the Western and Eastern Mediterranean and compares experiences on different sides of the Mediterranean.

HST 435/535 Mediterranean Worlds (4)
Examines the history of the Mediterranean in the 20th century with an emphasis on the decline of empires and the rise of nation-states in the regions, cultures and countries of each of these continents.

HST 436/536 History of Modern Paris (4)
Examines the development of Paris from the beginnings through the present with emphasis on the last three centuries. The city is examined from the political, social, ecological and architectural points of view as well as through the perspective of urban planning and immigration.

HST 437/537 World War II in Film (4)
Course will examine films from and of the second world war in order to analyze the history, interpretation and reinterpretation of the war.

HST 438/538 European Imperialisms (4)
Course covers Modern European imperialisms in the 19th and 20th centuries. We will pay particular attention to the role of European Imperial Era in shaping our world today and analyze parallels between global conflicts today and in the 19th and 20th centuries.

HST 439/539 Colonial Cultures (4)
Examines popular spectacles of Empire in film, art, expositions, advertisements, literature and newspapers in modern Europe with an emphasis on Great Britain and France. Analyzes the connections between European identities and representations of the colonies.

HST 440/540 Gender and Colonialism (4)
Examines the relationship between gender and colonialism in the modern era. We will analyze the ways in which gendered ideologies shaped colonial interactions and the influence of colonialism on the development of gender norms in colonized and colonizing societies.

HST 441/541 Decolonization and its Aftermath (4)
Examines decolonization in former European colonies in the modern era and introduces students to post-colonial theories. Will analyze different types of decolonization movements and the lingering effects of colonialism and decolonization on post-colonial societies around the world.

HST 442/542 North Africa and the World (4)
Examines the history of the North African region and its relationship with the Middle East, sub-Saharan Africa and Europe. Will examine historical events that show the relationship of north Africa with the surrounding areas in order to see the influence of north Africa on these regions and vice versa.

HST 443/543 Jewish North Africa (4)
Examines the history and historiography of Jewish North Africa with an emphasis on the modern era.

HST 444/544 Colonial North Africa (4)
Course analyzes the history of North Africa from the French conquest of Algeria in 1830 to decolonization in the 1960s.

HST 445/545 Postcolonial North Africa (4)
Examines postcolonial North Africa from the Battle of Algiers to the Arab Spring. We will analyze the transition from colonial to independent regimes and will begin with the anticolonial revolutionary movements that led to independence from Europe in the 1950s and 60s. Will conclude by tracing the events that formed the Arab Spring.

HST 447/547 The Early Middle Ages (4)
A study of the origins and early development of medieval European culture and institutions, 450-850 AD, focusing particularly on the Greco-Roman cultural heritage, the role of the Christian church and the contribution of the Germanic tribes.

HST 448/548 The High Middle Ages (4)
A study of Europe, 850-1200 AD, focusing on the economic, political, social, religious and intellectual revival of the 9th and 12th centuries and culminating in the crusading movement of the 12th century.

HST 449/549 The Late Middle Ages (4)
Examining the crisis of medieval society in the 14th century and the impact of the Hundred Years' War.

HST 450/550 The Crusades (4)
Focuses on the religious and cultural inspiration for the crusading movement as well as its impact in the Middle East and its legacy both in the medieval and modern worlds.

HST 452/552 Women and Family in the Middle Ages (4)
Examines the position of women and the family in the Medieval period through the medium of artistic, archaeological and historical sources.

HST 453/553 Pre-Columbian and Colonial Latin America (4)
A survey of Latin American Indian cultures and civilizations, their discovery and conquest by the Spanish and Portuguese and the development of Iberian empires in America. Examination of the colonial systems and their cultures.

HST 454/554 Mexico and the Caribbean Since Independence (4)

HST 455/555 South America Since Independence (4)
A study of national revolutions, political and economic problems of the new republics and cultural trends. In the 20th century the themes of militarism, industrialization and social revolution are emphasized.

HST 456/556 Mexico Since Independence (4)
An overview of the Indian and Spanish background of Mexico with emphasis on 19th century liberalism, foreign intervention, the Mexican Revolution and modernization.

HST 457/557 20th-Century Latin America (4)

HST 458/558 History of Inter-American Relations (4)
A diplomatic history from 1810 to the present with emphasis on relations between the United States and Latin America.

HST 461/561 History of East Asia: Traditional China (4)
To survey Chinese civilization from the earliest times to the mid-17th century, this course focuses on the aspects of history and culture that define the character of Chinese civilization.

HST 462/562 History of East Asia: Traditional Japan (4)
A general picture of Japanese history in the hope of furthering students' understanding of present-day Japan through the study of its past.

HST 463/563 Modern East Asia (4)
Focuses on the historical process that 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 464/564 Southeast Asia: Imperialism to Independence (4)
An introduction to the region's period of transition caused by Western colonialism and indigenous responses to it. European colonial history is examined through Southeast Asian ideas and reaction to Western expansion and intrusion.

HST 465/565 Southeast Asia: World War II to Cold War (4)
Surveys developments in the region's troubled era of war, rebellion and revolution following indepen-
HST 466/566 Southeast Asia: Cold War to the Present (4)
Surveys Southeast Asia’s attempts at political integration and economic recovery in the 1980s through the end of the century, the period generally recognized as the prelude to the 21st or the Pacific Century.

HST 467/567 Modern China I: Fragmentation Reform Movements in Late Imperial China (4)
Course discusses the clash between China and the West, and the response of China’s scholars.

HST 468/568 Modern China II: The Republic of China in the 20th Century (4)
Course explores the issues of envisioning state and society, the experiments in democracy, war and revolution, as well as political reform and economic miracle in Taiwan.

HST 469/569 Modern China III: People’s Republic of China, Confucianism and Socialism (4)
Course examines the birth of the Chinese Communist Party and the people of democratic China and how Chinese socialism adjusted to live in the world.

HST 470/570 Women in Indian Society (4)
Course provides insights into Indian women’s lives and how they are influenced by religions and philosophies (Hinduism and Buddhism), the caste system, marriage and family systems.

HST 471/571 Women in Japanese Society (4)
Broad survey of women’s positions and status in the institutions of marriage and family; factors that altered women’s conditions; and how womanhood has been defined and redefined from traditional to modern Japanese society.

HST 472/572 Women in Chinese Society (4)
Course explores the lives of various groups of women (wife, concubines, courtesans, singer girls and maids), including their activities in public and domestic dichotomy.

HST 473/573 Popular Culture in China (4)
A survey on Chinese culture. Included are social relationships, religions and philosophies, sciences and medicines, geomancy and cosmology, food and health, arts and cinemas from traditional to modern time period.

HST 474/574 Popular Culture in Japan (4)
A survey on Japanese culture. Included are patterns of behavior, popular morality, philosophies and religions, folk tales, arts, music, theater, also the taste of nature shown in the daily diet, flower arrangement and gardens.

HST 475/575 Colonial America (4)
Examines the imperial conquest and colonization of North America by European empires with an emphasis on the experiences of colonized peoples and colonizers in comparative perspective, from early contact through the emergence of revolutionary sentiment and independent republics by the early 19th century.

HST 476/576 Market Democracy in America (4)
Examines the social and political transformation of the United States in the first half of the 19th century, emphasizing how emerging faith in democracy, markets, Westward expansion, individual morality and gender-defined roles in public and private spheres, related to the simultaneous growth of slave labor, militant nationalism, industrial development, class distinctions, racial conflict and war with Mexico by the late 1840s.

HST 477/577 Civil War and Reconstruction (4)
Examines the transformations of thought and industry that challenged nationalist identities in the United States after 1850, the resulting constitutional crisis and war and efforts to reconstruc the nation and reunite its people.

HST 478/578 Managing and Resisting Incorporation, 1865-1914 (4)
Examines the industrial transformation of American life in the five decades after the Civil War.

HST 479/579 Challenges of Progressive Era America (4)
Examines the visions, limits and challenges of reform in American life in the period 1890-1914.

HST 480/580 Topics in Multicultural American History (4)
Special topics in the history of multicultural America. May be taken twice if content not repeated.

HST 481/581 American Voices: Autobiography, Biography and Memoir in American History (4)
Provides students with a critical foundation in the analysis of autobiography and biography as sources for the study of the American past.

HST 482/582 America and the World Wars (4)
Examines the impact of World War I and World War II on Americans and American society. Students will consider such issues as gender and war, the home front, national and international policy, labor issues, race and ethnicity and the transformation of American culture through mechanization, bureaucratization and wartime shifts in production.

HST 483/583 Cold War America (4)
This course will examine the impact of the Cold War on Americans and American society. Students will consider such issues as national and international policy, McCarthyism, the Vietnam conflict and the military-industrial complex.

HST 484/584 Health, Medicine and Gender in Historical Perspective (4)
This course presents three key areas of analysis for the study of health, medicine and gender in historical perspective. The first concerns gendered ideas about sexuality and gender roles and how these relate to health care in history. The second is a comparative examination of women and men as health care providers in different cultures. The third is a focus on women and men as recipients of health care and as health care activists.

HST 485/585 Mexican Foundations of Chicano/a/ Latino/a History: From the Olmecs to the Mexican Revolution (4)
An overview of Mexican history and culture from the invention of civilization to the creation of the modern Mexican state. Pre-Columbian themes include agriculture, trade, religion, art, architecture and political expansion. Colonial themes include the conquest and fusion of Spanish and Native American cultures. 19th century themes include independence, foreign invasion, civil war and modernization.

HST 486/586 Chicano/a History (4)
A history of people of Mexican descent in the United States with emphasis on the origins of their constitutional status as citizens of the United States.

HST 487/587 Canada to Confederation –1867 (4)
Examines the history of Canada from the pre-contact era through confederation in 1867 with attention to nationalist trends at the provincial and regional levels and with particular emphasis on comparative colonial cultures within the region of North America now included as part of Canada.

HST 488/588 Canada Since Confederation (4)
Examines the history of modern Canada from confederation (1867) through the present with attention to nationalist trends at the provincial and regional levels and federal efforts to secure a sense of Canadian nationalism, in the context of counter-national movements and interpretive themes of particular relevance in the study of comparative North American cultures, including First Nations movement and immigration trends of the late 19th and 20th centuries.

HST 489/589 Environmental History (4)
Examines the history of ecological transformations associated with historical patterns of community organization, population movements, agricultural production, scientific inquiry, industrial development, urban growth and systems of trade and commerce from ancient times to the present.

HST 490/590 Wests of Early America (4)
An exploration of the origins, traditions and interactions of people living in the North American West from the pre-contact era through the late 19th century with particular attention to comparative colonial experiences and the integration of the region into the industrial, political and social frameworks of the United States and British North America (Canada) as developing imperial systems.
HST 491/591 Western U.S.: 20th Century Issues (4)
Examines the transformation of the trans-Mississippi West in the 20th century with particular attention to market networks, community traditions and historical myths that have shaped the ways in which people who lived in the West viewed themselves in relation to their surroundings.

HST 492/592 Pacific Northwest History (4)
Explores emerging traditions of community and government in the Pacific Northwest. Begins with a survey of pre-contact communities and the ecological and human implications of evolving modes of production as they relate to local community traditions and various incarnations of imperial power, immigration and industry through the late 20th century.

HST 493/593 Women in Oregon History (4)
Connects students with primary and secondary sources to analyze the history of women in Oregon. Students will consider gender as a category of analysis in assessing the history of Oregon women from native peoples through the present with attention to differences in race, ethnicity, class and gender identity and across regions in the state.

HST 494/594 North American Constitutional History (4)
Comparative study of constitutional history in Canada and the United States, with attention to colonial North America and emerging nationalist movements in the United States and Canada. Explores the evolving concepts of constitutional law and constitutional theory at the state, provincial and national levels.

HST 495/595 Empire and Environment (4)
Examines the ways in which colonial empires impacted the environment of conquered lands and the influence of the environment on colonial policies.

HST 497/597 Islam in Africa (4)
Examines the spread of Islam in Africa and the evolution of Islamic societies in Africa from the seventh century to the present. Explores the historical, religious, cultural, social and political aspects of the expansion and development of Islam in Africa. Will address both the Islamization of Africa as well as the Africanization of Islam.

HST 498/598 Special Studies (1-6)
Provides a means by which students may earn upper division credit for research, writing, reporting, discussion and career-related and/or participatory skills.

HST 499 Senior Seminar (4)
Research and writing of a seminar paper showing the variety of sources, knowledge of the literature and the development of historical style.

HST 600 Seminar (4)
Topics selected by the instructor.

HST 601 Research (1-6)
Terms and hours to be arranged.

HST 603 Thesis (1-6)
Terms and hours to be arranged.

HST 605 Reading and Conference (1-6)
Terms and hours to be arranged.

HST 607 Seminar (3)

HST 608 Workshop (1-6)
Terms and hours to be arranged.

HST 609 Practicum (1-9)
Terms and hours to be arranged.

HST 610 Europe: Topic (4)
Reading, discussion and research of the historical literature relevant to Europe.

HST 620 Asia/Latin America: Topic (4)
Reading, discussion and research of the historical literature relevant to Asia/Latin America.

HST 625 Asia: Topic (4)
Reading, discussion and research of the historical literature relevant to Asia.

HST 630 North America: Topic (4)
Reading, discussion and research of the historical literature relevant to the United States.

HST 698 Methods, Research and Writing (5)
Introduction to the methodologies of historical research and writing.

HONORS
H 101 Freshman Honors (1)
Supplementary enriching work related to a regular course taken simultaneously is guided by an instructor during weekly meetings. Students and work are subject to approval by the Honors Committee.

H 201 Sophomore Honors (1)
Supplementary enriching work related to a regular course taken simultaneously is guided by an instructor during weekly meetings. Students and work are subject to approval by the Honors Committee.

H 303 Thesis Orientation (1-2)
Orientation to the Honors Thesis/Senior Project, including completion of thesis proposal. Enrollment limited to students in Honors Programs. Eligible for the RP grade option.

H 353 Thesis Development (1-2)
Introductory, developmental work related to the Honors thesis/senior project, including literature review, time line and outline. Enrollment limited to students in the Honors Program.

H 401 Senior Honors (2-3)
Individual research and original writing in approved areas of work. Enrollment limited to students in Honors Program with approval of Honors director. May be repeated up to a limit of six credits.

H 403 Honors Thesis/Senior Project (1-6)
Individual research and original writing related to the Honors thesis/senior project. Enrollment limited to students in Honors Program. May be repeated up to a limit of six credits. Eligible for the RP grade option.

H 407 Honors Seminar (3)

HUMANITIES
HUM 199 Special Studies (1-6)
Topics and hours to be arranged. Course may be repeated for up to 6 credits if content is different.

HUM 325 Studies in German Culture and Literature (4)
Focus on cultural aspects of modern Germany and Austria, their people, customs and institutions.

HUM 328 Introduction to Chicano/a Literature (3)
Introduction to texts representative of the Chicano/a literary heritage. Sampling of genres, historical and geographical settings and perspectives, characteristic of work written by Chicano/as during the 20th century. Prerequisite: when conducted in English with a HUM prefix, no requirements necessary, but will not count for the Spanish major.

HUM 340 Spanish Culture and Civilization: Mexico (4)
A cultural survey of Mexico from the pre-Hispanic times to the present, including history, anthropology, literature, art, geography, politics, economics and religion. Prerequisite: completed LACC writing requirement. When conducted in English with a HUM prefix, will not count for the Spanish major.

HUM 342 Introduction to Chicano/Latino Life and Culture (4)
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 pertinent to Chicanos from the 1960s to the contemporary period. Prerequisite: completed LACC writing requirement. When conducted in English with a HUM prefix, will not count for the Spanish major.

HUM 343 Studies in German Culture and Literature to 1945 (3)
In-depth study of selected writers, forms and/or
themes in German-speaking countries up to 1945 (i.e. Nazi Resistance).

HUM 344 Studies in German Culture and Literature to 1990s (3)  
In-depth study of selected works, forms and/or themes in German-speaking countries up to 1990s (i.e. Jewish/Holocaust studies).

HUM 399 Special Studies (1-6)  
Topic and hours to be arranged. Course may be repeated for up to 6 credits if content is different.

HUM 406 Special Individual Studies (1-6)  
Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest, under the guidance of a designated faculty member. Course may be repeated for up to 6 credits.

HUM 407/S07 Seminar (3-8)  
Topic and hours to be arranged. Course may be repeated for up to 8 credits if content is different.

HUM 408 Workshop (2-6)  
Course may be repeated for up to 6 credits.

HUM 409/S09 Internship (1-12)  
Terms and hours to be arranged. Supervised practical experience in a humanities discipline. Course may be repeated for up to 12 credits. A maximum of nine credits of HUM 409 can be counted in a humanities major program; a maximum of six credits can be counted in a humanities minor program. Eligible for the RP grade option.

HUM 450 Senior Capstone (1)  
Provides guidance in producing and assembling the senior capstone portfolio required of all students in the B.A./B.S. in Humanities degrees. Eligible for the RP grade option.

HUM 603 Thesis (3-9)  

HUM 606 Special Individual Studies (1-6)  
Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest, under the guidance of a designated faculty member.

HUM 607 Seminar (3-4)  
Terms and hours to be arranged. Course may be taken twice if content is not repeated.

HUM 608 Workshop (2-3)  

INFORMATION SYSTEMS

IS 199 Information Systems Topics (1-16)  
Course content will vary. Topics are selected relative to new subject areas in Information Systems appropriate to freshman level. Course may be repeated for up to 16 credits.

IS 240 Information Management I (4)  
Course introduces data structures and how to apply data management algorithms to various types of data and information. Students gain experience with provisioning infrastructure and increase their proficiency with the Unix operating system while creating realistic information management solutions. Prerequisites: CS 133 or CS 134 or CS 161 (or concurrent)

IS 270 Operating Systems (4)  
Course teaches students the responsibilities and functional components of operating systems. Students learn and practice skills necessary to select and configure operating systems to meet solution requirements for differing applications. Prerequisite: CS 133 or CS 134 or CS 161 (or concurrent)

IS 278 Networks (4)  
Course provides an understanding of local area networks using the OSI model. Topics include network hardware, software and protocols. Students will gain hands-on experience with network administration tasks for popular network environments. Prerequisites: CS 133 or CS 134 or CS 161 (or concurrent)

IS 299 Information Systems Topics (1-16)  
Course content will vary. Topics are selected relative to new subject areas in information systems appropriate to sophomore level. Course may be repeated for up to 16 credits.

IS 340 Information Management II (4)  
Course introduces core concepts for managing large data sets for organizations. Students learn how to identify and model information requirements, convert data models into relational data models and verify structural characteristics. Students implement and use a relational database created with an enterprise-class database management system. Students learn and perform basic database administration skills, including techniques to ensure data quality and data security. Prerequisites: IS 240, IS 270, IS 278, MTH 231

IS 345 System Analysis (4)  
Course discusses the processes, methods, techniques and tools that organizations use to determine how they should operate, with particular focus on how computer-based technologies can most effectively contribute to the way operations are organized. Covers a systematic methodology for analyzing an organizational problem or opportunity, articulating operational requirements for the technology solution, specifying alternative approaches to acquiring the capabilities needed and specifying the requirements for the information systems solution. Prerequisite: IS 340

IS 350 Enterprise Architecture (4)  
Explores the design, selection, implementation and management of enterprise information systems, focusing on applications and infrastructure and their fit with the business. Students learn frameworks and strategies for infrastructure management, system administration, information architecture, content management, distributed computing, middleware, legacy system integration, system consolidation, software selection, total cost of ownership calculation, investment analysis and emerging technologies. Students hone their ability to communicate technology architecture strategies concisely to a general business audience. Prerequisites: IS 240, IS 270, IS 278

IS 355 Strategy, Acquisition and Management (4)  
Explores the issues and approaches in managing the information systems function in organizations and how the IS function enables various types of organizational capabilities. Explores the acquisition, development and implementation of plans and policies to achieve efficient and effective information systems from a senior management perspective. Prerequisite: IS 350

IS 380 Information Networks (4)  
Course introduces the use of tools based on information theory, graph theory and game theory to explain aggregate behaviors in social networks, markets and the internet. Examines archetypical instances drawn from various disciplines. Prerequisite: MTH 231

IS 399 Information Systems Topics (1-6)  
Course content will vary. Topics are selected relative to new subject areas in Information Systems appropriate to junior level. Course may be repeated for up to 16 credits.

IS 406 Special Topics (1-16)  
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. Course may be repeated for up to 16 credits.

IS 407 Seminar (1-4)  
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

IS 409 Practicum (1-9)  
Offers practical experience working in a computer science department for area businesses or industries. Course may be repeated for up to 16 credits. Eligible for the RP grade option.

IS 420/520 Introduction to Database Systems (3/4)  
Studies the basic concepts of relational database covering, relational model, normalization and information maintenance and information retrieving through SQL. Other topics discussed include the history of data processing, database management systems and their vendors and trends in the area of data processing.

IS 421 Database Administration (3)  
Fundamentals of database administration, including installation, configuration, physical storage allocation and management, security, auditing, backup and recovery and troubleshooting. Upon successful completion of course, students will know how to install and configure SQL servers; create and manage user logins and privileges; establish backup and recovery procedures; manage devices, databases and
other disk storage; establish auditing procedures; and solve problems that arise during SQL server operations. Prerequisite: CS 420

IS 425/525 Introduction to Project Management (3/4)
The origins of project management and its importance to improving the success of IT projects. Basic topics including scope, cost, and time management will be covered. Students will work in groups to plan large scale project management. Students will also learn about software tools that aid in project management. Prerequisite: CS 350, CS 420

IS 440 Systems Administration (4)
Course introduces system administration using modern operating systems. Covers the setup, customization, operation and maintenance of production-quality servers, suitable for deployment of modern server applications such as web hosting, file-sharing and database or network services. Topics include: system proficiency, user and process management, file systems, network configuration, standard security practices and various server application. Prior operating systems knowledge required. Prerequisites: IS 345 and IS 355

IS 470 Project Management (4)
Explores the origins of project management and its importance to improving the success of IT projects. Basic topics including scope, cost, time quality and risk management will be covered. Students will work in groups to propose and plan significant projects. Students will also learn about software tools that aid in project management. Prerequisites: IS 345, IS 355 and senior standing

IS 475 Project Implementation (4)
Course continues and builds from the project management fundamentals of IS 470. Student teams develop detailed project plans and implement a planned information system project. During project development, students learn more advanced topics in project management such as risk and quality management. Prerequisite: IS 470

IS 485/585 Introduction to Computer Security (3/4)
Introduction to basic computer security. Introduces cryptography, malware and viruses, operating system security and programming security. Students gain hands-on experiences via labs and projects. Prerequisite: IS 320 or CS 162

IS 486/586 Network Security (3/4)
Focusses on fundamental computer networking security concepts, networking attacks and protection and other security problems in networking applications. Course introduces the attacks on each network layer, including the link layer, network layer and transport layer. Also addresses security problems related to DNS, web services and emails. Prerequisite: IS 350 or CS 650 or IS 650

IS 489/589 Security Principles and Practices (3/4)
Focuses on current issues in cyber security, including the architecture of cloud computing, its evolution, data center and security issues. Cloud computing will be used as an example to explain cyber attack and defense in real world. Prerequisite: CS 260 or CS 600

IS 600 Foundations of Computer and Information Systems (4)
Introduction to concepts fundamental to modern computer and information systems. Provides overview of the field of computing relevant to professionals in a business IT setting. Provides a survey of topics not covered by other domain-specific courses. Topics may include: information systems hardware and software components, information representation storage and retrieval, development languages, algorithms and efficiency, operating systems, network communications, database, systems development, security and ethics.

IS 641 Project Planning/Design (4)
Will guide students through the first phase of completing the professional project. Students work with the course instructor and their graduate adviser to select, develop and plan a suitable project, including the initial concept; several rounds of research; writing, critique and refinement; a detailed proposed project plan to be submitted to the students’ graduate committee.

IS 642 Project Implementation (4)
Student will complete the proposed project that was developed in the IS 641 course. At least one program faculty member supervises project regarding the milestones, deliverables and content that are expected throughout the term. Students deliver a set of milestones, developed in conjunction with their project proposal, to the instructor that will be used to measure progress. Students report to the instructor each week regarding completion of milestones. Prerequisite: IS 641 and approved professional project proposal.

IS 650 Networks and Communications (4)
Examination of how computers and computing infrastructure are linked together to enable effective communication and sharing of resources. Topics include the fundamental protocols and technologies of modern computer networks; conceptual abstract layered model for understanding the functionality of the network; local area networks and the internet. Highly recommend IS 600 before taking this course

IS 675 Topics in Information Systems (1)
Topics may include: detailed study of a foundational field of Information Systems that is not covered by another course; in-depth study of particular current topics; survey of important technologies, software or systems; review of current research areas or popular trends. May be repeated for credit up to 8 credits.

INTERNATIONAL STUDENTS

IS 795/895 Directed Study (1-5)
May be repeated for credit up to 8 credits. Topics may include: topics not covered by other domain-specific courses. Another course; in-depth study of particular current topics; survey of important technologies, software or systems; review of current research areas or popular trends. May be repeated for credit up to 8 credits.

IS 650 Networks and Communications (4)
Examination of how computers and computing infrastructure are linked together to enable effective communication and sharing of resources. Topics include the fundamental protocols and technologies of modern computer networks; conceptual abstract layered model for understanding the functionality of the network; local area networks and the internet. Highly recommend IS 600 before taking this course

IS 675 Topics in Information Systems (1)
Topics may include: detailed study of a foundational field of Information Systems that is not covered by another course; in-depth study of particular current topics; survey of important technologies, software or systems; review of current research areas or popular trends. May be repeated for credit up to 8 credits.

IS 685/785 Introduction to Computer Security (3/4)
Introduction to basic computer security. Introduces cryptography, malware and viruses, operating system security and programming security. Students gain hands-on experiences via labs and projects. Prerequisite: IS 320 or CS 162

IS 425/525 Introduction to Project Management (3/4)
The origins of project management and its importance to improving the success of IT projects. Basic topics including scope, cost, and time management will be covered. Students will work in groups to plan large scale project management. Students will also learn about software tools that aid in project management. Prerequisite: CS 350, CS 420

IS 440 Systems Administration (4)
Course introduces system administration using modern operating systems. Covers the setup, customization, operation and maintenance of production-quality servers, suitable for deployment of modern server applications such as web hosting, file-sharing and database or network services. Topics include: system proficiency, user and process management, file systems, network configuration, standard security practices and various server application. Prior operating systems knowledge required. Prerequisites: IS 345 and IS 355

IS 470 Project Management (4)
Explores the origins of project management and its importance to improving the success of IT projects. Basic topics including scope, cost, time quality and risk management will be covered. Students will work in groups to propose and plan significant projects. Students will also learn about software tools that aid in project management. Prerequisites: IS 345, IS 355 and senior standing

IS 475 Project Implementation (4)
Course continues and builds from the project management fundamentals of IS 470. Student teams develop detailed project plans and implement a planned information system project. During project development, students learn more advanced topics in project management such as risk and quality management. Prerequisite: IS 470

IS 485/585 Introduction to Computer Security (3/4)
Introduction to basic computer security. Introduces cryptography, malware and viruses, operating system security and programming security. Students gain hands-on experiences via labs and projects. Prerequisite: IS 320 or CS 162

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Focusses on fundamental computer networking security concepts, networking attacks and protection and other security problems in networking applications. Course introduces the attacks on each network layer, including the link layer, network layer and transport layer. Also addresses security problems related to DNS, web services and emails. Prerequisite: IS 350 or CS 650 or IS 650

IS 489/589 Security Principles and Practices (3/4)
Focuses on current issues in cyber security, including the architecture of cloud computing, its evolution, data center and security issues. Cloud computing will be used as an example to explain cyber attack and defense in real world. Prerequisite: CS 260 or CS 600

IS 600 Foundations of Computer and Information Systems (4)
Introduction to concepts fundamental to modern computer and information systems. Provides overview of the field of computing relevant to professionals in a business IT setting. Provides a survey of topics not covered by other domain-specific courses. Topics may include: information systems hardware and software components, information representation storage and retrieval, development languages, algorithms and efficiency, operating systems, network communications, database, systems development, security and ethics.

IS 641 Project Planning/Design (4)
Will guide students through the first phase of completing the professional project. Students work with the course instructor and their graduate adviser to select, develop and plan a suitable project, including the initial concept; several rounds of research; writing, critique and refinement; a detailed proposed project plan to be submitted to the students’ graduate committee.

IS 642 Project Implementation (4)
Student will complete the proposed project that was developed in the IS 641 course. At least one program faculty member supervises project regarding the milestones, deliverables and content that are expected throughout the term. Students deliver a set of milestones, developed in conjunction with their project proposal, to the instructor that will be used to measure progress. Students report to the instructor each week regarding completion of milestones. Prerequisite: IS 641 and approved professional project proposal.

IS 650 Networks and Communications (4)
Examination of how computers and computing infrastructure are linked together to enable effective communication and sharing of resources. Topics include the fundamental protocols and technologies of modern computer networks; conceptual abstract layered model for understanding the functionality of the network; local area networks and the internet. Highly recommend IS 600 before taking this course

IS 675 Topics in Information Systems (1)
Topics may include: detailed study of a foundational field of Information Systems that is not covered by another course; in-depth study of particular current topics; survey of important technologies, software or systems; review of current research areas or popular trends. May be repeated for credit up to 8 credits.

INTERNATIONAL STUDENTS

IS 199 Reading/Writing/Research for International Students (6)
English course for non-native English speakers focusing on writing, reading and research paper writing skills for academic purposes. This is a required course for international students in the ESL Bridge Program/Conditional Admission Program. Other non-native speakers are welcome.

IS 199 Listening/Speaking for International Students (3)
English course for non-native English speakers focusing on academic note taking, lectures and interpersonal communication skills. This is a required course for international students in the ESL Bridge Program/Conditional Admission Program. Other non-native speakers are welcome.

IS 199 International Student Orientation (1)
Orientation course to prepare international students for academic success through the use and introduction to campus resources. This is a required course for international students in the ESL Bridge Program/Conditional Admission Program. Other non-native speakers are welcome.

INTERPRETING

IS 254 Introduction to the Profession of Interpreting (3)
Introductory overview to the profession of interpreting. Includes the history of interpreting, terminology, responsibilities, skills, aptitudes of interpreters, the process of becoming an interpreter, employment environment and options and current issues. Prerequisite: ASL 103

IS 260 Pre-Interpreting Skills Development (3)
Foundational skills necessary for effective interpretation. Explores ASL and English skill development, cognitive processing skills, as well as skills with technology to become reflective practitioners. Students will apply pre-interpreting skills in isolation, progressing to intralingual activities. Course will prepare pre-interpreting students for the rigor of the interpreting program. Prerequisite: INT 254 and ASL 301 with a B or better.

IS 330 Theory & Process of Interpreting I (4)
Identify and analyze demands (environmental, interpersonal, paralinguistic and intrapersonal) that influence communication and develop controls for responding to communication events using the demand control schema. Includes ways various interlocutors construct and receive messages and the co-construction of meaning and current theories in the process of interpreting. Students apply theories and practice controls by working with static and spontaneous texts to provide interpretations. Prerequisite: consent of instructor.
INT 330L Theory and Process of Interpreting I Lab (1)
To be taken concurrently with INT 330. Offers students an opportunity to apply the theories and to practice the techniques introduced in INT 330. Students will practice interpreting task analysis, pre-interpreting skills and process management skills.

INT 340 Ethics and Decision-Making for Interpreters (3)
Study of the Registry of Interpreters for the Deaf Code of Professional Conduct, ethics-related terminology, values systems and change, 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. Prerequisite: consent of instructor

INT 341 Theory and Process of Interpreting II (4)
Identify and analyze demands (environmental, interpersonal, paralinguistic and intrapersonal) that influence communication and develop controls for responding to communication events using the demand-control schema. Students apply theories and practice controls by working with static and spontaneous texts to provide interpretations. Prerequisite: INT 330 with a B or better

INT 341L Theory and Process of Interpreting II Lab (1)
To be taken concurrently with INT 341, offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting II class. Students analyze texts, develop individual and group translations and practice consecutive interpretation.

INT 342 Theory & Process of Interpreting III (4)
Students will identify and analyze demands (environmental, interpersonal, paralinguistic and intrapersonal) that influence communication and develop controls for responding to communication events using the demand-control schema. Includes ways various interlocutors construct and receive messages and the co-construction of meaning and current theories in the process of interpreting. Students apply theories and practice controls by working with static and spontaneous texts to provide interpretations. Prerequisite: INT 341 with a B or better

INT 342L Theory and Process of Interpreting III Lab (1)
To be taken concurrently with INT 342. Offers students an opportunity to apply theories and to practice the techniques introduced in the Interpreting III class. Students analyze texts for register, style and affect; practice consecutive interpretations of pre-analyzed monologues and dialogues and practice consecutive interpretations of unfamiliar materials.

INT 360 Current Issues for Interpreters (3)
Investigates current issues facing the professional interpreter. Students discuss issues of bilingualism/biculturalism, legal statutes and liability, certification and quality assurance, confidentiality, accountability, minority status of American Sign Language and deaf culture, oppression and empowerment of the deaf community, the interpreter as a cross-cultural mediator and other contemporary issues. Prerequisite: ASL 456, INT 330 and INT 340 with a grade of B or better

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. Students will be introduced to several interpreting settings, including social service, government, legal, medical, mental health, business, religious, performing arts and sports activities. Prerequisite: INT 341, INT 360 and INT 392 with a grade of B or better

INT 392 Language and Communication Systems: Deaf and Hard of Hearing (3)
Students will develop knowledge of the linguistic principles of American Sign Language and English, the different modes of communication used by deaf and hard of hearing people, the various language and communication policies and signed systems used in the classroom. Prerequisite: INT 330, INT 340 and ASL 456, all with a grade of B or better

INT 406 Individual Studies in Interpreting (1-16)
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. Course may be repeated for up to 16 credits. Prerequisite: consent of instructor

INT 407 Seminar: Interpreting (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits. Prerequisite: consent of instructor

INT 408 Workshop (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits. Prerequisite: consent of instructor

INT 409 Practicum: Interpreting (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits. Prerequisite: consent of instructor

INT 410 Internship (3-12)
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. Prerequisite: INT 442 and INT 468 with a grade of B or better

INT 423/523 Technology in Interpreting/ Interpreter Education (2)
Students will engage with technology common in the field of interpreting. Instruction in use of various technologies in their work as pre-professional and professional interpreters focusing on skill development, self-reflection and actual service delivery via technology.

INT 441 Theory and Process of Interpreting IV (4)
Students will identify and analyze demands (environmental, interpersonal, paralinguistic and intrapersonal) that influence communication and develop controls for responding to communication events using the demand-control schema. Content includes various ways interpreters construct and receive messages, co-construction of meaning and current theories in the process of interpreting. Students apply theories and practice controls by working with static and spontaneous texts to provide interpretations. Prerequisite: INT 342 with a B or better

INT 441L Theory and Process of Interpreting IV Lab (1)
To be taken concurrently with INT 441. Offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting IV class. Students practice consecutive interpretations of spontaneous monologues, dialogues, interviews, group discussions and team interpreting techniques.

INT 442 Theory and Process of Interpreting Practicum (4)
Students engage in a practicum with consumers in no risk situations. Students will engage in regular demand-control schema supervision of their interpreting work throughout the term. Prerequisite: completion of INT 441 with a grade of B or better

INT 442L Theory and Process of Interpreting V Lab (1)
To be taken concurrently with INT 442. Offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting V class. Students practice simultaneous interpretations of increasingly difficult monologues, dialogues, interviews and group discussions.

INT 466 Interpreting in Postsecondary Settings (3)
Introduces students to working in postsecondary settings in which interpreters work and the vocabulary and discourse patterns used by consumers in these settings. Students will become familiar with the specific vocabulary, professional issues, ethical considerations, knowledge base and skills related to the postsecondary setting. Prerequisite: INT 342, INT 365 and INT 467 with a grade of B or better
INT 467 Interpreting in Educational Settings (3)
Designated faculty member.
Prerequisites: INT 341, INT 360 and INT 392 with a grade of B or better

INT 468 Specialized Interpreting Techniques (2)
Introduction to specialized communication and interpreting techniques used with a variety of consumers and situations. Students are introduced to oral, deafblind and manually-coded English interpreting techniques. Prerequisites: INT 441 and INT 466 with a grade of B or better

INT 469 Cultural Intelligence in a Diverse World (3)
Course emphasizes the importance of cultural intelligence in the context of a diverse society. Students are introduced to the paradigms of difference beyond their insular boundaries and environments. Multiple perspectives are explored related to notions of difference, bias and privilege and how they impact the way we see and interact with the world around us. Students will also develop skills to communicate effectively when faced with controversy that stems from topics such as race, ethnicity, sex, gender identity, social class and ability. Prerequisite or co-requisite: acceptance into the ASL/English Interpreting Program

INT 470/570 DeafBlind Interpreting (3)
Students will explore a variety of communication strategies that can contribute to their skill set as ASL/English interpreters and support service providers working with the deafblind community. Students will incorporate these strategies and personalize them depending on the individuals with whom they are working. Prerequisite: INT 254 or consent of instructor

INT 471 Seabeck: Academic Service-Learning Project (3)
Students will practice using a variety of communication strategies in preparation to work as volunteer interpreters. Support service providers and sighted guides with deafblind people during an annual retreat the last week of August annually. Students are expected to raise funds and travel to Seattle, engaging with its sizable deafblind community. Prerequisite: INT 470 and consent of instructor

INT 603 Thesis or Professional Project (3-6)
Individual research or original writing with scheduled seminars in approved areas of research, culminating in a thesis or professional project presentation.

INT 606 Special Projects (1-3)
Terms and hours to be arranged. Course is offered on individual student basis under guidance of a designated faculty member.

INT 607 Seminar (1-3)
Terms and hours to be arranged. Course may be repeated if topic is different.

INT 608 Workshop (1-3)
Terms and hours to be arranged. May be repeated for credit if topic is different.

INT 609 Practicum (1-4)
Students will engage in practicum experiences. Prerequisites or co-requisite: INT 640 and INT 650

INT 610 Internship & Portfolio (3-18)
Provide interpreting students the opportunity to demonstrate interpreting, teaching and other professional competencies acquired during their training. Interns will have supervision by appropriately trained and credentialed professionals. Course may be repeated for up to 18 credits.

INT 612 Proseminar (1)
Provides a foundation for inquiry about interpreting studies issues through critical reading, analytical writing and thoughtful, collegial discussion. Students will receive general training relevant to graduate work in interpreting studies, such as technical writing, sampling and experimenting with technology used during the program.

INT 615 Communication for Interpreters (3)
First in a series of two courses in which students examine interpersonal communication and the role of an interpreter. Students will practice and apply principles of invention, organization, language and delivery with focus on the development of skill and confidence in interpersonal communication in English and in ASL.

INT 618 Ethics and Professional Practice (3)
Students examine current professional and ethical decision-making practices and explore the application of Demand-Control Schema (DCS) to professional and ethical practices.

INT 624 Teaching and Technology (1)
Students will explore new and emerging technologies used to enhance student engagement. Both synchronous and asynchronous methods will be discussed. Course will provide students with hands-on experience in designing individual and collaborative student-learning experiences.

INT 625 Becoming a Practice Profession: The History of Interpreting and Interpreter Education (3)
Students will explore the history of interpreting and interpreter education as developing professions. The culmination will be examining interpreting and interpreter education as practice professions.

INT 630 Communication in a Practice Profession (3)
Students examine interpersonal communication and discuss the role of an interpreter. Students will practice and apply principles of invention, organization, language and delivery with focus on the development of skill and confidence in interpersonal communication in English and ASL. Students will incorporate observations, supervision sessions and interpreting practice to enhance skills in decision-making around meaning transfer, ethical dilemmas and interpersonal communication. Prerequisites: acceptance into the MA in Interpreting Studies program or consent of instructor.

INT 633 Research and Writing: Translation and Interpretation (3)
Examines the traditions and theories of both quantitative and qualitative research and evaluation methods, findings and implication of research studies. Students will critique and produce scholarly writing. Prerequisite: admission to the MAIS program or consent of instructor

INT 635 Action Research: Translation and Interpretation (3)
Introduces students to the principles and processes of action research, a form of self-reflective inquiry by practitioners on their own practice. The goals of action research are to better understand and to improve practice. Students develop skills in data collection, analysis, interpretation, as well as the oral, signed and written presentation of research. Prerequisite: admission to the MAIS program or consent of instructor

INT 639 Student Teaching & Portfolio (4)
Students teach in a pre-service or in-service interpreting education setting that fits the students’ interests and skill sets. During this experience, students will develop a teaching or instructional work sample and complete a portfolio. Prerequisites: successful completion of INT 655

INT 640 Teaching Ethics and Professional Practice (3)
After observing teachers and mentors in action, students develop teaching methods that infuse Demand-Control Schema into the instruction of ethics and professionalism. They examine ways in which DCS may be infused into theory and practice courses and design of curriculum.

INT 645 Research on Translation and Interpretation I (3)
Students research translation and interpretation theory. They examine and evaluate scholarship, research methods, findings and implications. Students begin conducting a research project that is qualitative, quantitative, and/or action based.

INT 646 Research on Translation and Interpretation II (5)
Examine translation and interpretation scholarship relevant to their own research interests and evaluation methods, findings and implications. Course designed to support research completion efforts in a structured, directive, and supportive environment. Eligible for the RP grade option. Prerequisites and
to that reality.

INT 647 Advanced Research Writing (3)
Course reserved for students completing a final thesis, project or portfolio. All other coursework in master’s degree program must be completed. May be repeated for credit up to four times.

INT 650 Teaching Meaning Transfer (3)
After observing teachers and mentors in action, students prepare to teach translation, consecutive interpreting (CI) and simultaneous interpreting (SI). They use self-assessment, self-reflective and research-based practices in teaching design and implementation.

INT 655 Assessment for Interpreter Educators (3)
Theory in assessment construction, methodology and the use of data in formative and summative assessment design. Students research methods used for curricular and program assessment and evaluation. Will examine, develop, and/or administer assessments and interpret assessment results.

INT 665 Interpreter Education Curriculum Development (3)
Specific approaches and methods for classroom management and facilitation, as well as train-the-trainer techniques. Topics include establishing an outline, assessing student performance, instructional technology, platform and presentation skills and addressing difficult issues. Introduces strategies for curriculum development ranging from lesson design to program design.

INT 670 Leadership Roles in the Field of Interpreting (3)
Students analyze current leadership potential and practice. Emphasis on local, national and global trends in leadership practices for translators and interpreters. Students gain skills and knowledge to act as mentors and resources for less-experienced and entry-level interpreters.

INT 675 Adult Education (3)
Explore realities of adults as learners, the value of co-constructing the learning environment with students. Adult learning theories will be discussed and analyzed as well as various models for approaching adults as learners in the college classroom.

INT 677 Intrapersonal Aspects of Interpreting (3)
Explores intrapersonal aspects of interpreters as people, as members of a community, as members of a profession and as interpreters. Includes an in-depth exploration of how the inner landscape of a professional impacts the consumers who are served and how to respond to that reality.

LIB 225 Advanced Research for College, Work and Life (4)
Bridges the gap between basic-level research and advanced-level research expected in 300- and 400-level courses. Students will learn effective methods and techniques of information gathering, evaluation and presentation. They will develop advanced research techniques and build problem-solving and information-seeking skills they will use after college to make decisions regularly encountered in today's information-driven workplace. Prerequisite: completed LACC writing requirement.

LIB 406 Special Individual Studies (1-9)
Terms and hours to be arranged.

LIB 407 Seminar (1-6), variable
Terms and hours to be arranged.

LIB 409 Practicum (3-9)
Terms and hours to be arranged.

LIB 410/510 Library Management (3)
Analysis of library systems such as acquisitions, technical processes, cataloging and classification and circulation. An exploration of record-keeping, planning and forecasting techniques applied to library management needs.

LIB 420/520 Organization of Library Collections (3)
Analysis of the organization and management of library collections and operations to accomplish their various functions effectively. A study of the concepts of multiple access, descriptive cataloging, L.C. Dewey and other classification systems and L.C. Sears and other subject-heading lists. Survey of commercial vendors cataloging services and online cataloging systems.

LIB 430/530 Literature for Children and Young Adults (3)
Literacy theory appropriate to literature for children and young adults. Information about selection processes, authors, illustrators and books for pupils from pre-school through high school is included.

LIB 436/536 Information Design and Production (3)
Librarians, media specialists, classroom teachers and trainers can create instructional graphic materials to meet specific local needs. Develop various skills in creation of graphics and lettering by a variety of methods, techniques of presentation and presenta- tion of graphic audio and video materials and opportunity to demonstrate skills acquired in materials production and use. Prerequisite: ED 435/535 or consent of instructor.

LIB 440/540 Information Service and Sources (3)
Examination of the fundamental concepts of reference service in the school media center and of the use and evaluation of appropriate basic reference materials for school media center users.

LIB 450/550 Collection Development (3)
Concepts of collection assessment and development. Examination and use of selection tools and criteria for all types of print and non-print materials and equipment. Development of selection policies for both materials and equipment as well as philosophical viewpoints and current issues in censorship and intellectual freedom.

LIB 470/570 Teaching Information Skills (3)
Exploration of curriculum developments, currently available materials, programs and techniques used to teach information skills. Examination of state and national standards and guidelines for library media programs.

LIB 606 Special Individual Studies (1-9)
Terms and hours to be arranged.

LIB 607 Seminar (1-6), variable
Terms and hours to be arranged.

LIB 608 Workshop (1-9)
Terms and hours to be arranged.

LIB 609 Practicum (3-9)
Terms and hours to be arranged.

LIB 647 Advanced Research Writing (3)
Co-requisites: INT 645 with a B- or better; completion of all other degree requirements with an average of B- or better. May be taken concurrent with INT 639

LIB 670 Library Administration and Leadership (3)
Introduction to the roles and responsibilities of a library media teacher focusing on all principles of program administration. Students will examine the development of goals, national and state standards, current issues, ethics and laws and the effective management of resources.

LIB 671 Collection Development and Organization (3)
Course focuses on the evaluation, planning, selecting, purchasing and organizing of the library media collection, including print, non-print, electronic resources and equipment. Students will examine current collection issues, including: intellectual freedom, copyright and the promotion of materials.

LIB 672 Learning & Teaching in the 21st-Century Library (3)
Introduction to the roles and responsibilities of a library media teacher focusing on all principles of learning and teaching as outlined in “Information Power, Building Partnerships for Learning” (1998). Students will examine the principles of teaching information literacy, collaboration with teachers and other members of the learning community and knowledge of curriculum at the building, district and state level.

LIB 673 Information Access and Delivery (3)
Principles of information access and delivery. These
principles include designing policies and spaces to allow for intellectual, physical and equitable access to information, ideas and resources.

**LIB 680 Communication Theory (3)**
Examination of theoretical models of communication and their application to various technologies of communication (e.g., print, video, motion picture film, etc.) to enhance training and instruction.

**LIB 686 Emerging Information Technology (3)**
Study of current and emerging information systems from a philosophical and practical perspective. The origins, storage, transmission and retrieval of information will be explored, as well as the technologies that assist these activities.

**LINGUISTICS**

**LING 136 Academic Discourse for International Students (4)**
Analysis of academic discourse in order to understand the language demands of college-level reading with emphasis on strategies for reading comprehension, sentence structure and vocabulary development. Recommended co-enrollment with WR 115.

**LING 210 Introduction to Linguistics (4)**
An examination of similarities and differences in languages of the world (phonetics, phonology, morphology, syntax and semantics), as well as issues in applied linguistics, child language acquisition, literacy and dialect diversity.

**LING 312 Language and Society (4)**
A study of the relationship between language and society, including linguistic diversity, bilingualism, multilingualism, ethnography of speaking and social bases for language change. Prerequisites: LING 210 and 315 or consent of instructor.

**LING 314 Language Study for Elementary/Middle Teachers (4)**
Detailed study of the linguistic sub-systems of English (phonology, morphology, syntax and semantics/pragmatics) as they directly relate to the background knowledge and skills required for effective elementary teaching. Topics include: language standards and dialect variation, cueing systems in reading, vocabulary development, writing conventions and personal voice, bilingual and second language development. Prerequisite: LING 210.

**LING 315 Structure of English I (4)**
Overview of the linguistic structure of English including word structure and the grammar of simple and complex sentences in authentic texts. Prerequisite: LING 210.

**LING 350 Linguistics in the Digital Age (4)**
Study of large collections of electronic text for linguistic analysis. After introducing corpus design, creation and analytical methods, corpus techniques are applied to a variety of linguistic issues including variation and change, literacy stylistics and the acquisition and teaching of English. Prerequisite: LING 210 and 315 or consent of instructor.

**LING 370 Meaning and Context (4)**
The study of linguistic meaning and social context, the interaction of semantics and pragmatics, including word and sentence meaning, presupposition, deixis, speech acts and conversational analysis. Prerequisite: LING 210 or consent of instructor.

**LING 406 Special Individual Studies (1-15)**
Terms and hours to be arranged. Individual or special studies in a limited area of interest under the guidance of a designated faculty member. Course may be repeated for up to 15 credits. Prerequisite: consent of instructor.

**LING 407 Seminar (4-8)**
Course may be repeated for up to 8 credits if content is different.

**LING 409 Internship (1-8)**
Terms and hours to be arranged. Course may be repeated for up to 8 credits. Eligible for the RP grade option.

**LING 410 Theories of Foreign Language Acquisition for Adult/Young Adult Learners (4)**
Introduction to adult and young adult foreign language learning. Will study the principles and processes that govern second language learning in adults and young adults, with attention to the processes of child language acquisition that are both similar to and different from, foreign language acquisition. Prerequisite: LING 210 and 315 (LING 315 may be taken concurrently) or consent of instructor.

**LING 415 Strategies in TEFL for Adult/Young Adult Learners (4)**
Overview of past and contemporary methods of teaching English to speakers of other languages and the relationship between methodological trends, theories of language acquisition and the context of teaching. Prerequisites: LING 210, 315 and 410 or consent of instructor.

**LING 416 TEFL Certificate Practicum (2)**
Course gives students a supervised practical teaching experience in which theoretical knowledge is integrated with valuable skills and experience in a structured setting with adult second language learners. Prerequisites: LING 410, 415, 492 (LING 492 may be taken concurrently) or consent of instructor.

**LING 450/550 Linguistic Analysis of Style and Genre (4)**
Analysis of style and genre from a linguistic perspective. Topics to be covered include the history of style/genre in the context of language instruction and writing assessment; sentence fluency and syntactic development in the context of genre-specific texts; stylistic punctuation. Prerequisites: LING 210 and 315 or consent of instructor.

**LING 490 History of the English Language (4)**
A study of the historical origins and development of the English language, including the principles and processes of language change. Prerequisites: LING 210 and 315 or consent of instructor.

**LING 492 Pedagogical Grammar in TEFL for Adult/Young Adult Learners (4)**
Course, designed for prospective EFL/ESL teachers, examines English syntax in depth, with special emphasis on aspects of English grammar that present difficulty for EFL/ESL speakers. Topics include, the auxiliary system of English, the tense/aspect system, complementation, reference. Prerequisites: LING 415 or consent of instructor.

**LING 496/596 Special Topics in Linguistics (4)**
An exploration of selected topics in linguistics. Specific focus will be identified in each year’s schedule of classes. Prerequisite: consent of instructor.

**LING 606 Special Individual Studies (1-9)**
Terms and hours to be arranged. Opportunity to study a special or individual area of interest under the guidance of a designated faculty member. May be repeated up to 9 credits if content is different. Prerequisite: consent of instructor.

**MATHEMATICS**

The department offers two calculus sequences to meet students’ needs. MTH 251, 252 is the standard sequence recommended to most students in the physical sciences and mathematics. MTH 241, 242 is designed to serve the mathematical needs of students in the business, managerial and social sciences. The choice between these two sequences is an important one; the choice of MTH 241, 242 effectively closes the door to most advanced mathematics courses.

**MTH 060 Preliminaries to Algebra (4)**
Provides pre-algebraic preparation with a focus on algebraic concepts and processes. Provides a solid background in signed numbers, manipulation of elementary algebraic expressions and equation solving. Applications, graphs, functions, formulas and proper mathematical notation are emphasized throughout the course. Describes concepts using verbal, numerical, graphic and symbolic forms. Credits earned apply for enrollment (eligibility) but do not apply toward a degree; satisfies no university or college requirement. Additional fee applies.

**MTH 067 Math Prep A (2)**
Computer-based, self-paced course, offered under the guided instruction of a Mathematics instructor. Students will focus on studying the mathematical topics they need to place into a higher level mathematics course. Offered weeks 1-5.

**MTH 068 Math Prep B (2)**
Computer-based, self-paced course, offered under the guided instruction of a Mathematics instructor. Students will focus on studying the mathemati-
cal topics they need to place into a higher level mathematics course. Offered weeks 6-10.

**MTH 070 Introductory Algebra (4)**
Basics of algebra, including arithmetic of signed numbers, order of operations, problem-solving, linear equations verbally, numerically, graphically and symbolically, linear modeling, regression, inequalities and systems; and an introduction to functions. Explores topics using a graphing calculator as well as traditional approaches. Credits earned apply for enrollment (eligibility) but do not apply toward a degree; satisfies no university or college requirement. Additional fee applies. **Prerequisite:** MTH 060 with a grade of C- or better or satisfactory score on WOU's math placement test

**MTH 090 Supplemental Instruction for Math (1)**
For students taking MTH 070, 095, 105, 111, 112 or 243 who are involved in the Student Enrichment Program. Offered to develop a broader and deeper understanding of course concepts.

**MTH 095 Intermediate Algebra (4)**
Arithmetic of polynomials; quadratic equations verbally, numerically, graphically and symbolically; problem-solving, factoring techniques, graphing linear, exponential, radical and quadratic functions; and solving rational and radical equations. Credits earned apply for enrollment (eligibility) but do not apply toward a degree; satisfies no university or college requirement. Additional fee applies. **Prerequisite:** Math 070 with a grade of C- or better or satisfactory score on WOU's math placement test

**MTH 105 Math in Society (4)**
Use of mathematical problem-solving activities from real-world situations designed to convey the application of mathematics. Emphasis on basic probability and statistics, formulas related to personal finance and methods of problem-solving. Class is intended primarily for students pursuing a B.A. degree. Completion of this course does not serve as a prerequisite for any other mathematics course. This course may be used toward the satisfaction of the B.S. mathematics/computer science requirement, but only when a mathematics course of the level of MTH 111 or above is also taken. **Prerequisite:** MTH 60 with a grade of C- or better or appropriate score on WOU's math placement test

**MTH 111 College Algebra (4)**
Study of linear, polynomial, rational, exponential, logarithmic and power families of functions; representation of these functions symbolically, numerically, graphically and verbally; develop regression and modeling for these function families; use of inverse functions symbolically, numerically, graphically and verbally; and a rudimentary study of complex numbers. **Prerequisite:** MTH 095 with grade of C- or better or satisfactory score on WOU's math placement test

**MTH 112 Elementary Functions (4)**
Triangle trigonometry, trigonometric equations and identities, circular functions and graphs, complex numbers, polar coordinates. **Prerequisite:** MTH 111 with grade of C- or better or satisfactory score on WOU's math placement test

**MTH 199 Special Studies: Mathematics (1-16)**
Course may be repeated for up to 16 credits.

**MTH 211 Foundations of Elementary Mathematics I (4)**
Intended for prospective elementary or middle school teachers. Introduction to problem-solving, set theory, whole number operations, number theory and integer operations. Three-hour lecture plus two-hour lab. Does not apply toward a math major/minor. **Prerequisite:** MTH 095 with grade of C- or better or satisfactory score on WOU's math placement test

**MTH 212 Foundations of Elementary Mathematics II (4)**
Intended for prospective elementary or middle school teachers. Operations with fractions and decimals, percents, ratio and proportion, real numbers. Introduction to probability and statistics. Three-hour lecture plus two-hour lab. Does not apply toward a math major/minor. **Prerequisite:** MTH 211 with a grade of C- or better

**MTH 213 Foundations of Elementary Mathematics III (4)**
Intended for prospective elementary or middle school teachers. Introduction to geometric figures, congruence and similarity, measurement (area, perimeter, volume and surface area). Three-hour lecture plus two-hour lab. Does not apply toward a math major/minor. **Prerequisite:** MTH 212 with a grade of C- or better

**MTH 216 College Algebra with Integrated Support (4)**
An integrated algebra course designed for students who may benefit from additional support. A surcharge is associated with this course. **Prerequisites:** MTH 095 with a grade of C- or better

**MTH 218 Elementary Statistics (4)**
An introduction to basic descriptive and inferential statistics. Emphasis on the study of collected data, appropriate summary techniques, evidence of probability, and conclusion of results. **Prerequisite:** MTH 111 with grade of C- or better

**MTH 219 Calculus for Social Science II (4)**
Convergence and divergence of sequences, series, power series, binomial series, applications. **Prerequisite:** MTH 218 with grade of C- or better

**MTH 220 Calculus for Social Science I (4)**
Descriptive statistics, discrete and continuous probability models including binomial and normal distributions, sampling distributions; hypothesis testing, point and interval estimation. Does not apply toward a math major/minor. **Prerequisite:** MTH 111 or MTH 219, all with minimum grade of C- or satisfactory score on WOU's math placement test

**MTH 221 Calculus I (4)**
Integral calculus of functions of a single variable, including transcendental functions. **Prerequisite:** MTH 112 with grade of C- or better or satisfactory score on WOU's math placement test

**MTH 222 Calculus II (4)**
Integral calculus of functions of a single variable, with applications. The Fundamental Theorem of Calculus. **Prerequisite:** MTH 221 with grade of C- or better

**MTH 223 Calculus III: Sequences and Series (4)**
Uniform convergence. **Prerequisite:** MTH 222 with grade of C- or better

**MTH 224 Introduction to Proof (4)**
An introduction to basic proof strategies and elementary logic. Elementary set and function theory. **Prerequisite:** MTH 222 with grade of C- or better

**MTH 231 Advanced Calculus I (4)**
A rigorous introduction to analysis. The topology of Euclidean spaces. Completeness, compactness. The Bolzano-Weierstrass Theorem. Limits of sequences and functions. Continuity, uniform continuity. **Prerequisites:** MTH 344 with grade of C- or better

**MTH 232 Elements of Discrete Mathematics II (3)**
Topics include study of exponential, logarithmic and discrete functions, analysis of algorithms, sequences and strings, enumeration, matrix algebra and systems of linear equations. Three-hour lecture plus one-hour lab. Does not apply toward a math major/minor. **Prerequisite:** MTH 211 with grade of C- or better

**MTH 241 Calculus for Social Science (4)**
Differential calculus with emphasis on applications and model building in business and social science. Does not apply toward a math major/minor. **Prerequisite:** MTH 111 with grade of C- or better

**MTH 242 Calculus for Social Sciences II (4)**
Integral and multivariate calculus with emphasis on applications and model building in business and social science. Does not apply toward a math major/minor. **Prerequisite:** MTH 241 with grade of C- or better

**MTH 243 Introduction to Probability and Statistics (4)**
Descriptive statistics, discrete and continuous probability models including binomial and normal distributions, sampling distributions; hypothesis testing, point and interval estimation. Does not apply toward a math major/minor. **Prerequisite:** MTH 111 or MTH 251, all with minimum grade of C- or satisfactory score on WOU's math placement test

**MTH 251 Calculus I (4)**
Differential calculus of functions of a single variable, including transcendental functions. **Prerequisite:** MTH 112 with grade of C- or better or satisfactory score on WOU's math placement test

**MTH 252 Calculus II (4)**
Integral calculus of functions of a single variable, with applications. The Fundamental Theorem of Calculus. **Prerequisite:** MTH 251 with grade of C- or better

**MTH 253 Calculus III: Sequences and Series (4)**
Uniform convergence and divergence of sequences, series, power series, binomial series, applications. **Prerequisite:** MTH 252 with grade of C- or better

**MTH 254 Multivariate Calculus (4)**
Elementary vector algebra. Curves in space. Differential and integral calculus of functions of several variables and applications. **Prerequisite:** MTH 252 with grade of C- or better

**MTH 280 Introduction to Proof (4)**
An introduction to basic proof strategies and elementary logic. Elementary set and function theory. **Prerequisite:** MTH 222 with grade of C- or better

**MTH 311 Advanced Calculus I (4)**
A rigorous introduction to analysis. The topology of Euclidean spaces. Completeness, compactness. The Bolzano-Weierstrass Theorem. Limits of sequences and functions. Continuity, uniform continuity. Uniform convergence. **Prerequisites:** MTH 344 with grade of C- or better

**MTH 312 Advanced Calculus II (4)**
A rigorous introduction to differential and integral analysis of functions of one variable. The Mean Value Theorem, Taylor's Theorem, the Riemann integral and the Fundamental Theorem of Calculus. **Prerequisite:** MTH 311 with grade of C- or better

**MTH 313 Advanced Calculus III (4)**
A rigorous introduction to differential and integral analysis of functions of several variables. Inverse Function Theorem, the Implicit Function Theorem, Lagrange's method of constrained optimization. Representation of functions by infinite series, power series and...
integrals. Prerequisite: MTH 312 with grade of C- or better

MTH 314 Differential Equations (4)
Introduction to methods of solutions of first and second order differential equations. Linear and nonlinear equations, series solutions, applications. Prerequisites: MTH 252 with grade of C- or better

MTH 337 Geometry (4)
Rigorous treatment of geometry with topics selected from Euclidean, non-Euclidean, spherical, analytic or transformational geometry. Prerequisite: MTH 280 with grade of C- or better

MTH 341 Linear Algebra I (4)
Vector algebra and geometry of 3-space, systems of linear equations, Gaussian elimination, real vector spaces, determinants, linear transformations. Prerequisite: MTH 280 with grade of C- or better

MTH 344 Group Theory (4)
An introduction to the theory of groups. Lagrange's Theorem, normal subgroups, homomorphisms and the isomorphism theorems. Prerequisites: MTH 341 and at least one of the following: MTH 337, MTH 346, MTH 355 or MTH 441 with grade of C- or better

MTH 345 Ring Theory (4)
An introduction to the theory of rings and fields. Prerequisite: MTH 344 with grade of C- or better

MTH 346 Number Theory (4)
Properties of integers. The division and Euclidean algorithms, Diophantine equations, prime numbers, congruencies and residues. Prerequisite: MTH 280 with grade of C- or better

MTH 351 Introduction to Numerical Analysis (4)
Computer representation of numbers, error analysis, root finding, interpolation, approximation of functions, numerical integration and differentiation. Prerequisite: MTH 341 with grade of C- or better

MTH 354 Applied Discrete Mathematics (4)
Topics include recurrence relations, graph theory, network models and combinatorial circuits. Prerequisite: MTH 232 or MTH 252 with a grade of C- or better

MTH 355 Discrete Mathematics (4)
Sets, relations, functions, enumeration, mathematical induction, graph theory. Prerequisite: MTH 280 with grade of C- or better

MTH 358 Mathematical Modeling (4)
Construction, analysis and interpretation of a variety of mathematical models that arise from real-world problems. Prerequisite: MTH 254 and MTH 341 with a grade of C- or better

MTH 363 Operations Research (4)
Optimization of functions with linear constraints, convex sets, the simplex method and applications, duality; two-person matrix games. Prerequisite: MTH 341 with grade of C- or better

MTH 365 Mathematical Probability (4)
Probability theory developed through moment generating functions. Random variables, classical probability distributions. Prerequisite: MTH 252 with grade of C- or better. Recommended: MTH 253 or MTH 254

MTH 366 Mathematical Statistics (4)
Theory of point and interval estimation, hypothesis and significance testing. Prerequisite: MTH 365 with grade of C- or better

MTH 391 Manipulatives in Mathematics (3)
Using concrete models to teach mathematics. Learning theory from concrete to abstract. Models include Cuisenaire rods, bean sticks, 2 cm. cubes, geoboards and multi-base blocks. Two hours of lecture plus two hours of lab. Does not apply toward a math major/minor. Prerequisite: MTH 213 with a grade of C- or better in MTH 211, 212 and 213 or consent of instructor

MTH 392 College Algebra for Elementary and Middle School Teachers (3)
Enhancement of algebraic skills via problem-solving and the visual representation and use of algebraic methods. Integer arrays, algebraic patterns, linear equations, quadratic equations and graphing. Two hours of lecture plus two hours of lab. Does not apply toward a math major/minor. Prerequisite: MTH 213 with grade of C- or better in MTH 211, 212, 213

MTH 393 Probability & Statistics for Elementary and Middle School Teachers (3)
Using basic elements of probability and statistics to solve problems involving the organization, description and interpretation of data. Concrete application will be explored. Two hours of lecture plus two hours of lab. Students may not take both MTH 393 and MTH 493 for their undergraduate program. Does not apply toward a math major/minor. Prerequisite: MTH 213 with a grade of C- or better in MTH 211, 212 and 213

MTH 394 Introduction to Geometry for Elementary Teachers (3)
Examination of intuitive geometry including construction, basic Euclidean geometry, proof and measure. Two-hour lecture plus two-hours lab. Students may not take both MTH 394 and MTH 494 for their undergraduate program. Does not apply toward a math major/minor. Prerequisite: MTH 213 with a grade of C- or better in MTH 211, 212 and 213

MTH 395 Elementary Integrated Mathematics (3)
The study of computational skills, geometry, probability and statistics, data collection and number theory in applied problem-solving. Extensive use of group activities, technology and real-world applications are used to gain an understanding of the underlying mathematics and an appreciation of the utility and value of mathematics. Two-hour lecture plus two-hours lab. Does not apply toward a math major/minor. Prerequisite: MTH 213 with a grade of C- or better in Math 211, 212 and 213

MTH 396 Elementary Problem Solving (3)
Mathematical problem-solving, techniques and materials helpful in improving student problem-solving abilities, mentoring of elementary and middle school students in problem-solving processes. Two-hour lecture plus two-hours lab. Does not apply toward a math major/minor. Prerequisite: MTH 213 with a grade of C- or better in MTH 211, 212 and 213

MTH 397 Secondary Problem Solving (3)

MTH 398 Discrete Mathematics for Elementary and Middle School Teachers (3)
Explores topics in discrete mathematics including set theory, enumeration and graph theory. Techniques in enumeration include the multiplication rule, combinations and permutations. Topics in graph theory include coloring, the traveling salesman problem and spanning trees. Two-hour lecture plus two-hours lab. Prerequisites: MTH 213 with a grade of C- or better in MTH 211, 212 and 213

MTH 401 Introduction to Senior Project (1)
Terms and hours to be arranged during final year of study. Eligible for the RP grade option.

MTH 402/502 Independent Study (1-8)
Terms and hours to be arranged. May be repeated for credit.

MTH 403 Senior Project I (2)
Terms to be arranged during final year of study. Eligible for the RP grade option. Prerequisite: MTH 401 with a grade of C- or better

MTH 404 Senior Project II (2)
Continuation of MTH 403. Eligible for the RP grade option. Prerequisite: MTH 403 with a grade of C- or better

MTH 409/509 Practicum; Work Experience; Internship (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

MTH 410/510 Special Topics: Analysis (4)
Topics in analysis for advanced undergraduate students. Students enrolled in MTH 510 will be expected to complete a graduate project. Prerequisite: consent of instructor

MTH 411 Mathematics Education Capstone I(2)
Terms to be arranged before entering the Education Program. May be taken concurrently with MTH 412.
MTH 412 Mathematics Education Capstone II (2)
Terms to be arranged before entering the Education program. May be taken concurrently with MTH 411.

MTH 416 Complex Analysis (4)
The analysis of functions of a single complex variable. Conformal mappings, Cauchy's Theorem, Cauchy's Integral Formula, power series expansions of analytic functions. Prerequisite: MTH 344 with a grade of C- or better or consent of instructor

MTH 420/520 Special Topics: Applied Mathematics (4)
Topics in applied mathematics for advanced undergraduate students. Students enrolled in MTH 520 will be expected to complete a graduate project. Prerequisite: consent of instructor

MTH 430/530 Special Topics: Geometry (4)
Topics in geometry for advanced undergraduate students. Students enrolled in MTH 530 will be expected to complete a graduate project. Prerequisite: consent of instructor

MTH 440/540 Special Topics: Algebra (4)
Topics in modern algebra for advanced undergraduate students. Students enrolled in MTH 540 will be expected to complete a graduate project. Prerequisite: consent of instructor

MTH 441/541 Linear Algebra II (4)
Complex vector spaces, linear transformations, canonical forms, the spectral theorem and eigenvalue problems, applications. Students enrolled in MTH 541 will be expected to complete a graduate project. Prerequisite: MTH 341 with a grade of C- or better

MTH 451 Numerical Analysis (4)
Introduction to numerical linear algebra, elements of approximation theory including data fitting. Theoretical foundations of numerical analysis. Prerequisites: MTH 311, 351 with a grade of C- or better

MTH 460 Special Topics: Probability and Statistics (3)
Topics in probability and statistics for advanced undergraduate students. Prerequisite: consent of instructor

MTH 472 History of Mathematics (4)
The history of mathematics from ancient to modern times. The effects of mathematics on the development of science. The interaction of mathematics with other fields of human endeavor such as philosophy, arts and social values. Prerequisite: consent of instructor

MTH 481 Research (1-12)
Terms and hours to be arranged. May be repeated for credit.

MTH 489/589 Algebraic Structures for Middle School Teachers (3)
Study of integers and algebraic skills; solving linear and quadratic equations, inequalities, functions, graphing and complex numbers. Connection of visual methods (using Math in the Mind’s Eye curriculum) to the NCTM standards with extensive use of group activities and hands-on models. Does not apply toward a math major/minor. Prerequisite: MTH 213 with a grade of C- or better in MTH 211, 212 and 213 or consent of instructor

MTH 491/591 Historical Topics In Mathematics for Middle School Teachers (3)
Survey of the historical development of topics in mathematics from ancient to modern times, with special emphasis on topics in arithmetic, algebra and informal geometry. Does not apply toward a math major/minor. Prerequisite: MTH 213 with a grade of C- or better in MTH 211, 212 and 213 or consent of instructor

MTH 492/592 Abstract Algebra for Middle School Teachers (3)
An introduction to abstract mathematics as a structured mathematical systems. This course will explore number sets and properties and beginning group theory with concrete applications for the elementary and middle school classroom. Two hours of lecture plus two hours of lab. Does not apply toward a math major/minor. Prerequisite: MTH 213 with a grade of C- or better or consent of instructor

MTH 493/593 Experimental Probability and Statistics for Middle School Teachers (3)
The study of data collection and hypothesis testing through laboratory experiments, simulations and applications. The use of technology will be an important part of the data collection and analysis. Students may not take both MTH 393 and MTH 493 for their undergraduate program. Does not apply toward a math major/minor. Prerequisite: MTH 213 with a grade of C- or better in MTH 211, 212 and 213 or consent of instructor

MTH 494/594 Geometry for Middle School Teachers (3)
Selected topics in informal geometry through the use of discovery and technology. The studies in how students learn geometry will be used in the development of geometric ideas. Students may not take both MTH 394 and MTH 494 for their undergraduate program. Does not apply toward a math major/minor. Two hours of lecture plus two hours lab. Prerequisite: MTH 396 with a grade of C- or better or consent of instructor

MTH 495/595 Calculus Concepts for Middle School Teachers (3)
An introduction to the theory of functions of one real variable, the derivative and its applications to optimization, integration theory and its applications to areas and volumes, the Fundamental Theorem of Calculus and infinite series. A hands-on approach with applications to the middle school curriculum. Two hours of lecture plus two hours of lab. Does not apply toward a math major/minor. Prerequisite: MTH 111 or MTH 392 with a grade of C- or better and MTH 213 with a grade of C- or better in MTH 211, 212 and 213 or consent of instructor

MTH 496/596 Problem-Solving for Middle School Teachers (3)
Assists middle school teachers in becoming better mathematical problem solvers. Focuses on general problem-solving techniques, introduces techniques and materials helpful in improving student problem-solving abilities and suggests ways to organize the curriculum to meet problem-solving goals. Does not apply toward a math major/minor. Prerequisite: MTH 213 with a grade of C- or better in MTH 211, 212 and 213 or consent of instructor

MTH 497/597 Discrete Mathematics for Middle School Teachers (3)
Explores topics of logical operators and sets, experimental vs theoretical probability, the multiplication rule, permutations and combinations and an introduction to graph theory. Does not apply toward a math major/minor. Prerequisite: MTH 213 with a grade of C- or better in MTH 211, 212 and 213 or consent of instructor

MTH 499/599 Algebraic Problem-Solving for Middle School Teachers (3)
Assists middle school teachers in becoming better mathematical problem solvers. Focuses on algebraic problem-solving techniques, introduces materials helpful in improving student problem-solving abilities and suggests ways to organize the curriculum to achieve problem-solving goals. Does not apply toward a math major/minor. Prerequisite: MTH 213 with a grade of C- or better in MTH 211, 212 and 213 or consent of instructor

MTH 601 Research (1-9)
Terms and hours to be arranged. May be repeated for credit.

MTH 602 Independent Study (1-6)
Terms and hours to be arranged. May be repeated for credit.

MTH 609 Practicum (1-6)
Terms and hours to be arranged. May be repeated for credit.

MTH 611 Counting and Whole Number Operations: K-8 Learning and Teacher Practices (3)
Deep exploration into the teaching and learning of counting, whole number operations. Investigation of the learning trajectory of number and operations throughout the K-8 curriculum and instruction and activities based on effective standards for mathematical practice will be emphasized. Also deepening the candidate’s understanding of the mathematics and specialized content knowledge related to the teaching of number and operations as outlined in the Common Core State Standards for grades K-8.
MTH 612 Fractions and Proportions: K-8 Learning and Teacher Practices (3)
Deep exploration into the teaching and learning of number and operations with fractions and proportions. Investigation of the learning trajectory of fractions and proportions throughout the K-8 curriculum and instruction and activities based on effective standards for mathematical practice will be emphasized. Also deepening the candidate’s understanding of the mathematics and specialized content knowledge related to the teaching of fractions and proportions as outlined in the Common Core State Standards for grades K-8.

MTH 621 Number and Operations for K-8 Teachers (3)
Exploring and understanding the foundations and properties of arithmetic operations, place value, number comparisons and equivalences. Prerequisite: MTH 095 (with grade C- or better, satisfied by B.S. or AAOT), appropriate placement on the Math Assessment Exam and graduate admission to WOU

MTH 622 Measurement and Data for K-8 Teachers (3)
Exploring and understanding measurement (length, area and volume) and the foundations of data collection and display. Prerequisite: MTH 095 (with grade C- or better, satisfied by B.S. or AAOT), appropriate placement on the Math Assessment Exam and graduate admission to WOU

MTH 623 Geometry for K-8 Teachers (3)
Exploring and understanding the structure and composition of two-dimensional and three-dimensional geometry. Prerequisite: MTH 095 (with grade C- or better, satisfied by B.S. or AAOT), appropriate placement on the Math Assessment Exam and graduate admission to WOU

MATHMATICS

MTH 613 Geometry and Measurement: K-8 Learning and Teacher Practices (3)
Deep exploration into the teaching and learning of geometry and measurement in grades K-8. Investigation of the learning trajectory of geometry and measurement throughout the K-8 curriculum and instruction and activities based on effective standards for mathematical practice will be emphasized. Also deepening the candidate’s understanding of the mathematics and specialized content knowledge related to the teaching of geometry and measurement as outlined in the Common Core State Standards for grades K-8.

MTH 614 Statistics and Probability: K-8 Learning and Teacher Practices (3)
Deep exploration into the teaching and learning of elementary statistics and probability in grades K-8. Investigation of the learning trajectory of elementary statistics and probability throughout the K-8 curriculum and instruction and activities based on effective standards for mathematical practice will be emphasized. Also deepening the candidate’s understanding of the mathematics and specialized content knowledge related to the teaching of statistics and probability as outlined in the Common Core State Standards for grades K-8.

MTH 615 Patterns and Algebraic Thinking: K-8 Learning and Teacher Practices (3)
Deep exploration into the teaching and learning of patterns and algebraic thinking in grades K-8. Investigation of the learning trajectory of patterns and algebraic thinking throughout the K-8 curriculum and instruction and activities based on effective standards for mathematical practice will be emphasized. Also deepening the candidate’s understanding of the mathematics and specialized content knowledge related to the teaching of patterns and algebraic thinking as outlined in the Common Core State Standards for grades K-8.

MTH 616 Algebra and Functions: K-8 Learning and Teacher Practices (3)
Deep exploration into the teaching and learning of algebraic thinking with an emphasis on functions in grades K-8. Investigation of the learning trajectory of algebra and functions throughout the K-8 curriculum and instruction and activities based on effective standards for mathematical practice will be emphasized. Also deepening the candidate’s understanding of the mathematics and specialized content knowledge related to the teaching of algebra and functions as outlined in the Common Core State Standards for grades K-8.

MTH 617 Number and Operations: K-8 Learning and Teacher Practices (3)
Deep exploration into the teaching and learning of number and operations in grades K-8. Investigation of the learning trajectory of number and operations throughout the K-8 curriculum and instruction and activities based on effective standards for mathematical practice will be emphasized. Also deepening the candidate’s understanding of the mathematics and specialized content knowledge related to the teaching of number and operations in grades K-8.

MILITARY SCIENCE

MILITARY SCIENCE (ARMY ROTC)

MS 111 Military Science I: Introduction to ROTC (1)
Introduction to ROTC, types of jobs available to Army officers, time and stress management, drill and ceremony, physical fitness, basic rifle marksmanship (includes a familiarization fire with the M16A2 rifle), the use of a magnetic compass with practical exercises.

MS 112 Military Science II: Fundamentals of Military Operations (2)
Introduction to Army values, principles of war, problem-solving, troop leading procedures, basic map reading and land navigation techniques, basic movement techniques at the individual, team and squad levels, battle drills, warrior ethos, effective briefings and communications and basic rifle marksmanship. This class includes a familiarization fire with the M16A2 rifle.

MS 113 Military Science II: Military Operations (2)
Introduction to operations orders, examination of effective leadership styles, methods and techniques and offensive and defensive operations. This class includes a field training exercise consisting of squad tactics, military operations in an urban terrain, rappelling and paintball competition.

MS 114 Basic Summer Camp: Leader’s Training Course (6)
Six weeks of leadership training at Fort Knox, Kentucky. Substitute for the first two years of the ROTC program. Summer only.

MS 305 American Military History (3)
Prepares ROTC students to employ critical thinking through the study of American military history and the development of the profession of arms. Covers major military engagements from 1865 through the current operating environment. By analyzing these battles, the student will gain an understanding of how the principles of war are applied and how leadership decisions affected the outcome of the battle. Prerequisite: consent of instructor

MS 311 Military Science III: Adaptive Team Leadership (3)
Study, practice and evaluate tactical operations related to squad tactical operations. Systematic and specific feedback on leadership attributes and actions. Continue to develop leadership and critical thinking abilities. Study of military leadership, management, theory and dynamics of the military team. Lecture/lab. Prerequisite: consent of instructor
MS 312 Military Science III: Applied Team Leadership I (3)
Team leadership challenges building cadet awareness and skills in leading tactical operations at small unit level. Review aspect of full spectrum operations. Conduct military briefings and develop proficiency in operation orders process. Lecture/lab. Prerequisite: consent of instructor.

MS 313 Military Science III: Applied Team Leadership II (3)
Exploring, evaluating and developing skills in decision-making, persuading and motivating team members in contemporary operating environment. Evaluated as leaders, in preparation to attend ROTC summer LDAC. Lecture/lab. Prerequisite: consent of instructor.

MS 314 Advanced Summer Camp: Leader Development and Assessment Course (6)
Practical and theoretical instruction for six weeks at Fort Lewis, Washington. Practical leadership application and experience in a military environment. Prerequisites: MS 311, 312 and 313.

MS 405 Special Topics (3-15)
Terms and hours to be arranged. Course may be repeated if title and topic changes. Course may be taken for a maximum of 15 credits. Prerequisite: consent of instructor.

MS 411 Military Science IV: Adaptive Leadership (3)
Train, mentor and evaluate underclass cadets. Learn duties and responsibilities of Army staff office and apply processes. Execute and assess battalion training events. Understand and employ risk management process and use soldier fitness program to reduce and manage stress. Lecture/lab. Prerequisite: consent of instructor.

MS 412 Military Science IV: Leadership Ethics (3)
Learn about special trust proposed by U.S. Constitution, Army values and ethics and how to apply to everyday life and contemporary operating environments. Learn officer’s role in Uniform Code of Military Justice, counseling subordinates, administrative discipline and separations and methods for officer career management. Lecture/lab. Prerequisite: consent of instructor.

MS 413 Military Science IV: Leadership in Complex World (3)
Explore dynamics of leading soldier’s in full spectrum of operations in contemporary operating environment. Examine differences in customs and courtesies, principles of war and rules of engagement in face of terrorism. Develop and present battle analysis. Lecture/lab. Prerequisite: consent of instructor.

MS 414 Military Science IV: Officer Career Management (3)
Duties and responsibilities of Army staff office and applying processes. Execute and assess battalion training events. Understand and employ risk management process and use soldier fitness program to reduce and manage stress. Lecture/lab. Prerequisite: consent of instructor.

MODERN LANGUAGES
ML 101 First Year Language Study I (4)
Beginning language study for students to acquire listening, speaking, reading and writing skills in a non-native language. Emphasis is on effective communication and cultural knowledge. May be repeated for different topics.

ML 102 First Year Language Study II (4)
Second term of beginning language series for students to acquire further listening, speaking, reading and writing skills and cultural knowledge. May be repeated for different topics. Prerequisite: ML 101 or equivalent.

ML 103 First Year Language Study III (4)
Final term of beginning language series for students to develop greater communication skills and cultural knowledge. May be repeated for different topics. Prerequisite: ML 102 or equivalent.

ML 199 First Year Foreign Language: Topic (4-12)
Offers students studying foreign languages not currently offered at WOU the opportunity to earn credit for their efforts. Course may be repeated up to 12 credits.

ML 201 Second Year Language Study I (4)
Emphasis on increasing mastery of the skills taught in first year courses, building vocabulary and deepening students’ understanding of the language and culture. May be repeated for different topics. Prerequisite: ML 103 or equivalent.

ML 202 Second Year Language Study II (4)
Consolidating skills taught/reviewed in ML 201, building vocabulary and deepening students’ understanding of the language, culture and history. May be repeated for different topics. Prerequisite: ML 201 or equivalent.

ML 203 Second Year Language Study III (4)
Final term of second year sequence focuses on building vocabulary, mastery of grammatical structures and deepening students’ understanding of culture and history. Prepares students for intermediate language study. May be repeated for different topics. Prerequisite: ML 202 or equivalent.

ML 299 Second Year Foreign Language: Topic (4-12)
Offers students studying foreign languages not currently offered at WOU the opportunity to earn credit for their efforts. Course may be repeated for up to 12 credits.

ML 496 Strategies in Modern Language Teaching (3-4)
Future public and private school teachers of a modern or second language will have an opportunity to learn about the process of language learning and the various methods of language teaching.

MUSIC
MUS 101 Pop Music in America (3)
A historical survey of popular music in North America from minstrelsy to the modern era. Consideration of genre distinctions and fusions, as well as the influence of social and technological context.

MUS 102 Rock Music: A Social History (3)
Overview of rock music from c. 1950 to 1980. Focus on ways in which the music reflected and influenced societal attitudes and behaviors.

MUS 103 Jazz History (3)
A historical survey of jazz from its origins to the present day. Focus on major figures and style characteristics in the 20th century, as well as jazz’s place in the social context of the time.

MUS 105 The Magic of Mozart (3)
Introduces traditional music elements such as melody, harmony, rhythm and form, explored through three Mozart operas: Don Giovanni, The Marriage of Figaro and The Magic Flute. These operas will be linked to the 18th century enlightenment.

MUS 111 Beginning Musicianship (3)
Introduction to the elements of musical composition, including chords, scales, rhythm and notation. No previous musical experience required.

MUS 120 Music Theory Fundamentals (1-6)
Introduction to basic knowledge and skills that build musical competence: chord, scale, interval and key signature identities and relationships; notation literacy and keyboard proficiency; and aural skills, including singing and transcribing simple melodies and harmonies. First class for all music majors. Students may test out of this class to satisfy music core prerequisites. Students minoring in music may test out and replace these credits with music elective in consultation with an adviser.

MUS 181 Voice Class I (2)
Essentials of singing, including tone production, diction, style and interpretation.

MUS 182 Voice Class II (2)
Essentials of singing, including tone production, diction, style and interpretation. Prerequisite: MUS 181 or consent of instructor.

MUS 199 Special Studies (1-16)
12 credits. May be repeated for different topics. Students may test out of this class to satisfy music core prerequisites. Students minoring in music may test out and replace these credits with music elective in consultation with an adviser.

MUS 211 Music Theory I: Tonality (3)
Elements and principles of functional tonality, viewed from the perspective of American popular song and classical music from the common practice period: keys, scales, chords, chord function, chord notation, cadences, phrase structure and basic formal principles. Prerequisite: MUS 120 or consent of instructor.
MUS 212 Music Theory II: Counterpoint (3)
Principles of melodic interrelationship, as practiced by composers from the Renaissance and Baroque eras: modes, cadences, species counterpoint and chorale-style writing in four parts. Prerequisite: MUS 211 or consent of instructor

MUS 213 Music Theory III: Form & Analysis (3)
Forms and harmonic devices employed by Classical- and Romantic-era European composers and 20th Century applications thereof in the Americas. Prerequisite: MUS 212 or consent of instructor

MUS 220 Improvisation I (2)
Introduction to improvisation through melodic and rhythmic improvisation games, readings, discussions, listening, musical role-playing and technical drills.

MUS 221 Aural Skills I (1)
Development of abilities to sing notated melodies and execute notated rhythms; to note melodies, rhythms and harmonies presented aurally; and to recognize basic musical forms based on listening and score analysis. Prerequisite: MUS 120 or consent of instructor

MUS 222 Aural Skills II (1)
Development of abilities to sing notated melodies and execute notated rhythms; to note melodies, rhythms and harmonies presented aurally; and to recognize basic musical forms based on listening and score analysis. Prerequisite: MUS 221 or consent of instructor

MUS 223 Aural Skills III (1)
Development of abilities to sing notated melodies and execute notated rhythms; to note melodies, rhythms and harmonies presented aurally; and to recognize basic musical forms based on listening and score analysis. Prerequisite: MUS 222 or consent of instructor

MUS 224 Aural Skills IV (1)
Development of abilities to sing notated melodies and execute notated rhythms; to note melodies, rhythms and harmonies presented aurally; and to recognize basic musical forms based on listening and score analysis. Prerequisite: MUS 223 or consent of instructor

MUS 225 Aural Skills V (1)
Development of abilities to sing notated melodies and execute notated rhythms; to note melodies, rhythms and harmonies presented aurally; and to recognize basic musical forms based on listening and score analysis. Prerequisite: MUS 224 or consent of instructor

MUS 226 Aural Skills VI (1)
Development of abilities to sing notated melodies and execute notated rhythms; to note melodies, rhythms and harmonies presented aurally; and to recognize basic musical forms based on listening and score analysis. Prerequisite: MUS 225 or consent of instructor

MUS 231 Piano Proficiency I (2)
Elementary piano course including rhythm, notation, transposition, harmonization, performance of easy repertoire and sight-reading. First term of a six-term sequence. Designed for the music major who is preparing for the piano proficiency examination. Prerequisite: MUS 120 or consent of instructor

MUS 232 Piano Proficiency II (2)
Elementary piano course including rhythm, notation, transposition, harmonization, performance of easy repertoire and sight-reading. Second term of a six-term sequence. Designed for the music major who is preparing for the piano proficiency examination. Prerequisite: MUS 231 or consent of instructor

MUS 233 Piano Proficiency III (2)
Elementary piano course including rhythm, notation, transposition, harmonization, performance of easy repertoire and sight-reading. Third term of a six-term sequence. Designed for the music major who is preparing for the piano proficiency examination. Prerequisite: MUS 232 or consent of instructor

MUS 234 Piano Proficiency IV (2)
The study of solo repertoire and technical studies. Prerequisite: MUS 233 or consent of instructor

MUS 235 Piano Proficiency V (2)
The study of solo repertoire and technical studies. Prerequisite: MUS 234 or consent of instructor

MUS 236 Piano Proficiency VI (2)
The study of solo repertoire and technical studies. Prerequisite: MUS 235 or consent of instructor

MUS 241 Drumset Proficiency I (2)
Drumset study in a class setting. Prerequisite: MUS 111 or consent of instructor

MUS 242 Drumset Proficiency II (2)
Drumset study in a class setting. Prerequisite: MUS 241 or consent of instructor

MUS 243 Drumset Proficiency III (2)
Drumset study in a class setting. Prerequisite: MUS 242 or consent of instructor

MUS 250 Concert Attendance (0)
Concert attendance for music majors. Available P/NC only. May be repeated for credit.

MUS 260 Digital Music Notation (4)
An introduction to music notation, computer notation software and basic midi implementation. Prerequisites: MUS 120 or consent of instructor

MUS 304 Junior Recital (0)
Performance project designed and completed with faculty approval and supervision. Usually completed during the student’s junior year. Eligible for the RP grade option.

MUS 305 Junior Seminar (1)
Individual topics selected by participating music faculty that focus on integrating knowledge from the various musical sub-disciplines and/or address career preparation issues. Prerequisite: MUS 213

MUS 310 Women in Music (3)
Women’s contributions to music from 1800 to the present will be presented from a variety of perspectives. Performers, composers, conductors and arts supporters will be central to the material.

MUS 311 Music Theory IV: Chromatic Harmony (3)
Course in harmony, analysis and model composition that moves from early 19th century tonal practice to the forms that tonality took in the late 19th and early 20th centuries, emphasizing composers’ use of the chromatic techniques within large-scale movement organization. Prerequisite: MUS 213

MUS 312 Music Theory V: Post Tonal Systems (3)
A course combining a survey of 20th century compositional post-tonal styles with analysis and model composition assignments, including serialism, constructivism, aleatoricism and eclecticism as well as other techniques developed by contemporary composers. Prerequisite: MUS 311

MUS 313 Music Theory VI: Songwriting I (3)
Study of modern songwriting styles and techniques through analysis and composition. Prerequisite: MUS 312

MUS 314 Aural Skills VII (1)
The study of music through performance, listening, analysis and composing. Prerequisite: MUS 226

MUS 315 Aural Skills VIII (1)
The study of music through performance, listening, analysis and composing. Prerequisite: MUS 314

MUS 316 Aural Skills IX (1)
The study of music through performance, listening, analysis and composing. Prerequisite: MUS 315

MUS 320 Instrumental Conducting (3)
Techniques of conducting, including analysis of compositions conducted. The class serves as a laboratory for live conducting experiences. Prerequisite: MUS 312

MUS 321 Choral Conducting (3)
Study of techniques in choral conducting including analysis of compositions conducted. Preparation of repertoire with special emphasis on problems and solutions in contemporary music. Prerequisite: MUS 320

MUS 322 American Vernacular Conducting (3)
Teaches conducting and rehearsal technique for ensembles that perform repertoire that includes a rhythm section and may include American vernacular improvisation. Styles of music covered will include
jazz, rhythm and blues, pop, Afro-Cuban and several Brazilian genres. Prerequisite: MUS 320

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 343 Voice Culture (3)
Techniques and singing skills for students with appropriate musical understanding and who are predominantly instrumentalists so they may function effectively in the professional music field.

MUS 345 The Business of Music (3)
Career development, website design, concert planning and promotion, basic accounting principles, copyright issues and revenue streams for musicians.

MUS 351 Accompanying (2)
Study of skills required for successful accompanying of instrumentalists and vocalists. Practical application of the techniques required.

MUS 360 Music History I (3)
A historical survey of the musical cultures of Western Europe and North America from Ancient Greece through the Renaissance and the Baroque.

MUS 361 Music History II (3)
A survey of significant composers, works and performance practices in the history of Western European and American art music from the Enlightenment through the late 19th century.

MUS 362 Music History III (3)
A survey of significant composers, works and trends from the 20th century to the present.

MUS 363 Ethnomusicology I (3)
Introduction to the discipline of ethnomusicology. Focus on the relationship of music and cultures. Will include specific study of selected world cultures. Prerequisite: MUS 213

MUS 364 Ethnomusicology II (3)
Study of music and life way of selected world cultures will be followed by field research in local musical subcultures. Prerequisite: MUS 363

MUS 367 History of American Vernacular Music I (3)
A historical survey of significant performers, composers, works and performance practices of American vernacular music from the mid-19th century to the end of World War II.

MUS 368 History of American Vernacular Music II (3)
A historical survey of significant performers, composers, works and performance practices of American vernacular music with an emphasis on the music of South and Central America and the history of the guitar.

MUS 369 History of American Vernacular Music III (3)
A historical survey of significant performers, composers, works and performance practices of American vernacular music from the end of World War II to the present.

MUS 371 Orchestration I (3)
Traditional and contemporary orchestration and instrumentation techniques for brass and woodwind instruments. Emphasis on range, transposition, idiomatic solo writing, idiomatic ensemble writing and standard practices for various ensembles and genres. Student projects will be performed and critiqued. Prerequisite: MUS 213

MUS 372 Orchestration II (3)
Traditional and contemporary orchestration and instrumentation techniques for string instruments. Emphasis on range, transposition, idiomatic solo writing, idiomatic ensemble writing and standard practices for various ensembles and genres. Student projects will be performed and critiqued. Prerequisite: MUS 213

MUS 373 Orchestration III (3)
Traditional and contemporary orchestration and instrumentation techniques for percussion and voice. Emphasis on range, idiomatic solo writing, idiomatic ensemble writing and standard practices for various ensembles and genres. Student projects will be performed and critiqued. Prerequisite: MUS 213

MUS 380 Recording Session Preparation for Performing Musicians (3)
Course addresses aspects and challenges encountered by musicians performing in the recording studio. Students take part in actual recording sessions and will develop an understanding of how to prepare for recording sessions, as well as the typical protocol of recording their specific instrument. One-hour lecture followed by two hours of recording. Music recorded depends on the type of instrumentalists/singers enrolled in the course.

MUS 381 Introduction to Audio Production (3)
Overview of various facets of recording sound and music. Topics include the fundamentals of sound and acoustics, types of microphones, recording media, analog vs. digital audio, editing, mixing and mastering. Students receive hands-on training in a modern recording facility.

MUS 382 Digital Music Production (3)
Introduction to Apple’s Logic Pro 9 software. Students gain a comprehensive understanding of the software’s layout and key features. Students also learn specific recording, editing and mixing techniques common to all DAWs (digital audio workstations). Students receive hands-on training in a modern recording facility.

MUS 383 Advanced Music Production (3)
Puts the production skills acquired in MUS 382 into more extensive use. Students will take on substantial and challenging projects designed to improve their skills as music producers, mixers and sound designers. Prerequisite: MUS 382

MUS 399 Special Studies (1-16)
Course may be repeated for up to 16 credits.

MUS 404 Capstone Project (0)
Capstone project designed and completed with faculty approval and supervision. Usually completed during the student’s senior year and includes a public presentation. Eligible for the RP grade option.

MUS 405 Senior Seminar (3)
Selected topics for study and discussion. Writing intensive. Prerequisite: MUS 305

MUS 406 Special Individual Studies (1-16)
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. Course may be repeated for up to 16 credits.

MUS 407 Seminar (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

MUS 408 Workshops (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

MUS 409 Practicum (1-16)
Terms and hours to be arranged. Course may be repeated for up to 12 credits.

MUS 414/514 Jazz Theory (3)
Introduction to the elements of jazz arranging and composition, emphasizing jazz theory, harmony, melodic fluency, form, instrumentation, voicing, nomenclature, rhythm, ear-training and the jazz style. Compositions and arrangements for jazz combos will be performed and critiqued when practical. Prerequisite: MUS 313

MUS 415/515 Jazz Arranging I (3)
Introduction to the elements of jazz arranging and composition for the jazz ensemble, emphasizing multiple-part voicings, jazz harmony, melodic fluency, form, instrumentation, nomenclature, rhythm, ear-training and the jazz style. Compositions and arrangements for big band sections and full big band will be performed and critiqued when practical. Prerequisite: MUS 414

MUS 416 Jazz Arranging II (3)
Advanced arranging and composition techniques for the big band with emphasis on counterpoint, five-part voicing, extended forms, shout sections, Latin jazz styles and advanced orchestration and instrumentation techniques. Compositions and arrangements will be performed and critiqued when practical. Prerequisite: MUS 415
MUS 421/521 Media Music Production I (3)
An introduction to music-production techniques, emphasizing midi processing, sound-sample libraries, midi orchestration, digital audio work stations and synchronization of music to various media. Prerequisite: MUS 312

MUS 422/522 Media Music Production II (3)
Composing music for film and media with emphasis on film music history, dramatic conceptualization, orchestration, styles and genres. Underscoring projects will be performed, recorded, produced and critiqued. Includes weekly midi lab times for scoring productions, composition and transcription. Prerequisite: MUS 421 (undergraduate); 521 (graduate)

MUS 423/523 Media Music Production III (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, synchronized and critiqued. Includes weekly midi lab times for scoring productions, composition and soundtrack transcriptions. Prerequisite: MUS 422 (undergraduate) or MUS 522 (graduate)

MUS 425/525 Keyboard Literature (3)
An overview of keyboard literature from Baroque, Classical, Romantic and 20th century periods. Activities include listening, study of style, performance practices and score identification.

MUS 428/528 Choral Literature (3)
Study of choral music’s place, style and performance practice in each of the major Western European historical style periods. Includes examination of the choral genre in various world musics. Activities include listening, as well as studying representative scores.

MUS 429/529 Literature for Instrumental Ensembles (3)
Research, inventory and selection of effective repertoire for the successful instrumental ensemble performer. Course concentrates on published music from the late 18th century to the present for modern orchestral and chamber ensembles.

MUS 440/540 Performance Anxiety for Musicians (3)
Introduces the causes and effects of performance anxiety among musicians and seeks to provide methods for coping with the stresses of performance. The diverse needs of the participants will be of foremost importance.

MUS 453/553 Vocal Literature (3)
An overview of vocal literature from Renaissance lute song through the 20th century viewed in terms of melody, harmony, rhythm, accompaniment form and poetry, with consideration of style and performance practice.

MUS 454 Vocal Pedagogy (3)
Introduction of methods and materials for teaching singing in a studio or small class. Attention to all elements of vocal production: inspiration, phonation, resonance and articulation. Practical application of the methods is required. Prerequisite: three terms of voice lessons.

MUS 455 Lyric Diction (3)
Essentials of diction for singers in English, Italian, German and French using IPA symbols.

MUS 460/560 Special Topics in Music History (2-3)
A cultural study of a historical, artistic, literary or philosophical movement, with focus on the role of music in that movement. Topic is unique to each offering. May be repeated for credit.

MUS 465/565 Special Topics in Music Theory (2-3)
Consideration of contemporary, historical and ethnographic musical practices. Each term will focus on one or more topics such as species counterpoint, orchestration, serial music, minimalism, non-Western structures or cross-cultural influences. May be repeated for credit.

MUS 472/572 Songwriting II (3)
Study of modern songwriting styles and techniques through analysis and composition. Prerequisite: MUS 312

MUS 473/573 Songwriting III (3)
Study of modern songwriting styles and techniques through analysis and composition. Prerequisite: MUS 472

MUS 606 Special Individual Studies (1-3)
This course is designed for graduate advanced individual study under the guidance of a designated faculty member. May be repeated for credit.

MUS 607 Seminar (1-9)
Terms and hours to be arranged. May be repeated for credit.

MUS 608 Workshop (1-9)
Terms and hours to be arranged. May be repeated for credit.

MUS 640 College Pedagogy in Music (1-6)
Curricular development, learning assessment, philosophical perspectives and practical issues studied through observation of and collaboration with WOU faculty in the delivery of undergraduate coursework. Course may be repeated for credit when taken in conjunction with different undergraduate courses. May be repeated for credit. Prerequisite: consent of instructor.

MUS 650 Concert Attendance (0)
Concert attendance for graduate music majors. Available as a P/NC grading option only. May be repeated.

MUS 675 Introduction to Graduate Research (3)
Introduces students to formal and informal scholarly communication and research in music. Finding resources, reading and interpreting research and understanding and applying the principles of objective investigation will be the focus.

MUS 680 Special Topics in Contemporary Musicology (3)
A musicology seminar designed to provide graduate students with an intense one-term examination of a musical style, period or philosophy from the last 125 years. The topic will change with each offering in order to address the diverse interests and needs of the student body.

MUS 685 Contemporary Readings in Music (3)
An investigation of contemporary writings in areas such as music criticism, comparative musicology, musical semiotics and cognitive science.

MUS 690 Recording and Media Production (1)
Overview of technical and business concerns involved in professional recording. Course objectives include understanding the roles of recording engineers and producers, understanding basic technical processes to translate aesthetic intent to effective technical language and understanding expectations in the recording process. Degree candidates must take three consecutive terms of MUS 690. A maximum of three credits can be applied to the degree.

MUSIC EDUCATION

MUE 318 Music for the Classroom Teacher (3)
Music activities, materials and curriculum for the early childhood and elementary classroom teacher. No previous musical training is required; however, skills such as those developed in musicianship (MUS 111 or 211), class piano or class voice will enable students to gain greater insight into the processes discussed and practiced in this class. Prerequisite: 2.6 GPA and declared education major

MUE 320 Introduction to Orff-Schulwerk (3)
An introduction to teaching music to children using ideas and instruments developed by composer Carl Orff. This comprehensive approach is useful for classroom teachers as well as music specialists and focuses on experiential learning. Previous music experience is helpful but not required.

MUE 399 Special Studies (1-16)
Course may be repeated for up to 16 credits.

MUE 425/525 Orff Schulwerk Level I (6)
Intensive two-week course offered summers only, exploring a comprehensive approach to teaching music and movement to children. The first of three levels leading to certification by the American Orff Schulwerk Association (AOSA). Recommended for elementary education students with an emphasis area in music and for M.S. in Education students with a content area in creative arts or interdisciplinary studies. Prerequisites: MUS 111, 211 or the ability to read music notation.
MUE 427 Choral Methods (3)
For those planning a career in choral music education. Addresses rehearsal planning and pacing, age and ability-specific repertoire, historically accurate performance practice, authentic performance practice in a variety of ethnic and regional styles, sight-reading, vocal production, all aspects of concert planning and budget preparation.

MUE 451/551 Woodwind Pedagogy (3)
Focus on learning how to teach woodwind instruments at the beginning and intermediate levels. Topics include proper embouchure, basic fingerings, published teaching materials and rehearsal techniques. Prerequisite: successful completion of three terms of MUP at 200-level on any instrument or equivalent skill.

MUE 452/552 Brass Techniques (3)
Learn basic playing and teaching techniques on brass instruments. Provide basic information and skills for students who anticipate pursuing licensure to teach band or orchestra. Students will learn to play trumpet, horn, trombone and tuba with emphasis on correct fundamental concepts, embouchure, tone and hand position. Successful completion of this course and MUE 451/551, MUE 453/553 and MUE 454/554 will constitute approval to enter the MAT program.

MUE 453/553 Percussion Techniques (3)
Learn basic playing and teaching techniques on percussion instruments. Provide basic information and skills for students who anticipate pursuing licensure to teach band or orchestra. Students will learn to play snare drum, timpani, marimba and traps with emphasis on correct fundamental concepts, tone and hand position. Successful completion of this course and MUE 451/551, MUE 452/552 and MUE 454/554 will constitute approval to enter the MAT program.

MUE 454/554 String Techniques (3)
Learn basic playing and teaching techniques on string instruments. Provide basic information and skills for students who anticipate pursuing licensure to teach band or orchestra. Students will learn to play violin, viola, cello and bass with emphasis on correct fundamental concepts, tone and hand position. Successful completion of this course and MUE 451/551, MUE 452/552 and MUE 453/553 will constitute approval to enter the MAT program.

MUSIC ENSEMBLES
A maximum of 12 hours of music ensemble may be counted toward graduation.

MUEN 101/301/501 Concert Choir (1)
WOU’s largest choir. Studies and performs a wide variety of choral literature from all historic periods and styles. One concert performance with different repertoire each term. Freshmen and sophomores register for MUEN 101; juniors and seniors register for MUEN 301; graduate students register for MUEN 501. Open to singers with previous choral experience. May be repeated for credit.

MUEN 102/302/502 Chamber Singers (1)
Highly select group of 28 to 32 singers who perform an extensive repertoire of choral chamber works ranging from madrigals to newly composed pieces. Performs in choral concert each term, appears frequently on campus and travels extensively. Freshmen and sophomores register for MUEN 102; juniors and seniors register for MUEN 302; graduate students register for MUEN 502. Open by audition only to singers with high level of experience. May be repeated for credit.

MUEN 103/303 University Band (1)
Rehearses and performs music of superior artistic quality but moderate technical demands. Presents a concert near the end of each term. No audition required. Freshmen and sophomores register for MUEN 103. Juniors and seniors register for MUEN 303. May be repeated for credit.

MUEN 111/311/511 Western Oregon Symphony (1)
Fully instrumented symphony orchestra including strings, woodwinds, brass and percussion. Performance literature is drawn from the standard symphonic repertoire and the best contemporary works, including newly composed and commissioned works. Presents a concert each term. Freshmen and sophomores register for MUEN 111; juniors and seniors register for MUEN 311; graduate students register for MUEN 511. Open by audition only. May be repeated for credit.

MUEN 112/312/512 Wind Ensemble (1)
Most advanced symphonic woodwind, brass and percussion group. Repertoire includes the best contemporary and traditional literature for symphonic band, wind ensemble and wind symphony, including newly composed and commissioned works. Presents a concert each term. Freshmen and sophomores register for MUEN 112; juniors and seniors register for MUEN 312; graduate students register for MUEN 512. Open by audition only. May be repeated for credit.

MUEN 113/313/513 Early Music Consort (1)
Made up of vocalists and instrumentalists who perform Western European Art Music from the Middle Ages through the Enlightenment. Freshmen and sophomores register for MUEN 113; juniors and seniors register for MUEN 313; graduate students register for MUEN 513. May be repeated for credit.

MUEN 120/320/520 Chamber Ensemble (1)
A small ensemble of like or mixed instruments dedicated to a particular repertoire. Freshmen and sophomores register for MUEN 120; juniors and seniors register for MUEN 320; graduate students register for MUEN 520. May be repeated for credit.

MUEN 121/321/521 Brass Chamber Ensemble (1)
Performs standard repertoire for various brass chamber groups, including brass quintet and octet. Freshmen and sophomores register for MUEN 121; juniors and seniors register for MUEN 321; graduate students register for MUEN 521. Audition and consent of instructor required. May be repeated for credit.

MUEN 122/322/522 String Chamber Ensemble (1)
A small ensemble of string instruments, such as string quartet, violin trio or string orchestra. Freshmen and sophomores register for MUEN 122; juniors and seniors register for MUEN 322; graduate students register for MUEN 522. May be repeated for credit.

MUEN 123/323/523 Woodwind Chamber Ensemble (1)
Focuses on music for a standard small woodwind ensemble, such as woodwind quintet, saxophone quartet, clarinet choir or flute choir. Freshmen and sophomores register for MUEN 123; juniors and seniors register for MUEN 323; graduate students register for MUEN 523. May be repeated for credit.

MUEN 124/324/524 Piano Chamber Ensemble (1)
A small ensemble with piano that may include any combination of instruments and/or vocalists. Freshmen and sophomores register for MUEN 124; juniors and seniors register for MUEN 324; graduate students register for MUEN 524. May be repeated for credit.

MUEN 141/341/541 Percussion Ensemble (1)
Studies and performs contemporary works written for orchestral percussion instruments. It also addresses vernacular traditions such as Afro-Cuban drumming, Caribbean steel drums and hand drums. Freshmen and sophomores register for MUEN 141; juniors and seniors register for MUEN 341; graduate students register for MUEN 541. May be repeated for credit.

MUEN 142/342/542 New Music Ensemble (1)
Performs new works by living composers with special emphasis on works by WOU composition students. The ensemble is composed of acoustic and electronic instruments and incorporates vocal and inter-media elements. Freshmen and sophomores register for MUEN 142; juniors and seniors register for MUEN 342; graduate students register for MUEN 542. May be repeated for credit.

MUEN 143/343/543 Guitar Ensemble (1)
Performs a variety of musical styles ranging from 21st century improvisational music to Black Sabbath. This ensemble is for advanced players only. Freshmen and sophomores register for MUEN 143; juniors and seniors register for MUEN 343; graduate students register for MUEN 543. May be repeated for credit.
MUEN 151/351/551 Opera Scenes: Vocal (1-3)  
Vocal students may participate in productions of scenes from great operas. Freshmen and sophomore register for MUEN 151; juniors and seniors register for MUEN 351; graduate students register for MUEN 551. May be repeated for credit.

MUEN 152/352/552 Opera Scenes: Instrumental (1-3)  
Instrumental students may participate in productions of scenes from great operas. Freshmen and sophomore register for MUEN 152; juniors and seniors register for MUEN 352; graduate students register for MUEN 552. May be repeated for credit.

MUEN 153/353/553 Musical Theatre: Vocal (1-3)  
Musical theater production. Evening rehearsals during winter term, performances at conclusion of term. Freshmen and sophomores register for MUEN 153; juniors and seniors register for MUEN 353; graduate students register for MUEN 553. May be repeated for credit.

MUEN 154/354/554 Musical Theatre: Instrumental (1-3)  
Selection by professor recommendation to pit orchestra for winter term musical. Freshmen and sophomore register for MUEN 154, juniors and seniors register for MUEN 354; graduate students register for MUEN 554. May be repeated for credit. Audition required.

MUEN 161/361/561 Western Hemisphere Voices (1)  
The Western Hemisphere Voices is a group of vocalists, with the addition of rhythm, horn and string sections as needed to accommodate each term’s featured repertoire. The group performs and records vocal ensemble music from various American vernacular music styles including jazz, pop, rock, rhythm and blues, soul, Motown and American popular song. Freshmen and sophomore register for MUEN 161, juniors and seniors register for MUEN 361; graduate students register for MUEN 561. May be repeated for credit. Audition required.

MUEN 162/362/562 Western Hemisphere Orchestra (1)  
Dedicated to performing and recording improvised and written music from the vernacular styles of North and South America. Concerts range from dixieland to fusion, from jump blues to funk and from choro to samba. Freshmen and sophomores register for MUEN 162; juniors and seniors register for MUEN 362; graduate students register for MUEN 562. May be repeated for credit.

MUEN 163/363/563 Orquestra Brasil (1)  
Ensemble dedicated to the performance of Brazilian music. Concerts may focus on a particular artist, such as Pixinguinha, Cartola, Jobim or Ivan Lins; a single musical genre, such as choro, samba, bossa nova or MPB; or a historical period. Freshmen and sophomore register for MUEN 163, juniors and seniors register for MUEN 363; graduate students register for MUEN 563. May be repeated for credit.

MUEN 170/370/570 Combo (1)  
A small ensemble that typically includes a rhythm section and one or more single-line instruments or singers. Freshmen and sophomore register for MUEN 170, juniors and seniors register for MUEN 370; graduate students register for MUEN 570. May be repeated for credit.

MUEN 171/371/571 Jazz Repertoire Combo (1)  
Course studies material from the rich repertoire of jazz literature from 1930 to the present, with an emphasis on memorization and live performance. Analysis of performance practice and historical context is included. Freshmen and sophomore register for MUEN 171, juniors and seniors register for MUEN 371; graduate students register for MUEN 571. May be repeated for credit.

MUEN 172/372/572 Hemisphere Combo (1)  
Focuses on the performance of original compositions, as well as arrangements that fit the theme of the Western Hemisphere Orchestra concert each term. Freshmen and sophomore register for MUEN 172, juniors and seniors register for MUEN 372; graduate students register for MUEN 572. May be repeated for credit.

MUEN 173/373/573 Singer/Songwriter Combo (1)  
Designed for students who sing, write songs, and/or wish to develop their ability to make music in a small group that includes a singer. Repertoire may include original works, jazz standards, country music selections and/or songs from other popular music genres. Freshmen and sophomore register for MUEN 173, juniors and seniors register for MUEN 373; graduate students register for MUEN 573. May be repeated for credit.

MUEN 190/390/590 Ensemble (1)  
Ad-hoc ensemble formulated for a particular term and/or a particular project that cannot be obtained through established ensembles. Freshmen and sophomore register for MUEN 190, juniors and seniors register for MUEN 390; graduate students register for MUEN 590. May be repeated for credit.

MUEN 191/391/591 Ensemble Recording Engineer (1)  
Students with advanced engineering skills may gain ensemble credit by serving as a recording engineer for ensembles requiring their services. Appointment is by permission of the ensemble instructor and upon recommendation of student’s music technology instructor. Freshmen and sophomore register for MUEN 191, juniors and seniors register for MUEN 391; graduate students register for MUEN 591. May be repeated for credit.

MUEN 192/392/592 Staff Composer/Arranger (1)  
Students with advanced composition skills may gain ensemble credit by serving as staff composer/arranger for ensembles requiring their services. Staff composers/arrangers will coordinate term projects with ensemble director and composition instructor at the beginning of the term. Appointment is by permission of the ensemble instructor and upon recommendation of student’s composition instructor. Freshmen and sophomore register for MUEN 192, juniors and seniors register for MUEN 392; graduate students register for MUEN 592. May be repeated for credit.

MUEN 201 WOU Drum Line (1)  
Select group of students who play for Athletics and other university events. Prerequisite: audition required

MUEN 202 WOU Pep Band (1)  
Select group of students who play for Athletics and other university events. A tuition remission may be available for highly qualified members. Available for LACC credit. May be repeated for credit. Prerequisite: audition required

MUSIC PERFORMANCE  
Students who register for private lessons will be required to attend a seminar in addition to their regular lessons. See instructor for further details.

MUP 100 Performance Studies (2-4)  
Individual instruction in music performance at the basic level. This course does not satisfy MUP requirements for music students. May be repeated for credit.

MUP 105 Music Performance — American Vernacular Studies (2-4)  
Private instruction. May be repeated for credit. Prerequisite: Music major or minor

MUP 110 Music Performance — Audio Production (2-4)  
Private instruction. May be repeated for credit. Prerequisite: Music major or minor

MUP 115 Music Performance — Composition (2-4)  
Private instruction. May be repeated for credit. Prerequisite: Music major or minor

MUP 120 Music Performance — Conducting (2-4)  
Private instruction. May be repeated for credit. Prerequisite: Music major or minor

MUP 125 Music Performance — Instrumental (2-4)  
Private instruction. May be repeated for credit. Prerequisite: Music major or minor

MUP 130 Music Performance — Vocal (2-4)  
Private instruction. May be repeated for credit. Prerequisite: Music major or minor

MUP 135 Music Performance — Historical Performance (2-4)  
Private instruction. May be repeated for credit. Prerequisite: Music major or minor
MUP 140 Music Performance – Juried (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Music major or minor

MUP 205 Music Performance – American Vernacular Studies (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 105 exit jury

MUP 210 Music Performance – Audio Production (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 110 exit jury

MUP 215 Music Performance – Composition (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 115 exit jury

MUP 220 Music Performance – Conducting (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 120 exit jury

MUP 225 Music Performance – Instrumental (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 125 exit jury

MUP 230 Music Performance – Vocal (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 130 exit jury

MUP 235 Music Performance – Historical Performance (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 135 exit jury

MUP 240 Music Performance – Juried (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 140 exit jury

MUP 300 Music Performance – Non-Juried (2-4)
Private instruction. May be repeated for credit.
Prerequisite: consent of instructor

MUP 305 Music Performance – American Vernacular Studies (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 205 exit jury

MUP 310 Music Performance – Audio Production On-Campus (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 210 exit jury

MUP 315 Music Performance – Composition (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 215 exit jury

MUP 320 Music Performance – Conducting (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 220 exit jury

MUP 325 Music Performance – Instrumental (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 225 exit jury

MUP 330 Music Performance – Vocal (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 230 exit jury

MUP 340 Music Performance – Juried (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 240 exit jury

MUP 405 Music Performance – American Vernacular Studies (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 305 exit jury

MUP 410 Music Performance – Audio Production On-Campus (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 310 exit jury

MUP 415 Music Performance – Composition (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 315 exit jury

MUP 420 Music Performance – Conducting (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 320 exit jury

MUP 425 Music Performance – Instrumental (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 325 exit jury

MUP 430 Music Performance – Vocal (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 330 exit jury

MUP 440 Music Performance – Juried (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass MUP 340 exit jury

MUP 605 Music Performance – American Vernacular Studies (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass graduate MUP audition

MUP 610 Music Performance – Audio Production On-Campus (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass graduate MUP audition

MUP 615 Music Performance – Composition (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass graduate MUP audition

MUP 620 Music Performance – Conducting (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass graduate MUP audition

MUP 625 Music Performance – Instrumental (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass graduate MUP audition

MUP 630 Music Performance – Vocal (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass graduate MUP audition

MUP 635 Music Performance – Historical Performance (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass graduate MUP audition

MUP 640 Music Performance – Graduate (2-4)
Private instruction. May be repeated for credit.
Prerequisite: Pass graduate MUP audition

PHILOSOPHY

PHL 101 Introduction to Philosophy: Knowledge and Reality (3)
An introduction to philosophical reflection on the fundamental nature of reality, on our knowledge of it and on the justification of that knowledge.

PHL 102 Introduction to Philosophy: Personal Morality and Social Justice (3)
An introduction to philosophical reflection on the nature of morality and justice and to basic principles of practical moral reasoning in private and public life, business, medicine, etc.

PHL 103 Introduction to Logic (3)
Introduction to both informal and formal logic. Informal topics include analysis and evaluation of techniques of reasoning, problem-solving and judgment and decision-making. Formal logic will examine techniques of deductive reasoning.

PHL 199 Philosophy Discussion (1-16)
Weekly philosophy discussion group meeting: Terms and hours to be arranged. Course may be repeated for up to 16 credits. P/NC.

PHL 201H Introduction to Metaphysics and Epistemology for Honors Students (3)
Introduces honors students to metaphysical and epistemological theories. Focuses on the basic nature of reality, which may include discussion of being, causality, categories and time. Covers theories about the way reality is known and how knowledge is justified. Course may be historical or contemporary. Prerequisite: participation in WOU’s Honors Program or consent of instructor

PHL 202H Introduction to Ethics for Honors Students (3)
Introduces Honors students to ethical theories and application of ethical theorizing to contemporary moral issues. Presents three main types of ethics: deontic, consequentialist and aretaic. Applies ethical thinking to contemporary topics; which may include: poverty and hunger, euthanasia, terrorism and torture, the moral status of animals, the environment,
PHL 251 Ethics (3)
Covers major classical and contemporary theories in normative ethics. Will include a study of virtue ethics, natural law, utilitarianism and deontology. Compares the justification of moral judgments with that of scientific judgments.

PHL 252 Medical Ethics (3)
Examines and critically evaluates contemporary issues in medical ethics. Overview of both theoretical and applied issues. Topics may include: patients’ rights, privacy of personal medical information, problems surrounding death and dying including the issues of physician-assisted suicide and medical research including issues of human cloning and stem cell research.

PHL 255 Environmental Ethics (3)
Comprises a study of the unique moral relationship and responsibilities that humans have to the non-human environment. Topics may include: global warming, endangered species, pollution, food production and consumption, limited resources and energy.

PHL 261 Metaphysics: Theory of Being (3)
Survey of representative issues and theories regarding the fundamental principles and structure of reality, including such topics as mind-body relation and mind-brain relation, nature of life, nature of matter and reality as a whole.

PHL 262 Epistemology: Theory of Knowledge (3)
Survey of representative issues and theories in the philosophical study of human knowledge and its foundations.

PHL 263 Philosophy of Mind (3)
Exploration of philosophical questions about the mind, mental states and its relation of mind and brain. Main topics are dualism and various forms of materialism, behaviorism, mind-body identity theories and functionalism; the nature and content of mental states (e.g., belief, desire, meaning).

PHL 282 Philosophy of Art (3)
Introduction to theories of beauty and art and interpretations of the meaning and value of aesthetic experience.

PHL 283 Philosophy of Religion (3)
Introduction to theories of religion and basic philosophical issues relating to religion, such as the nature and existence of an ultimate reality, the problem of evil, the interpretation of religious language and symbols and the nature of mystical experience.

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 in alternate years. May be repeated 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 repeated twice for credit if content is not repeated.

PHL 320 Happiness (3)
Systematic philosophical analysis of the concept of happiness. Questions that will be explored are: What does it mean to be happy? What is the relationship between happiness and morality? Can a deeper and richer conception of happiness and with it of morality, be restored to our contemporary conceptual scheme?

PHL 321 Existentialism (3)
Covers major thinkers of philosophical existentialism, which may include French existentialists, German existentialists or religious existentialists. May also cover the work of either of the two main progenitors of existentialism: Soren Kierkegaard and Friedrich Nietzsche.

PHL 322 19th-Century Philosophy (3)
Covers major figures of 19th-century philosophy. May be repeated twice for credit if content is not repeated.

PHL 323 Continental Philosophy (3)
Covers major schools, figures and topics of 20th century European philosophy. May be repeated twice for credit if content is not repeated.

PHL 350 Social and Political Philosophy (3)
Philosophical exploration of basic topics and problems of social, political and economic life, theories. Special attention given to principles involved in criticism and justification of institutionalized distributions of power and resources.

PHL 370 Philosophy of Science (3)
Philosophical investigation of theoretical issues of science and scientific methodology, such as scientific explanation, 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, areas of criminal and constitutional law such as self-defense, insanity defense, civil liberties, etc.

PHL 382 Philosophy of Music (3)
Application of general theories in aesthetics to the specific artistic genre of music and examination of philosophical problems raised by music. Topics include: the nature and definition of music, the nature of aesthetic musical experience, the issue of the objectivity or subjectivity of aesthetic value of musical works and musical performances, metaphysical issues about what a musical work is and the issue of authenticity in musical performance.

PHL 398 Special Studies A (1-6)
Course covering areas in ethics, value theory, aesthetics and related areas. It may also include study of the work of a specific philosopher or school. Terms and hours to be arranged. Course may be taken up to 12 hours if content is not repeated.

PHL 399 Special Studies B (1-12)
Covers areas of metaphysics, epistemology, language, science, logic and related areas. It is offered from time to time as a regular three hour course with a special topic. May include study of the work of a specific philosopher or school. Terms and hours to be arranged. Course may be repeated for up to 12 credits if content is different.

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 a major or minor in philosophy or a major in humanities with a concentration in philosophy.

PHL 406 Special Individual Studies (1-15)
Terms and hours to be arranged. Individual or special studies in a specific area of interest, under the guidance of a designated faculty member. Course may be repeated for up to 15 credits if content is different.

PHL 407 Seminar (1-15)
Terms and hours to be arranged. Course may be repeated for up to 15 credits if content is different.

PHYSICAL EDUCATION
PE 111 Beginning Weight Training (2)
May be repeated for up to six credits.

PE 112 Jogging/Walking (2)
May be repeated for up to six credits.

PE 113 Intermediate Weight Training (2)
May be repeated for up to six credits.

PE 114 Aerobic Dance (2)
May be repeated for up to six credits.
**PE 115 Aerobic Kickboxing (2)**
Course involves participation in kickboxing and martial arts-related movements combined with other aerobic movements and performed in sequences and routines to increase cardio-respiratory (aerobic) endurance. Positive lifestyle and behavior changes related to fitness, health and wellness will be emphasized throughout the course. May be repeated for up to six credits.

**PE 116 Beginning Pilates (2)**
Introduction to the Pilates method of body conditioning. Pilates principles of breath, concentration, control centering, precision and flow/rhythm will be practiced while performing a learned series of preparatory and beginning level mat exercises. Exercises focus on postural awareness, proper use of breathing, stabilizing the core and increasing muscular strength and flexibility. Exercise modifications are provided to work at individualized levels. May be repeated for up to six credits.

**PE 117 Body Conditioning (2)**
Course involves participation in a non-aerobic, well-rounded, muscular conditioning exercise program consisting of high repetition, low resistance exercises to increase muscular strength and endurance and stretching exercises to increase flexibility for enhanced personal health. The knowledge, skills and behaviors developed in this course will provide students with the basis for continuing a muscular conditioning program at home for life. May be repeated for up to six credits.

**PE 118 Military Physical Conditioning (1)**
Designed to prepare Army ROTC students to excel in the Army Physical Fitness Test (APFT). The APFT measures physical endurance in three timed events: two minutes of push-ups, two minutes of sit-ups and the two-mile timed run. Class is instructed by the Army ROTC Cadre and assisted by the Military Science III Cadets to prepare the MS III's for the Leadership Development and Assessment Course during the summer of their junior year. May be repeated for a total of 3 credits. PE 118 for non-ROTC students. MS 118 for ROTC students. May be repeated for up to six credits.

**PE 119 Zumba (2)**
Contemporary form of aerobic exercise that enhances cardio-respiratory endurance and muscular fitness using dance styles and rhythms from a variety of international countries, including Latin and South America, Africa, the Middle East and Polynesia. Students will learn multiple dance steps/movements and improve overall body conditioning, coordination and motor development. May be repeated for up to six credits.

**PE 120 Intermediate Pilates (2)**
Provides students with previous experience in Pilates the opportunity to extend their knowledge and performance of Pilates mat exercises. Intermediate and advanced level exercises as well as anatomical foundations of exercises will be emphasized. Students will enhance their ability to integrate Pilates principles and concepts into their work and further develop their mind-body awareness, postural alignment, core stability, balance and overall muscular strength and flexibility. May be repeated for credit up to six credits. Prerequisite: PE 116 or consent of instructor.

**PE 121 Multicultural Dance (2)**
Basic movements and rhythmic techniques for performing a variety of multicultural dances to enhance health and well-being, learn about other cultures and experience the joy of dancing in a positive, social atmosphere. May be repeated for up to six credits.

**PE 122 Social Dance I (2)**
Basic techniques and variations for performing a variety of social dances to enhance health and well-being. Dance styles will include ballroom (smooth, rhythm and Latin) and country-western partner and line dances. May be repeated for up to six credits.

**PE 123 Social Dance II (2)**
Course allows students to continue their learning and experience in social dance. May be repeated for credit up to 6 credits. Prerequisite: PE 122

**PE 131 Individual Health and Fitness (2)**
Health values of physical fitness, components and measurements of physical fitness, conditioning programs, designing an individual fitness program, weight control and exercise, nutrition and exercise, disease and exercise, adapted fitness activities and community resources. Lab activities will include 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 lecture and two-hour lab per week.

**PE 132 Badminton (2)**
May be repeated for credit up to six credits.

**PE 133 Bowling (2)**
May be repeated for credit up to six credits.

**PE 134 Golf (2)**
May be repeated for credit up to six credits.

**PE 139 Tennis (2)**
May be repeated for credit up to six credits.

**PE 143 Yoga (2)**
Knowledge and practice of various yoga stretches and poses. Yoga consists of the practice of breathing, performing poses and relaxation. Provides a workout for the mind and body. May be repeated for up to six credits.

**PE 144 Energy Yoga (2)**
A multi-level (begin/inter/adv) course focused in the energy arts of Eastern Yoga and Asian Qi Gong. Introduces student to basic philosophy, concepts, principles and physical forms associated with the practice of Ahtanga (Hatha) Yoga and Badanjin Qi Gong. May be repeated for up to six credits.

**PE 145 Tai Chi (2)**
Beginning level course in the ancient Chinese art of Taiji Quan. Introduces participant to the basic physical movements and principles associated with the five major styles of Taiji Quan currently being practiced throughout the world today. The Yang style, 24 posture form (also called simplified form), will be promoted here. May be repeated for up to six credits.

**PE 146 Intermediate Tai Chi (2)**
Builds on previous coursework, reinforcing the fundamental principles of Tai Chi practice. Focus on basic physical movements and concepts associated with the five major styles of Tai Chi currently being practiced throughout the world today. May be repeated for up to six credits.

**PE 147 Karate (2)**
Beginning level course in the Korean martial art of Tang Soo Do karate. Introduces student to the basic philosophy, concepts, physical forms and principles associated with all major Asian styles of karate. May be repeated for up to six credits.

**PE 150 Basketball (2)**
May be repeated for credit up to six credits.

**PE 152 Indoor Soccer (2)**
Introduction to the basic skills and strategies of indoor soccer/futsal. Individual skills of kicking, passing, shooting, receiving the ball, advancing the ball, dribbling, heading and defensive techniques will be covered as well as playing rules, team formation, set plays/restarts, attacking and defensive concepts. May be repeated for up to six credits.

**PE 154 Soccer (2)**
May be repeated for up to six credits.

**PE 155 Softball (2)**
May be repeated for up to six credits.

**PE 156 Volleyball (2)**
May be repeated for up to six credits.

**PE 157 Intermediate Volleyball (2)**
May be repeated for up to six credits.

**PE 162 Fitness Swim (2)**
Students will learn and practice competitive swim strokes and participate in water aerobic workouts. Student will learn personal water safety skills in order to develop confidence, coordination and relaxation in the water. May be repeated for up to six credits.

**PE 173 Alpine Skiing and Snowboarding (2)**
Instruction in the proper techniques of alpine skiing and/or snowboarding with skill development and progression compatible with the ability level of the participant. Various equipment trends and safety concerns will be addressed. The course content rests primarily with extended day trips. May be repeated for up to six credits.
**PHYSICS**

**PH 201 General Physics (4)**
Algebra-based introduction to general physics for science majors. Covers the principles and applications of Newtonian mechanics. Topics include: vectors, kinematic equations in 1 and 2 dimensions, Newton’s law of motion, dynamics of circular motion, universal gravitation, rotational motion, torque and static equilibrium, elasticity, impulse, momentum and momentum conservation. Three hours of lecture and one two-hour lab per week. Prerequisite: MTH 111 or above; MTH 112 preferred.

**PH 202 General Physics (4)**
Course covers work and energy, conservation of energy, thermal properties of matter, heat transfer, laws of thermodynamics, fluids, oscillatory motion, traveling waves, sound, superposition and standing waves. Three hours of lecture and one two-hour lab per week. Prerequisite: PH 201 with a grade of C- or better.

**PH 203 General Physics (4)**
Course covers electric forces and field, electric potential, resistors and capacitors, circuits, magnetic forces and fields, electromagnetic induction and electromagnetic waves, wave optics and ray optics. Three hours of lecture and one two-hour lab per week. Prerequisite: PH 202.

**PH 211 General Physics with Calculus (4)**
Calculus-based introduction to physics for students in the physical sciences, mathematics, computer science and pre-engineering. Topics include: one-dimensional kinematics, vectors and coordinate systems, motion in a plane, Newton’s Laws, impulse and momentum and work. Class meets three times a week in two-hour studio format. Prerequisite: MTH 251 (may be taken concurrently).

**PH 212 General Physics with Calculus (4)**
Course topics include conservation of energy, rotation of a rigid body, universal gravitation, simple harmonic motion, fluids and elasticity, wave motion, sound, interference and standing waves. Class meets three times a week in two-hour studio format. Prerequisites: MTH 252 (may be taken concurrently), PH 211.

**PH 213 General Physics with Calculus (4)**
Course focuses on electricity and magnetism. Topics include: electric charges and forces, fields, Gauss’s Law, electric potential, current and resistance, circuit fundamentals, magnetic forces and fields, electromagnetic induction, electromagnetic fields and waves, introduction to optics. Class meets three times a week in two-hour studio format. Prerequisite: PH 212.

**PH 311 Introduction to Modern Physics (4)**
Course follows the historical development of modern physics from the beginning of the 20th century. Topics include Einstein’s Theory of Relativity, black body radiation, photoelectric effect, Rutherford atom, Bohr atom, Compton scattering, Frank-Hertz effect. Three lectures and one three-hour lab period. Prerequisite: PH 213.

**PH 312 Introduction to Modern Physics (4)**
Introduction to Quantum Mechanics with selected applications. Topics include development of the Schrödinger equation, characteristics of the wave function, particle in a box, scattering, simple harmonic oscillator, spin and angular momentum in QM, applications to atoms and molecules. Three lectures and one three-hour lab period. Prerequisite: PH 311.

**PH 470 Selected Topics in Physics (1-3)**
Topics of special interest such as cosmology, relativistic, medical and radiation physics and biophysics.

**POLITICAL SCIENCE**

**PS 193 Introduction to Model United Nations (3)**
An introduction to Model United Nations, international issues, policy making and the activities of the United Nations. Students develop public speaking, research and writing, negotiation, interpersonal and leadership skills while role playing United Nations delegates at MUN conferences locally and regionally.

**PS 199 Special Studies (1-12)**
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. Course may be repeated for up to 12 credits.

**PS 201 American National Government (4)**
An introduction to the study of political institutions, public policy and public opinion in the United States.

**PS 202 State and Local Government (4)**
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 (4)**
An introduction to the analysis of relations among nations, international organizations, global problems and possibilities.

**PS 204 Governments of the World (4)**
An introduction to diverse political systems found throughout the world, with special emphasis on political concepts such as formal government institutions, political participation and socialization, ideologies, power, authority and democratization.

**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)
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 355 Civic Literacy and Engagement (3)
An examination of the American political system with a focus on interpreting and analyzing political debate and policy formation and on increasing civic literacy and engagement. Course will present several analytical methods and students will design and implement a civic engagement project.

PS 375 Scope and Methods of Political Science (3)
An introduction to the history, nature and methods of political science as a discipline. Examines a variety of conceptual tools used to study politics, including qualitative and quantitative research methods.

PS 393 Advanced Model United Nations (1-3)
Advanced orientation to Model United Nations, international issues, policy making and the activities of the United Nations. Students will improve public speaking, research and writing, negotiation, interpersonal and leadership skills while role playing United Nations delegates at MUN conferences locally, nationally and internationally. Course may be repeated up to 12 credits. Prerequisite: PS 193 or consent of instructor.

PS 399 Special Studies (1-12)
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. Course may be repeated for up to 12 credits. Prerequisite: PS 199 or consent of instructor.

PS 406 Special Individual Studies (1-12)
Terms and hours to be arranged. Individualized course of study within political science/public policy and administration developed in consultation with the instructor. Course may be repeated for up to 12 credits. Prerequisite: consent of instructor.

PS 407 Seminar (1-16)
Terms and hours to be arranged. Special seminar topic offerings in the political science/public policy and administration discipline. Course may be repeated for up to 16 credits.

PS 409 Practicum: Administrative Internship (3-16)
Terms and hours to be arranged. Practical experience in the administrative processes of federal, state and local government agencies and public or nonprofit organizations. Course may be repeated for up to 16 credits. Eligible for the RP grade option. Prerequisite: consent of instructor and at least 3.00 GPA.

PS 410 Political Science Internship (3-12)
Provides opportunities for practical experience with the Oregon Legislature, city councils, legal offices, political campaign or interest group activities. Eligible for the RP grade option. Prerequisite: consent of instructor and at least 3.00 GPA.

PS 414 Political Parties, Pressure Groups and Elections (3)
An analysis of the nature, organization and operation of political parties, pressure groups and elections with special attention to their functions in the American political process. A consideration of current problems and reforms in the area. Prerequisite: PS 201 or consent of instructor.

PS 415 Politics and Psychology (3)
An analysis of the motivations for various forms of political behavior (apathy, voting, revolution) and the creation of political belief systems with emphasis on psychological theories and the socialization process. Prerequisite: PS 201 or consent of instructor.

PS 416 Politics and Communication (3)
An examination of the relationship between politics and communication and how it affects American society. Emphasis is on the politics of communication, the ways in which institutions of mass media, particularly television, help create, advance and reinforce public opinion and political agendas. Prerequisite: PS 201 or consent of instructor.

PS 419 American Presidential Elections (3)
Examination of the processes and outcomes of American presidential elections with emphasis on the period from 1952 to the present. Prerequisite: PS 201 or consent of instructor.

PS 423 Issues in National Policy (3)
A detailed analysis of the functions and policies of American national government with emphasis on selected contemporary problems and issues. Prerequisite: PS 201 or consent of instructor.

PS 424 Policy-Making in the States (3)
An examination and analysis of selected key issues and characteristics of contemporary state government. Prerequisite: PS 201 or consent of instructor.

PS 425 Native American Politics and Policy (3)
Explores the history and current dynamics of Native American politics and public policy. The political and policy elements that all tribes share are considered, as well as the variation among them. The situations and challenges of Oregon tribes receive specific attention.

PS 426 Federalism and Intergovernmental Relations (3)
Constitutional, political, financial and administrative patterns that operate within the American federal system and a comparison of selected non-American federal systems. Prerequisites: PS 201 and 202 or consent of instructor.

PS 430/530 The Aging Society (3)
Analyzes the demographic, economic, social and political dimensions of our aging population. Attention given to the unique nature, needs and policy implications of the growing elderly population.

PS 432 Global Health Policy (3)
Examines a range of transnational health issues, including the global AIDS pandemic, malaria and malnutrition. Students will learn about the major international institutions and programs designed to improve global health, such as the World Health Organization, the World Food Program, UNICEF and the United Nations Millennium Development Goals.

PS 433 Health Care Politics and Policy (3)
Fundamentals of health care access in the United States. Topics include: Medicare and Medicaid systems; evolving nature of private health care insurance systems; concerns and influence of interest groups and political parties in this field; and the prospects for reform.

PS 435 Women and Politics (3)
Analysis of the socioeconomic and political status of women, the structures and concerns of the feminist movement, public policy issues relevant to the status of women and roles women play in the political arena. Prerequisites: PS 201 and 202 or consent of instructor.

PS 436/536 Gender and Public Policy (3)
Examines public policy, the policy process and policymaking 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 policymakers and the differential gender impact of policies.

PS 440 Causes of War (3)
A theoretical and empirical overview of the causes of war and conflict. Students will learn the main international relations theories, specific causes of war from the causes of war literature and analysis of case studies including World War II, the Iraqi wars and the Israeli conflicts. Prerequisites: PS 203.

PS 441 Causes of Peace (3)
A theoretical and empirical overview of the causes of peace, as opposed to the causes of war, in the world. Students will study ways of achieving peace at the individual, community, national and international levels. The lives and writings of prominent pacifists will be examined.
PS 444 National Security (3)
Introduction to national security with an emphasis on theoretical background and historical and contextual influences upon national and human security issues. Includes an introduction to the U.S. national security policymaking establishment and examination of traditional and newly emerging issues in national and human security.

PS 445 Introduction to Policy Analysis (3)
A study of the process and problem of policy analysis with a focus on the limitations and proper use of analytical techniques. Prerequisite: PS 201 or consent of instructor

PS 446 Land Resource Politics and Policy (3)
A broad examination of the development and present nature of land-use policies, particularly the management of national lands.

PS 447 Environmental Politics and Policy (3)
An analysis of the history, politics and implementation of national environmental policy and the most important environmental laws and organizations.

PS 449 Environmental Values and Political Action (3)
Surveys the values and philosophies that influence the level and nature of political activism in environmental and natural resource issues. Analysis focuses on “classic” and contemporary writings ranging from ecocentrism to the wise use and market-oriented perspectives and their practical influence.

PS 451 Political Theory: Plato to Marx (3)

PS 452 Political Theory: Marx to Habermas (3)
An examination of modern political thought from Marx, Nietzsche, Weber and Freud to Arendt, Fanon, Rawls and Habermas.

PS 454/554 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. Prerequisites: PS 350 and 351 or consent of instructor

PS 458 Veterans in Transition (4)
Examines military experiences and their relationship to the movement of veterans into the civilian context, with special focus on veterans who have been deployed in potential areas of hostility or combat. Also explores the impact of war experiences on the significant others of veterans who have been exposed to war.

PS 459 Government and Politics of Latin America (3)
Explores the history, politics and political economy of Latin America in general and select Latin American countries in particular.

PS 460 Government and Politics of Asia (3)
A comparative study of political cultures, ideologies, governments and contemporary issues in selected Asian nations. Prerequisites: PS 203 and 204 or consent of instructor

PS 461 Politics and Government of Post-Communist States (3)
A comparative study of political cultures, ideologies, governments and contemporary issues in selected post-Communist nations. Prerequisites: PS 203 and 204 or consent of instructor

PS 462 Politics and Government of Europe (3)
A comparative study of political cultures, ideologies, governments and contemporary issues in selected European nations. A consideration of the problems and possibilities of regional integration. Prerequisites: PS 204 or consent of instructor

PS 463 Government and Politics of Developing Nations (3)
A comparative study of political cultures, ideologies, governments and contemporary issues in selected developing nations. Prerequisite: PS 203 and PS 204 or consent of instructor

PS 464 Government and Politics of Africa (3)
Examines South African politics within a wider sub-Saharan and African context. South Africa’s most pressing problems and challenges, such as the AIDS pandemic, economic inequality, race relations, land redistribution, health care, environmental degradation and immigration are explored.

PS 465 Government and Politics of the Middle East (3)
A survey of the major social and political issues in the Middle East, such as the role of Islam, pan-Arabism, nationalism, democratization, gender and society, relations with the West, the Israeli-Palestinian conflict and the Iraq wars.

PS 466/566 Governmental Budgeting (3)
A study of the political, fiscal, policy and management aspects of budget formation and implementation in American state and national governments. Prerequisites: PS 350 and 351 or consent of instructor

PS 469 Congress and the Presidency (3)
An investigation of the structures, powers, operations, politics and problems of the American congress and the presidency with emphasis on the functioning of separation of powers. Prerequisite: PS 201 or consent of instructor

PS 471 Immigration Politics and Policy (3)
An introduction to the politics, policies, concepts, theories and issues surrounding immigration to the United States. Topics include the history of immigration to America, settlement patterns, push and pull forces, assimilation, national identity and national security in the post 9/11 age of globalization.

PS 473 Globalization Issues (3)
A study of the political, social, economic and cultural forces that are transforming the modern world. Considers the ways in which people and countries are increasingly interconnected by technology, immigration, culture, the environment, international trade and economics.

PS 477 International Environmental Politics (3)
An introduction to the issues, processes and actors of international environmental politics. Issues to be covered will be the creation and evolution of international environmental actions including domestic and international processes and in-depth examinations of cases.

PS 478 Political Fiction and Film (3)
A study of political belief systems, behaviors, relationships and concepts (justice, moral choice, liberty) in various cultures and time periods through the media of the political novel and film.

PS 479/579 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. Prerequisite: PS 201

PS 480/580 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. Prerequisites: PS 350 and 351 or consent of instructor

PS 481 International Law (3)
An introduction to the principles, sources and basic concepts of international law. Issues to be covered will be the creation and evolution of international law, its nature and sources and its relation with states, individuals and international organizations. Prerequisite: PS 203 or consent of instructor

PS 484 American Jurisprudence (3)
Course improves understanding of how the law works and of legal reasoning through reading and discussion of cases and essays. It covers concrete legal principles and more abstract reflection on the sources and functions of the law. Prerequisites: PS 201 or consent of instructor and at least junior standing

PS 485 Legal Reasoning and Writing (3)
Course for those considering a career in the law. Training in the use of legal research sources, briefing cases, writing legal briefs and arguing cases in topical areas in both civil and criminal law. Prerequisites: PS 201 or consent of instructor and at least junior standing
PS 490 Community Politics (3)
An analysis of political processes, institutions, problems and issues at the local level with emphasis on metropolitan areas, city management and federal/state/urban relations. Prerequisite: PS 202 or consent of instructor

PS 492 Political Ideologies (3)
Capitalism, liberalism, conservatism, communism, socialism and fascism considered as world views and political-economic systems in various cultures, with emphasis on comparative values and methods. Prerequisite: PS 203 or consent of instructor

PS 493 International Organizations (3)
An advanced study of global problems (war, human rights, economic development) and organizations designed to alleviate them. Prerequisite: PS 203 or consent of instructor

PS 494 Human Rights (3)
Introduction to the historical, substantive and theoretical evolution of human rights, the actors involved in producing, implementing and enforcing human rights and several human rights cases.

PS 495 Public Sector Labor Relations (3)
Introduction to labor relations in the public sector. Topics include the historical background and legal environment of public sector unions, the fundamentals of collective bargaining, including processes, politics and methods of resolving impasses, the implementation of collective bargaining agreements, including grievance procedures and the impact of unions on public personnel policies.

PS 497 U.S. Foreign Policy (3)
A consideration of the origin, character and consequences of American foreign policy with an emphasis on policymaking and issues since 1945. Prerequisites: PSY 201, PSY 203 or consent of instructor

PSYCHOLOGY
PSY 199 Special Studies (1-3)
Terms and hours to be arranged. Course may be repeated for credit.

PSY 201 General Psychology (4)
A study of the science of human behavior and experience. Areas covered may include: research methods, biological bases of behavior, learning, memory, perception, cognition and development.

PSY 202 General Psychology (4)
A study of the science of human behavior and experience. Areas covered may include: consciousness, personality, health psychology, motivation, intelligence, abnormal behavior, psychotherapy and social psychology.

PSY 218 Psychological Foundations of Education (3)
A survey of psychological topics relevant to educational settings. These topics may include child and adolescent development, learning, memory, cognitive processes, motivation, assessment and behavioral management. This course is designed for education majors. Psychology majors should not take this course.

PSY 300 Introduction to the Major: Careers and Opportunities (4)
Introduces students to the psychology major and explores career opportunities and graduate school. Professional and career development theory will be reviewed. Students are encouraged to apply class material to personal decision-making.

PSY 301 Introduction to Research Methods (4)
An exploration of psychological research including topics of design, methodology, statistical analysis and report-writing. Course activities include a significant student-research project and may include meetings with the instructor outside of regularly scheduled class meeting times. Prerequisites: PSY 201 and 202 or equivalent

PSY 311 Developmental Psychology (4)
The psychological study of human development from conception to death. Stages and issues of development throughout the lifespan are identified and examined. Prerequisite: PSY 201 or 218 or equivalent

PSY 328 Mental Health (4)
A survey of theories of adequate and optimal psychological functioning. A study of processes that may lead to the development of adaptive functioning and its maintenance and how these processes may be brought into play in the individual’s environment or community. Prerequisites: PSY 201 and 202 or equivalent

PSY 334 Social Psychology (4)
Examines the function and mechanisms underlying how people think about, influence and relate to one another. A central theme is the continual interaction between the person and the situation. Topics covered: formation and changing of attitudes; strategies of social influence; intricacies of close relationships; interpersonal conflict and aggression; helping behavior; and group productivity and decision-making. Prerequisite: PSY 201 or 218 or equivalent

PSY 336 Introduction to Forensic Psychology (4)
Explores the relationship between the study of psychology and law. Specifically, how psychological practice and theory can be utilized by law enforcement, courts and others involved with the justice system to help arrive at appropriate decisions regarding such issues as incarceration, treatment, insanity, competence to stand trial and child custody determination. Prerequisites: PSY 202; PSY 201 recommended

PSY 349 Introduction to Behavior Modification (4)
A survey of behavior modification topics including principles of learning and relevant methodology. An exploration of practical applications. Prerequisite: PSY 201 or 218 or equivalent

PSY 350 Evolutionary Psychology (4)
Introduction to the study of psychology from an evolutionary perspective. We will apply to humans the same adaptationist lens that evolutionary biologists apply to other species. The evolved function of various psychological mechanisms will be considered. Course will begin with an in-depth introduction to evolution by natural selection, followed by a survey of more specific psychological phenomena studied from an evolutionary perspective. Prerequisite: PSY 201 and PSY 202 or equivalent or consent of instructor

PSY 360 Cognitive Psychology (4)
This class provides an overview of basic topics in cognitive psychology including learning, memory, attention, sensation, perception, language/phonology and problem-solving. Prerequisites: PSY 201 or equivalent

PSY 390 Theories of Learning (4)
Survey of fundamental concepts of learning including classical, instrumental and operant conditioning. Investigates the spectrum of learning and human behavior from reflexes and simple learning to thinking and language. Prerequisite: PSY 201 or 218 or equivalent

PSY 398 Graduate Study in Psychology: Exploration and Preparation (4)
Graduate school application process will be explored in detail. Various professional opportunities and roles resulting from graduate study in psychology will be explored. Students will complete the required materials for graduate applications. Prerequisite: PSY 201 and 202 or equivalent and consent of instructor

PSY 399 Special Studies (1-4)
Terms and hours to be arranged. May be repeated for credit.

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. May be repeated for credit.

PSY 407 Seminar (1-12)
Terms and hours to be arranged. May be repeated for credit.

PSY 408 Workshop (1-12)
Terms and hours to be arranged. May be repeated for credit.

PSY 409 Practicum (1-9)
Field experience in applied psychology. May be repeated for credit. Prerequisite: consent of instructor

PSY 410 Mentoring I (1-4)
Student will serve as a mentor for an “at risk” middle school or high school student. Mentors help students
develop skills for academic success, emotional and social growth and provide a forum for developing problem-solving approaches to concerns and issues. Students receive training on the mentoring process, goal-setting and communication. Does not apply toward a psychology major/minor. Prerequisite: consent of instructor

PSY 411 Mentoring II (1-4)
Students continue to mentor, collect, analyze and present data on mentoring progress towards goals. Prerequisite: PSY 410

PSY 415/515 Psychology of Sports (4)
This course will survey the current state of the psychology of sports. Psychological theory and research findings will provide the basis for suggestions about applications to sport situations. A central focus will be on the critical and empirical evaluation of the common knowledge in this area. Prerequisites: PSY 201 and 202 or equivalent

PSY 420 Advanced Topics in Geropsychology (4)
Each time course is offered a single special topic in geropsychology or gerontology will be studied in-depth. Topics may include diseases of older adulthood, applied applications of gerontology, social aspects of aging, long-term care issues, regulatory issues, brain health or the effects of positive lifestyles on the aging process. May be repeated if subject matter is not repeated. Prerequisites: PSY 201 and 311 or equivalent

PSY 423 Interviewing and Appraisal (4)
Explores the use of the interview as a method of information gathering and interpersonal influence. Topics include training in specific interviewing skills, multicultural considerations in interviewing, ethical practice of interviewing and the application of interviewing skills. Examples will be drawn from any areas of human interaction including the helping professions and business. Prerequisite: PSY 201 and 202 or equivalent

PSY 425/525 Drug and Alcohol Assessment (4)
Provides an overview of the current knowledge related to substances and the psychological assessment of substance use. Objectives include increased knowledge about the co-occurrence of substance use and other mental health concerns or disability statuses; diversity and ecological perspectives about substance abuse; and the ethical assessment, diagnosis, prevention and treatment of substance abuse concerns. Prerequisites: PSY 201 and 202 or equivalent or consent of instructor; PSY 423 recommended

PSY 426 History of Psychology (4)
Historical study of psychologists, basic psychological concepts and theories. Prerequisites: PSY 201 and 202 or equivalent

PSY 427/527 Crisis Assessment and Intervention (1)
Assesses both individual and community crisis assessment and intervention for people with disabilities. Includes the impact of crisis, disaster and other trauma-causing events for people with disabilities; as well as the role counselors play in the intervention process. Students will understand the operation of an emergency management system within the community. Students will learn how to screen for, as well as the procedures necessary for, assessing dangerous behavior and developing a safety plan. Understanding the importance of diagnosis of disability during crises will be reviewed. Prerequisites: PSY 201 and 202 or equivalent or consent of instructor. PSY 423 recommended

PSY 435/535 Theories of Personality (4)
Exploration of major historical and contemporary theories of personality development and functioning and their relation to current issues in psychology. Research resulting from the theories, as well as personal application of the theories, will be emphasized. Prerequisite: PSY 201 and 202 or equivalent

PSY 437/537 Advanced Social Psychology (4)
An in-depth study of several social-psychological theories and their application to social issues and interactions. Topics may include small group interaction and functioning, social cognition, attitudes and persuasion, social influence and social relations. Prerequisite: PSY 334 or equivalent

PSY 438 Advanced Forensic Psychology (4)
Designed to delve deeper into many of the challenging practical, moral and social dilemmas faced within the field of forensic psychology. Students will apply a critical focus to the utility of psychological practices (both research and psychotherapeutic) in the courtroom, as well as gain an understanding of the legal personnel with whom they may interact. Other topics may include: neuropsychology research, serial murder and profiling, treatment within corrections; sex offending and child welfare. Prerequisites: PSY 336

PSY 439 Positive Psychology (4)
Examines psychological factors and principles that help explain positive outcomes, well-being and personal growth in humans. Areas of focus will include positive emotional experiences and appraisals such as happiness, life satisfaction, well-being, positive personal characteristics, interests and values and positive institutions as they promote growth and fulfilling experiences. There will be a significant applied component of the class in which students will explore their own reactions and personal qualities. Prerequisites: PSY 201 and 202 or equivalent

PSY 443 Psychology of Teamwork (4)
Provides students with opportunity to increase self-awareness of their existing teamwork skills, develop stronger teamwork skills, as well as learn and apply social psychological principles aimed at increasing group effectiveness. Topics covered include: group development, social interdependence, group communication and decision-making, managing conflict, enhancing group creativity and leveraging diversity. Course activities may include several large scale group projects and meetings with other students in their groups outside of regularly scheduled class time. Prerequisites: PSY 201 and 202 or equivalent or consent of instructor. PSY 334 recommended

PSY 445 Introduction to Industrial/Organizational Psychology (4)
Students will examine how psychology is applied to workplace in settings such as industry, business, government and social service. Topics include trends in organizational and job design, personnel selection and placement, training, performance appraisal, work motivation, job satisfaction and leadership. Course activities include weekly quizzes, several projects interviewing members of various organizations, keeping a work journal and in-class participation in the form of analyzing case studies. Prerequisites: PSY 201 and 202 or equivalent or consent of instructor. PSY 334 recommended

PSY 446 Psychology of Leadership (4)
Introduction to leadership, focusing on what it means to be a good leader. Emphasizes the practice of leadership. Examines topics such as: the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, handling conflict, overcoming obstacles and addressing ethics in leadership. Helps students understand and improve their own leadership performance. Activities may include a service-learning component with a community organization, analyzing case studies and developing individual leadership portfolios. Prerequisites: PSY 201 and 202 or equivalent or consent of instructor. PSY 334 recommended

PSY 447 Organizational Consulting (4)
Students will identify and enhance their skills for effective managing and/or consulting within a variety of organizations. Topics include: building process consulting skills, models of organizational change; diagnosis and feedback of organizational challenges; evidence-based intervention strategies at the individual, group, inter-group and organizational level; and minimizing resistance to change. Course activities may include lectures and discussions; role plays; exercises; and simulations. Prerequisites: PSY 201 and 202 or equivalent or consent of instructor. PSY 445 recommended

PSY 448 Topics in Organizational Psychology (4)
Topics may include at different times: strategic planning and implementation; productivity issues; career development with organizations; managerial participative management programs, negotiation, mediation and arbitration processes; occupational safety and health. May be repeated with different topics. Prerequisites: PSY 201 and 202 or equivalent or consent of instructor. PSY 334 recommended

PSY 449 Psychology of Creativity (4)
Examines and integrates a broad range of creativity research in psychology and related scientific fields including anthropology, sociology and cognitive neuroscience. Topics include individual creativity as
well as the social and cultural contexts of creativity, including the role of collaboration in the creative process. Prerequisites: PSY 201 and 202 or equivalent or consent of instructor.

**PSY 450/550 Abnormal Psychology (4)**
Exploration of the nature, causes and treatment of various forms of mental health concerns and disorders in adults. A range of abnormalities will be examined from reactions to stressful events to psychosis. The criteria for the various mental disorders as defined by the Diagnostic and Statistical Manual of the American Psychiatric Association will be reviewed. Course will integrate perspectives generated from the biopsychosocial perspective. Prerequisites: PSY 201 and 202 or equivalent

**PSY 451/551 Behavioral Neuroscience (4)**
A study of the ways that the physiology of the brain and body are related to behavior. Sub-topics may include sleep and dreaming, learning and memory, pain, sexual behavior, disordered emotional states and psychopharmacologic agents. Prerequisites: PSY 201 and 202 or equivalent

**PSY 458 Language Development (4)**
Overview of contemporary theory, research and issues related to language development. Topics include phonological, semantic, syntactic and morphological development, communicative competence and the underlying physiological and cognitive mechanisms of language acquisition. Prerequisites: 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. Course may be repeated for credit if content is different. Prerequisite: PSY 360 or 451

**PSY 461/561 Psychopharmacology (4)**
Designed to acquaint students with the fundamentals of psychotropic drugs and their action within the nervous system. Basics of pharmacology, adverse effects, indications and drug interactions will be discussed.

**PSY 463/563 Childhood Psychopathology (4)**
Examination of the nature, causes and treatment of emotional and social challenges in children and adolescents. A broad range of issues will be examined from minor problems in living to psychotic breaks with reality and self-destructiveness. The home, school and cultural environments will be examined as well as possible genetic and biological determinations of the mental health of children and youth. Prerequisites: PSY 201 or 218 and PSY 311; or equivalent

**PSY 465/565 Motivation (4)**
Deals primarily with human motivation. Topics such as stress, conflict, learned motives, arousal and unconscious determinants will be considered. Prerequisite: three or more hours of 300-level psychology

**PSY 466/566 Quantitative Methods (4)**
Methods that psychologists use to describe, summarize and make inferences about measurements made on people, things or events. Course activities include a significant student-research project and may include meetings with the instructor outside of regularly scheduled class meeting times. Prerequisites: PSY 301 and MTH 105 or higher (Students completing a BA or AB take MTH 105 or higher. Students completing a BS take MTH 111 or higher)

**PSY 468 Advanced Research Methods (4)**
Experimental, correlational and survey methods employed in psychological research with an emphasis on statistical analysis. Course activities include a significant student-research project and may include meetings with the instructor outside of regularly scheduled class meeting times. Prerequisite: PSY 467 with a grade of C- or better

**PSY 473 Sensation and Perception (4)**
Principles and theories relating to sensory stimulation and perceptual processes will be explored. Psychophysical methods will be used to demonstrate human visual and auditory processes. Prerequisites: PSY 201 and PSY 202 or equivalent

**PSY 480/580 Infancy and Childhood (4)**
Theory and research related to prenatal, infancy and early childhood phases. Includes study of the motor, emotional, cognitive, social and linguistic domains with emphasis on applications for professionals offering services to young children and their families. Prerequisites: PSY 201 or 218 and PSY 311 or equivalent

**PSY 481/581 Middle and Late Childhood (3)**
Theory and research related to children who are between school age and adolescence. Emphasis on socialization, cognitive development and deviations from typical development. Prerequisites: PSY 201 or 218 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. Prerequisites: PSY 201 or 218 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. Prerequisites: PSY 201, 202 and 311; or equivalent

**PSY 484/584 Death, Dying and Grief (4)**
Focuses on numerous topics related to the developmental processes of death, dying and grief throughout the lifespan. Course activities will include significant in-class written and oral projects as well as out-of-class excursions. Prerequisites: PSY 201, 202 and 311; or equivalent

**PSY 487/587 Cross-Cultural Psychology (4)**
Study of the relationship between culture and psychological functioning. Prerequisites: PSY 201 and 202

**PSY 488/588 Theories of Development (4)**
Theories of human development across the lifespan are examined, integrated and compared. Assumptions of major, contemporary theories of development are studied including a review of related research findings and consideration of practical applications. Prerequisites: PSY 201, 202 and 311; or equivalent

**PSY 489/589 Special Topics in Developmental Psychology (1-9)**
Single special topic in development will be studied in-depth. Topics may include the development of sex roles, moral development or social skills training. Course may be repeated for credit if content is different. Prerequisites: PSY 201, 202 and 311; or equivalent

**PSY 492/592 Psychology of Women (4)**
Application of psychological methods to the study of women’s roles and behavior. Sub-topics may include development, sexuality, achievement, aptitudes and work. Prerequisites: PSY 201 and 202 or equivalent

**PSY 606 Special Individual Studies (1-6)**
Terms and hours to be arranged. Course may be repeated for credit if content is different.

**PSY 607 Seminar (1-9)**
Terms and hours to be arranged. Course may be repeated for credit if content is different.

**PSY 608 Workshop (1-9)**
Terms and hours to be arranged. Course may be repeated for credit if content is different.

**PSY 609 Practicum (1-9)**
Terms and hours to be arranged. Course may be repeated for credit if content is different.

**PSY 620 Learning & Memory for Instruction (3)**
A survey of contemporary theories of learning and memory. An emphasis will be placed on research involving cognitive, social, motivational and biological aspects of learning and memory. Applications will focus on instructional settings.

**PSY 621 Developmental Psychology: Concepts and Applications (3)**
An overview of developmental psychology with an emphasis on theories and classroom applications.
Assumptions of major contemporary theories of development are studied, including a review of related research findings and consideration of practical applications.

**PSY 622 Adolescent Development for Educators (3)**
A course focusing on transitions and issues of normative development from early to late adolescence. Includes an overview of theory and research with an emphasis on applications for middle school and high school teachers.

**REHABILITATION COUNSELING**

**RC 209 Practicum I (1-3)**
First supervised field experience designed for undergraduate students exploring the rehabilitation counseling profession. **Prerequisite: consent of program coordinator**

**RC 309 Intermediate Practicum II (1-3)**
Second supervised field experience designed for undergraduate students exploring the rehabilitation counseling profession. **Prerequisite: consent of program coordinator**

**RC 407/507 Seminar (1-9)**
Terms and hours to be arranged.

**RC 409 Advanced Practicum III (1-3)**
Third or advanced supervised field experience designed for undergraduate students exploring the rehabilitation counseling profession. **Prerequisite: consent of program coordinator**

**RC 422/522 Medical and Functional Aspects of Disability in Rehabilitation (3)**
Overview of medical and functional aspects of disability in rehabilitation. Examines the most common illnesses and disabilities encountered for case management in rehabilitation-related settings. Overview of environmental/attitudinal barriers of various disabling conditions, focusing on young adult through mature adult populations; basic medical terminology, etiology, symptoms, diagnosis and treatment of various diseases and health issues resulting in disability.

**RC 432 Psychosocial and Environmental Aspects of Disability (3)**
Analysis of the psychological and social impact of disability from an individual, family, community and environmental perspective. Developmental issues related to disability will be explored.

**RC 475/575 Hearing Loss and Assistive Technology (1)**
Provides an understanding of the impact of hearing loss on access to oral/aural communication. Exposes students to a wide range of technology that can improve communication access for individuals experiencing hearing loss across a variety of settings (e.g., employment, education, postsecondary, home and recreation). Samples of assistive listening, speech-to-text, telecommunication, alerting devices will be demonstrated.

**RC 476/576 Professional Identity in Rehabilitation Counseling (1)**
Provides an overall orientation to graduate studies in the rehabilitation and mental health counseling (RMHC) program at WOU. Students will have opportunity to learn about both state and national professional organizations as well as counselor licensure and certification programs.

**RC 490/590 Professional Issues: Rehabilitation Counseling with Deaf Clients (3)**
Discussion of specialized issues found in vocational counseling with deaf, deafblind and hard of hearing individuals. Students gain an understanding of the psychological, social and vocational implications of having a hearing loss. Review of the rehabilitation service system’s response to the unique needs of people who are deaf or hard of hearing.

**RC 606 Special Projects (1-9)**
Terms and hours to be arranged.

**RC 607 Seminar (1-9)**
Terms and hours to be arranged.

**RC 608 Workshop (1-6)**
Terms and hours to be arranged.

**RC 609 Practicum (3)**
Provides an opportunity to apply basic counseling skills in a relatively safe environment. Will meet weekly and includes analysis and feedback regarding students’ counseling skills development as well as peer review. **Prerequisite: admission to RMHC program or consent of instructor**

**RC 610 Internship (18 minimum)**
Students perform two full terms (9 credits per term) of on-site placement with a state or community rehabilitation counseling agency or social service agency charged with meeting the specific rehabilitation needs of clients. Total internship of 18 credits, which includes 600 hours of counselor-in-training experience and 240 hours of direct client contact. CRC supervision is a required portion of internship experience. **Prerequisites: admission to RMHC program or consent of instructor**

**RC 611 Introduction to the Helping Profession (3)**
Study of problem-management counseling approach to counseling that can be applied to numerous disciplines in rehabilitation counseling when working with clients who are deaf or who have disabilities. **Prerequisite: admission to RMHC program or consent of instructor**

**RC 612 Theory and Techniques of Counseling (3)**
Overview of a variety of contrasting theoretical counseling models underlying both individual and group practice in counseling. Emphasis is placed on the appropriateness of selected theories when counseling persons with disabilities. **Prerequisite: admission to RMHC program or consent of instructor**

**RC 613 Lifestyle and Career Development (3)**
Examines the foundational issues of work, principles of human and career development and major career counseling theories as applied to different stages in life (early childhood to senior adult). Addresses the significance of lifestyle and career decision-making processes. Special attention will be given to the impact of developmental, environmental and attitudinal barriers faced by persons with disabilities in the career development process. **Prerequisite: admission to RMHC program or consent of instructor**

**RC 620 Professional Orientation to Rehabilitation Services and Resources (3)**
Introductory overview of the professional field of rehabilitation counseling. A historical context is used as a foundation for the way service is currently delivered. The steps involved in the development of the vocational rehabilitation case file and various philosophical and service delivery models are reviewed. Practical tools and resources are taught and developed along with projects aimed at hands-on application. **Prerequisite: admission to RMHC program or consent of instructor**

**RC 621 Job Development, Placement and Retention (3)**
Examines job development and placement techniques that assist individuals with disabilities in achieving and retaining meaningful employment. Transferable skills analysis, work site modification, job readiness, job search skills, job coaching and work hardening will be explored. Focus on guiding persons with disabilities toward informed choice and personal vocational goal attainment. **Prerequisite: admission to RMHC program or consent of instructor**

**RC 625 Rehabilitation Counseling Research (3)**
Develops the required skills in research that are needed for evidence-based practice. Students gain knowledge and skills in the following areas: literature review; research critique; basic statistics; research methods; and ethical, legal and cultural issues related to research and evaluation. **Prerequisite: admission to RMHC program or consent of instructor**

**RC 630 Group Work (3)**
Increases student knowledge of background, theory and processes in groups. In addition, the student participates in 10 hours of group sessions to experience practical application of group theory and techniques facilitated by a counseling professional. **Prerequisite: admission to RMHC program or consent of instructor**

**RC 631 Family, Disability and Lifespan Development (3)**
Provides an understanding of the nature and needs of individuals at all developmental levels, from birth to old age. Family systems will be explored.
Managing a caseload of clients who are deaf and/or have disabilities will be discussed and practiced. Crisis management tools and conflict resolution strategies as well as time-management principles will be examined. Prerequisite: admission to RMHC program or consent of instructor.

RC 662 Measurement and Assessment Procedures in Deafness and in Rehabilitation (3)
Examines the selection, administration and interpretation of various psychological, achievement and interest instruments used with persons who have disabilities or who are deaf or hard of hearing. Students will learn about various resources that are available in the rehabilitation community. Prerequisite: admission to RMHC program or consent of instructor.

RC 670 Portfolio and Professional Development (3)
Development and initial preparation of graduate-level exit evaluation that includes successful completion of a professional portfolio. Includes three aspects: personal awareness; professional theory; and practical application of skills. Students will receive information on enhancing their professional development in preparation for employment in the rehabilitation counseling field. Prerequisite: admission to RMHC program or consent of instructor.

RC 672 Transition Services in Rehabilitation (3)
Focuses on the transition of youth with disabilities from secondary school environments to a variety of post-school activities. Content will broadly cover the role and impact of key transition components including secondary/post-secondary education, vocational rehabilitation and other service providers, employment, relevant legislation, psychosocial factors and family dynamics. Emphasizes effective practice with respect to developing and pursuing transition goals, promoting self-determination and collaborating with various stakeholders.

RELIGIOUS STUDIES

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). This course is comparative and taught from a broad historical and sociological perspective and does not endorse any particular faith tradition.

R 202 Introduction to World Religion (3)
Introduction to major world religious traditions (Hinduism, Buddhism, Taoism, Judaism, Christianity, Islam). Examines both basic beliefs and ritual practices of each tradition. Origins and histories of these traditions are covered, as well as their continued practice in contemporary society.

R 204 Introduction to the World’s Religions: Western (3)
An introduction to the major religions of the West: Judaism, Christianity, Islam and Zoroastrianism.

This course is comparative and taught from a broad historical and sociological perspective and does not endorse any particular faith tradition.

R 315 Interpreting Religious Phenomena (3)
Approaches to interpretation of the meaning of diverse religious phenomena, both theoretical and practical. Of use to persons who seek to handle religion in the public classroom as well as those who wish to understand religion for its own sake. Prerequisites: R 201, R 204 or equivalent required as background.

R 399 Special Studies (1-15)
Terms and hours to be arranged. Course may be repeated for up to 15 credits if content is different.

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 (1-12)
Terms and hours to be arranged. Course may be repeated for up to 12 credits.

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.

SSC 401 Research (3-6)
Terms and hours to be arranged.

SSC 403 Field Study (1-12)
Terms and hours to be arranged. Course may be repeated for up to 12 credits. Not intended as practicum for teaching majors.

SSC 406 Special Individual Studies (1-12)
Terms and hours to be arranged. Course may be repeated for up to 12 credits.

SSC 407/507 Seminar (1-12)
Terms and hours to be arranged. Course may be repeated for up to 12 credits.

SSC 408 Workshop (1-12)
Terms and hours to be arranged. Course may be repeated for up to 12 credits.

SSC 409 Practicum (3-12)
Terms and hours to be arranged. Course may be repeated for up to 12 credits.

SSC 490 Senior Social Science Seminar I (3)
Designed to enable the integration of diverse social science and other disciplinary theories and methodologies into the study of contemporary concerns including but not limited to, issues such as urban issues, environmental conflict and social justice.
SSC 491 Senior Social Science Seminar II (3)  
Integration of diverse social science and other disciplinary theories and methodologies into the study of a contemporary concern, such as urban issues, environmental conflict, social justice or other areas of social conflict.

SOCIOLOGY

SOC 223 Introduction to Sociology: Theory (3)  
A broad introduction to the discipline of sociology, synthesizing the contributions of classical authors and applying their insights to core concerns of the discipline. Focus is on the theoretical and historical dimensions of sociology in a multicultural context.

SOC 224 Introduction to Sociology: Research (3)  
An introduction to the empirical practice of sociology, emphasizing research methods, applied perspectives and critical analysis.

SOC 225 Social Problems (3)  
Critical analysis of contemporary U.S. society and selected social problems such as poverty, racism, sexism, environmental degradation and globalization. Causes and consequences of problems are examined.

SOC 290 World Population and Social Structure (3)  
Introduction to the general field of population studies, provided within a sociological framework and analysis of historical, contemporary and anticipated population conditions and trends as these are related to social situations and the organization of society.

SOC 300 Proseminar (3)  
Advanced (required for majors) introduction to sociology as an academic and professional pursuit. Includes preparation for senior thesis. Prerequisites: sociology major, junior standing.

SOC 309 American Society (3)  
A critical overview of the development of U.S. society. Major changes in American society and selected contemporary problems are examined in their relation to major institutions.

SOC 310 Service-Learning and Community Praxis (3-4)  
Course will develop and examine the use of student volunteer projects in community service activities. Includes class discussions of various concepts of service-learning and coordination of a student volunteer project.

SOC 312 History and Anthropology of the Little Big Horn (3)  
Course explores the causes and consequences of Battle of the Little Big Horn. Course also includes short ethnographies of the Lakota and Cheyenne as well as selected biographies of Custer, Crazy Horse and Sitting Bull.

SOC 315 Social Stratification and Inequality (3)  
Introduction to the social bases of stratification and inequality in capitalist societies. Focus on critical examination of the causes and consequences of poverty and the unequal distribution of resources.

SOC 320 Industrial Sociology (3)  
Introduction to the history and structure of industrial capitalist societies. Focus on: development of the labor process and industrial bureaucracy; corporate form; social and political history of labor; and relevance for contemporary economic development.

SOC 321 Labor Studies (3)  
Introduction to selected topics in labor studies: labor history, unions, labor politics, globalization and working class cultures. Class will include the participation of union leaders from the area. Films and field trips included.

SOC 325 Participant Observation and Qualitative Research Methods (3)  
Survey of qualitative research methods with focus on participant observation. Students will be required to conduct field research as a means of developing the following research tools: surveys, interviews and observation. Skill in basic archival work will also be developed.

SOC 327 Social Research Methods (3)  
The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative studies from the standpoint of methodology; the utilization of basic skills.

SOC 328 Introduction to Social Data Analysis (3)  
Introduction to quantitative statistical analysis techniques employed in the social sciences; emphasis on probability theory and the general linear model. Prerequisite: SOC 327 or equivalent.

SOC 330 Urban Sociology (3)  
An introduction to urban development. Includes a historical and contemporary analysis of the rise of towns and cities with consideration given to the role of cities in the development of capitalism. Attention given to special topics such as urban redevelopment, urban government, fiscal crisis, housing and gentrification.

SOC 334 Self and Society (3)  
A distinctly sociological approach to the analysis of the individual in the context of larger social structures.

SOC 338 Sociology of the Family (4)  
An analysis of family in both public and private spheres. This course will emphasize how mechanisms of gender/race/class shape the family as an institution.

SOC 340 Community Organizing (3)  
A review and analysis of the history and practice of grass-roots community organizing, especially labor unions, tenant groups and neighborhood associations. Attention is given to community organizations working toward social change. Tactics and strategies of mobilization, confrontation and resistance are discussed.

SOC 341 Community Action (3)  
Practical application of community organizing strategies and skills. Requires extensive time outside of classroom working on community project organized for positive social change. Prerequisite: SOC 340.

SOC 350 Food and Hunger (4)  
Analysis of the production and distribution of food on a world scale. Examination of food shortages and famines in the underdeveloped world. Political-economy of agriculture is included. Alternative production and distribution systems are examined.

SOC 354 Sociology of Deviant Behavior (4)  
Examines the historical, cultural, political and economic forces that contribute to the social construction of deviance. Particular attention is given to strategies of social control deployed by those with power.

SOC 360 Sociology of Gender (3)  
Explores the analytic concept of gender from a sociological perspective. Theories and empirical conditions that address gender differences and gender inequalities will be examined within the institutional structures of the economy, the state and the family. An exploration of topics concerning the formation of gender identity, the symbolic representation of gender and the relationship between gender/crime/violence is included.

SOC 390 Critique of Education and Critical Pedagogy (3)  
Sociological analysis and critique of education in the United States. Special attention given to consideration of education as part of a larger, capitalist society. Critical pedagogy and counter-hegemony are key concepts developed as a means of restructuring education and society.

SOC 399 Sociology Internship (1-16)  
Supervised internship with a professional organization that employs sociological knowledge and skills. Placement is determined in consultation with instructor. Possible sites include governmental agencies, labor unions, social service organizations, advocacy groups, educational institutions and private companies. Course may be repeated for up to 16 credits.

SOC 400 Globalization and Development (3)  
Introduction to the problematics of development and underdevelopment in the global political-economy. Social, economic and political dimensions of the core and periphery are examined.

SOC 406 Special Individual Studies (1-12)  
Course may be repeated for up to 12 credits.
SOC 407 Seminar: Special Topics in Sociology (3-12)
Course may be repeated for up to 12 credits.

SOC 409 Practicum: Latino/a Ed Mentor (1-15)
This class has two goals:
1. Reduce the high school dropout rate for Latino/a students at McKay High School;
2. Increase the college participation rate for Latino/a graduates from McKay High School. This class will implement these goals by providing personal resources and communication to the Latino/a student, the mentee. The WOU student will act as mentor in providing these goals. Course may be repeated for up to 15 credits.

SOC 410 Historical Sociology: Origins of Capitalism (3)
Historical and theoretical analysis of the emergence of capitalism in the West. Consideration of the transition from feudalism to capitalism is included. Historical analysis of the Industrial Revolution is also included.

SOC 420 Political Sociology: Theories of the State (3)
Critical introduction to theories of power and the state. Versions of elitism, pluralism, Weberianism, Marxism and Neo-Marxism are presented. Attention is also given to the development of the modern welfare state.

SOC 427 Revolutionary Social Movements (3)
Description and analysis of revolutionary movements around the world. Special attention given to the French, Russian and Chinese Revolutions. Forms, causes and consequences of revolutions are considered as part of an effort to develop a theory of revolution. Course includes the development and critical examination of the concepts of class and class struggle.

SOC 430 Political-Economy as Social Theory (3)
Survey of classical political-economy as a form of social (sociological) theory. Writings of Marx, Adam Smith, Ricardo, Weber, Keynes and others are introduced and critically evaluated.

SOC 434 African American Studies: Social Issues, Social Movements (3)
Introduction to the theoretical perspectives and social science research used to analyze the experience of African Americans in the U.S. Special emphasis will be placed on the emergence and consolidation of the Civil Rights Movement. Also examines the specific organizations that provided leadership during this period.

SOC 435 Chicano/a/Latino/a Studies: Social Issues, Social Movements (3)
Examines the structural factors that shape socioeconomic conditions for people of Mexican descent living in the U.S. Addresses the grass-roots perspectives in which social movements were constructed.

SOC 436 Native American/Asian American Studies: Social Issues, Social Movements (3)
Overview of structural conditions that define social reality of Native American and Asian American populations in current U.S. society; confrontations at Wounded Knee; and the formation of the American Indian Movement (AIM).

SOC 437/S37 Sociology of Race/Ethnic Relations (3)
Introduction to the history of problems that racial and ethnic groups have confronted in the U.S., including immigration. Analysis will include an overview of the social movements that have emerged to confront forms of oppression and discrimination.

SOC 440 Women and Development (3)
Historical and contemporary analysis of women in the development and underdevelopment of the world political economy.

SOC 450 Latin American Society (3)
Analysis of current social issues in Latin America. Topics include economic restructuring, state transformation, gender and family relations.

SOC 460 Feminist Theory (3)
Provides an introduction to major themes of feminist thought. A wide range of representative works of theorists from the first- and second-wave feminist movements will be included.

SOC 465 Introduction to LGBTQ Studies (3)
Introduction to contemporary lesbian, gay, bisexual and transgender issues. Examines the history, culture, social mobility, as well as institutionalized discrimination and eventual acceptance of civil equality. Readings, media and guest presenters from the national and regional LGBT movement will highlight diverse perspectives on liberty, visibility and acceptance. Covers issues of gender, sexuality, coming out, history religion/fate, queer/transgender diversity, intersectionality of identity, media, legal cases and rights.

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. Prerequisites: SOC 223 and 224

SOC 472 Contemporary Sociological Theory (3)
Study of significant sociological theories and concepts from the early 20th century to the present. Prerequisite: SOC 223, 224 and 471

SOC 492 Senior Seminar I (3)
A research-oriented seminar.

SOC 493 Senior Seminar II (3)
A research-oriented seminar.

SOC 494 Senior Seminar III (3)
A research-oriented seminar.

SOC 507 Seminar in Social Policy (3)
A topical seminar on current issues in social policy. Special attention will be given to readings and discussion that focuses on social problems and policy evaluation.

SOC 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.

SPANISH (B.A. ONLY)
SPAN 101 First Year Spanish I (4)
Fast-paced introduction to the four communication skills: listening, speaking, reading and writing. Basic Spanish grammar, simple tense conjugations and vocabulary. Proficiency developed through activities within the contexts of the Hispanic cultures of Latin America and Spain. Conducted in Spanish.

SPAN 102 First Year Spanish II (4)
Accelerated development of the four skills with essential Spanish grammar, simple conjugations and further vocabulary. Develop writing skills through compositions and learn to apply concepts within a variety of social and cultural contexts. Prerequisite: SPAN 101 or equivalent or consent of instructor

SPAN 103 First Year Spanish III (4)
Builds on Spanish 101/102 skills, with further instruction in grammar, vocabulary, pronunciation and conversation and deeper study of Hispanic culture. Emphasis on contrast of preterite/imperfect tenses, commands and overview of the subjunctive mood. Prerequisite: SPAN 102 or equivalent or consent of instructor

SPAN 115 Beginning Spanish Conversation (1)
Weekly one-hour conversation section offers students intensive practice in speaking and listening and aligns with the development of vocabulary and skills in the First-Year Spanish sequence.

SPAN 199 Special Studies (1-15)
Terms and hours to be arranged. Course may be repeated for up to 15 credits if content is different.

SPAN 201 Second Year Spanish I (4)
Improve ability to speak, listen to, read and write Spanish, with new material and review of first year. Special attention placed on mastery of Spanish verbal system and increased vocabulary and fluency through practice. Prerequisite: SPAN 103 or consent of instructor. Recommended SPAN 115

SPAN 202 Second Year Spanish II (4)
Reinforce prior material, including vocabulary, verb conjugation and question formation and new material, allowing students to increase their knowledge and fluency through opportunities to speak, listen to and understand, read and write Spanish. Prerequisite: SPAN 201 or consent of instructor. Recommended SPAN 215
SPAN 203 Second Year Spanish III (4)
Consolidate and improve abilities to communicate orally and using the written word, continuing study of the language, cultures and literatures of the Spanish-speaking world. Prerequisite: SPAN 202 or consent of instructor. Recommended SPAN 215

SPAN 215 Intermediate Spanish Conversation (1)
Emphasizes oral proficiency through guided conversation, realistic scenarios, vocabulary building and free discussion. Content aligns with the Second Year Spanish sequence. Prerequisite: SPAN 103 or higher

SPAN 299 Special Studies in Language (1-15)
Terms and hours to be arranged. Course may be repeated for up to 15 credits if content is different.

SPAN 301 Third Year Spanish I (4)
Emphasis on in-depth review of Spanish skills acquired in the first two years of study, making sure the students master these skills through reading of original texts, oral practice, listening exercises and composition writing. Conducted in Spanish. Prerequisite: SPAN 203 or equivalent or consent of instructor

SPAN 302 Third Year Spanish II (4)
Continues the in-depth review, focusing further on intensive practice of the four skills: reading of original texts, oral practice, listening experiences and original writing. Prerequisite: SPAN 301 or SPAN 317

SPAN 303 Third Year Spanish III (4)
Finishes preparing students so that they master Spanish and its nuances, to succeed in higher-level academic study and professional communication. Intensive practice of the four skills: reading of original texts, oral/aural exercises and writing. Prerequisite: SPAN 302 or 318

SPAN 309 Service-Learning in Spanish (1-4)
Students learn about Hispanic cultures and improve Spanish-speaking skills they have acquired in a classroom setting while volunteering in community partner schools and agencies, helping with school activities and academic tutoring. Prerequisite: SPAN 203 or consent of instructor

SPAN 311 Spanish for Bilingual Teachers I (4)
Intensive review of academic Spanish grammar and syntax through pedagogical practices useful for prospective teachers. Provides practical knowledge of the different strengths and challenges, both linguistic and cultural, of heritage and non-heritage Spanish speakers. Prerequisite: SPAN 203 or equivalent or consent of instructor

SPAN 312 Spanish for Bilingual Teachers II (4)
Intensive practice of academic Spanish grammar and syntax through pedagogical practices useful for prospective dual-language teachers. Provides in-class opportunities to teach all content areas in Spanish. Prerequisite: SPAN 203 or equivalent or consent of instructor

SPAN 315 Advanced Spanish Conversation (2)
Primarily for non-native speakers who wish to improve Spanish comprehension and speaking abilities. Focuses on speaking and listening activities to develop competence needed for effective communication in academic and professional settings. May be repeated for a maximum of 6 credits. Prerequisite: SPAN 203 or higher

SPAN 317 Intermediate Spanish for Bilingual/Heritage Speakers I (4)
Intensive review of grammar and composition for bilingual/heritage Spanish speakers to enable them to engage in communication in an accurate, effective and informed manner within a variety of sociocultural situations. Prerequisite: SPAN 203 or equivalent or consent of instructor

SPAN 318 Intermediate Spanish for Bilingual/Heritage Speakers II (4)
Focus on improving speaking, listening, reading and writing skills in Spanish; build vocabulary, learn advanced grammatical rules and terminology of Spanish grammar and gain a deeper understanding of Hispanic cultures. Prerequisite: SPAN 317 or SPAN 301

SPAN 319 Intermediate Spanish for Bilingual/Heritage Speakers III (4)
Hone language skills through reading modern texts, discussion of major ideas, vocabulary expansion and writing essays. Analytical review of literary genres. Prepares students to communicate within a variety of situations. Prerequisite: SPAN 318 or SPAN 302

SPAN 320 Business Spanish (4)
Introduction to the Spanish business world, with focus on relevant communication and language skills for the global marketplace using essential business etiquette, vocabulary and communication models. Conducted in Spanish. Prerequisite: SPAN 301 or SPAN 317

SPAN 321 Spanish for Health Care Professionals (4)
Develop skills in correct medical terminology and explaining tests, procedures, diagnosis and prognosis in a culturally appropriate way. Prerequisite: SPAN 203 or consent of instructor

SPAN 328 Introduction to Latino/Chicano Literature (4)
Survey of Latino literature from the 16th century to the present. Students will read and analyze texts in Spanish and English. Prerequisite: SPAN 203

SPAN 335 Contemporary Hispanic Societies Through Film (4)
Students will analyze issues represented in films produced in Spanish-speaking countries in the past 50 years, along with critical readings about historical events and current issues in those societies. Students will study film representations of dictatorships, war and violence, women’s roles and chauvinism (“el machismo”), immigration and racism and the changing family. Will examine how and why film genre and aesthetics facilitate the representation of those themes. Prerequisite: one 300-level Spanish course or consent of instructor

SPAN 338 Hispanic Culture and Civilization: Spain (4)
A cultural survey of Spain, including geography, history, politics, economics, religion and contemporary civilization. Conducted in Spanish. Prerequisite: SPAN 203

SPAN 339 Hispanic Culture and Civilization: Latin America (4)
A cultural survey of Latin America, including geography, history, politics, economics, sociolinguistics and religion. Conducted in Spanish. Prerequisite: SPAN 203

SPAN 340 Hispanic Culture and Civilization: Mexico (4)
A cultural survey of Mexico from the pre-Hispanic times to present; including literature, geography, history, politics, economics, sociolinguistics and religion. Conducted in Spanish. Prerequisite: SPAN 203

SPAN 342 Introduction to Latino/Chicano Culture (4)
A cultural survey of the Chican/o/a presence in the Southwest, including art, geography, history, folklore, politics and current trends in the contemporary period. Students will read and analyze texts in Spanish and English. Prerequisite: SPAN 203

SPAN 345 Migration and Borders in the Hispanic World (4)
Engages students with the experiences of migrants in the Hispanic world. Compares migration and borders in Spain as well as the United States. Topics will include experiences of migrant children, racism, the international drug trade, assimilation (or rejection) of Muslims in Spain. Prerequisite: SPAN 203 or consent of instructor

SPAN 350 Spanish Pronunciation and Phonetics (4)
Study of the sound system of Spanish, with individual attention to each student's difficulties. Prerequisite: SPAN 302

SPAN 360 Introduction to Hispanic Literatures (4)
Foundation for future literary study. Students will read and analyze short fiction, poetry, essay and drama, written by authors from diverse regions of the Spanish-speaking world, including Latin America, Spain and the United States. Conducted in Spanish. Prerequisite: SPAN 203 or consent of instructor

SPAN 370 Survey of Peninsular Spanish Literature (4)
Survey of the literature of Spain from the Middle Ages to the 20th Century. Study of texts will be organized around broad themes to facilitate understanding and class discussion. Themes include religious and cultural conflict, deceit and self-deception,
SPANISH

revolution and freedom, the supernatural or uncanny and the impact of the Spanish Civil War. Conducted in Spanish. Prerequisite: SPAN 203 or consent of instructor

SPAN 371 Introduction to Latin American Literature (4)
Overview of major currents and influential voices of Latin American literature from the pre-Columbian period to the present through reading and analysis of representative literary selections. Prerequisite: SPAN 203 or consent of instructor. Highly recommended: SPAN 303 or 319 and ENG 218

SPAN 379 Introduction to Spanish Linguistics (4)
Introduction to basic concepts and analytical techniques of linguistics, applied specifically to the Spanish language. Will cover phonology, morphology, syntax and semantics; also issues in applied linguistics, language acquisition, literacy and dialect diversity within the Spanish-speaking world. Prerequisite: SPAN 303 or 319 or consent of instructor. Highly recommended: LING 210

SPAN 380 Applied Linguistics: Spanish (4)
Application of linguistic science in the foreign language classroom. Emphasis on comparing and contrasting sound systems and the grammars of English and Spanish. Prerequisite: SPAN 303 or 319. Recommended: SPAN 350

SPAN 399 Special Studies (1-12)
Course may be repeated for up to 12 credits if content is different.

SPAN 401 Advanced Spanish Composition (4)
Develops students’ professional and academic writing skills, aided by review of advanced grammar constructions and idioms, with a basic cultural and historical understanding of the Spanish-speaking world. Prerequisite: SPAN 303 or 319 or equivalent or consent of instructor

SPAN 404 Creative Writing in Spanish (4)
Advanced work in creative writing in Spanish with emphasis on revision and completion of extended pieces. Prerequisite: SPAN 303 or 319 or consent of instructor

SPAN 405 Reading and Conference (1-6)
Topics and hours to be arranged.

SPAN 407 Seminar (1-12)
Topics and hours to be arranged. Course may be repeated for up to 12 credits if content is different.

SPAN 409 Spanish Practicum (4)
Off-campus writing experience for Spanish majors. Provides students with the opportunity of applying their writing skills in actual business, technical or professional situations. Prerequisite: SPAN 303 or 319

SPAN 411/511 Topics in Medieval Spanish Literature (4)
Study of special issues and topics in Medieval Spanish literature and culture. Specific focus will be identified in online course listing. May be taken twice if content is not repeated. Conducted in Spanish. Prerequisite: SPAN 303 or 319 or consent of instructor. Highly recommended: SPAN 360 and SPAN 370 or SPAN 371

SPAN 412 Topics in Golden Age Spanish Literature (4)
Study of special issues and topics in Spanish literature and culture of the Golden Age. Specific focus will be identified in online course listing. May be taken twice if content is not repeated. Conducted in Spanish. Prerequisite: SPAN 303 or 319 or consent of instructor. Highly recommended: SPAN 360 and SPAN 370 or SPAN 371

SPAN 413 Don Quijote (4)
Close reading of Miguel de Cervantes’ undisputed literary masterpiece of Hispanic literature: Don Quijote. Emphasis on the novel’s historical and literary contexts and major readings and interpretations it has elicited. Prerequisite: SPAN 303 or 319 or consent of instructor

SPAN 414 Topics in Spanish Literature 18th and 19th Century (4)
Study of special issues and topics in Spanish literature and culture of the 18th and 19th centuries. Specific focus will be identified in online course listing. May be taken twice if content is not repeated. Conducted in Spanish. Prerequisite: SPAN 303 or 319 or consent of instructor. Highly recommended: SPAN 360 and SPAN 370 or SPAN 371

SPAN 415/515 Topics in Contemporary Spanish Literature (4)
Features a selection of texts from contemporary Spain (20th and 21st Century) taught in a cultural and historical context. Conducted in Spanish. Prerequisite: SPAN 303 or 319 or equivalent or consent of instructor. Highly recommended: SPAN 360 and SPAN 370

SPAN 416/516 Language Teaching Practicum (4)
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. Prerequisite: SPAN 303 or 319 or equivalent or consent of instructor

SPAN 417 Hispanic Poetry (4)
Introduction to poetry written in Spanish. Will study some of the most representative poetic works written in the Spanish language from the Middle Ages to the beginning of the 21st century. Text analysis is based on close reading of the texts, a short biographical study of their authors as well as a careful contextualization of the time and space where they were produced. Prerequisite: SPAN 303 or 319 or consent of instructor

SPAN 441/541 Topics in Latin American Colonial Literature (4)
In-depth study of selected texts, writings and themes written in or about colonial Latin America starting from Columbus’ arrival to the Antilles in 1492 to the beginnings of Spanish American independence movements at the dawn of the 19th century. Prerequisite: SPAN 303 or 319 or consent of instructor

SPAN 442/542 Topics in 19th Century Latin American Literature (4)
In-depth study of literary works written in Latin America during the 19th Century. Special attention will be given to texts written during the wars of independence and during the formation of the new republics, as well as to literary movements including Romanticism, Realism and Naturalism. Prerequisite: SPAN 303 or 319 or consent of instructor. Highly recommended: SPAN 371

SPAN 443 Topics in Contemporary Latin American Literature (4)
In-depth analysis of selections from contemporary Latin America (20th and 21st century), taught in a cultural and historical context. Conducted in Spanish. Prerequisite: SPAN 303 or 319 or equivalent or consent of instructor. Highly recommended: SPAN 360 and SPAN 370

SPAN 445/545 Hispanic Women Writers (4)
An in-depth study of literary works of various genres written by Spanish and Latin American women. Specific focus on the artistic response of each writer toward cultural and social challenges facing Hispanic women. May be taken twice if subject content is not repeated. Conducted in Spanish. Prerequisite: SPAN 303 or 319 or consent of instructor. Highly recommended: SPAN 360 and SPAN 370

SPAN 480 History of the Spanish Language (4)
A survey of the linguistic development of the Spanish language from Latin to Old Spanish to Modern Spanish. Conducted in Spanish. Prerequisite: SPAN 303 and 350

SPAN 481/581 Spanish Sociolinguistics (4)
Explores the interrelationship of language and society, with reference to the Spanish-speaking world. Studies how socio-economic, political and anthropological factors such as race, social class, gender, age and identity influence linguistic forms. Prerequisite: SPAN 350 or consent of instructor

SPAN 482/582 Topics in Spanish Linguistics (4)
Alternates different topics in Spanish linguistics, such as modern peninsular Spanish dialectology, modern Spanish-American dialectology, bilingualism, applied linguistics or sociolinguistics. May be repeated for credit when topic changes. Prerequisite: SPAN 350 or consent of instructor

SPAN 483/583 Spanish in the United States (4)
Develops critical and linguistic awareness about the relationship between language, individual and society, in the context of the use of Spanish in the
United States, emphasis on historical migration patterns and settlements, characteristics of Spanish in contact with English. Prerequisite: SPAN 350 or consent of instructor

SPAN 485/585 Introduction to Translation and Interpreting (4)
Course combines an introduction to theories in translation and interpreting with exercises and hands-on activities that will teach the student the basic skills necessary to effectively translate and interpret. Students taking the course must be proficient in both English and Spanish. Prerequisite: SPAN 303 or SPAN 319

SPAN 486 Spanish Translation Practicum (4)
Applying language translation techniques. Development of the basic techniques needed for translation and interpretation. Practice given to both translating into and from the native language (English/Spanish). Emphasis will be placed on command of appropriate professional lexicon and awareness of the relationship between language and culture. Prerequisite: SPAN 485 or consent of instructor

SPAN 490/590 Studies in Spanish Literature (4)
An in-depth study of a significant Spanish literary figure or topic, as identified in each year’s online course schedule. May be taken twice if subject content is not repeated. Conducted in Spanish. Prerequisite: SPAN 303 or 319 or consent of instructor. Highly recommended: SPAN 360 and SPAN 370 or SPAN 371

SPAN 491 Studies in Latin American Literature (4)
Study of a significant Latin American literary figure or topic, as identified in each year’s online course schedule. May be taken twice if subject content is not repeated. Conducted in Spanish. Prerequisite: SPAN 303 or 319 or consent of instructor. Highly recommended: SPAN 360 and SPAN 370 or SPAN 371

SPAN 492 Senior Capstone Project (1)
Culminating experience in which students reflect upon and integrate aspects of their entire undergraduate study. Through a writing project, an oral presentation and an exit interview, students demonstrate their achievement of the program’s learning outcomes.

SPAN 499 Special Studies in Language, Culture and Literature (1-12)
Terms and hours to be arranged.

SPAN 606 Special Individual Studies (1-9)
Terms and hours to be arranged. Provides graduate students with the opportunity to study a special or individual area of interest under the guidance of a designated faculty member. Prerequisite: consent of instructor

SPECIAL EDUCATION

SPED 104 ASL Enhancement for Experienced Signers (3)
Intensive ASL course for working interpreters focusing on receptive and expressive development in the use of ASL, including sentence types, advanced vocabulary, grammatical structures, non-manual grammatical markers, conversational behaviors and cultural appropriateness. Prerequisite: by application only

SPED 105 ASL Enhancement for Fluent Signers (3)
Intensive ASL course for working interpreters focusing on development of advanced ASL communication skills, including complex sentence types, inflection and registers. Emphasis on grammatical sophistication and production fluency. Includes cultural values and beliefs that impact communication and appropriate bilingual/bicultural interaction. Prerequisite: by application only

SPED 200 Careers in Human Services (3)
Survey of career opportunities in special education and rehabilitation. Content will include examination of educational programs and rehabilitation services that support individuals having disabilities. A special focus will be the various roles of persons employed in special education and rehabilitation.

SPED 206 Introduction to the Process of Interpreting (3)
Introduces students to the profession and process of interpreting. Includes historical and contemporary perspectives of interpreting and bilingual/bicultural interpreting and strategies to accurately receive, analyze, understand, compose and produce interpreted messages. Prerequisite: by application only

SPED 207 Introduction to the Professional Aspects of Interpreting (3)
Introduces ethics and professional practices of interpreting, group theory, legal aspects, problem-solving, conflict resolution and educational theory, child placement procedure and a collaborative approach to service delivery in educational settings. Prerequisite: by application only

SPED 221 Interpreting Practice I (3)
Introduction to production aspects of interpretation. Introduces pre-interpreting exercises, group translations of ASL and English texts and consecutively-interpreted dialogues and monologues. Students are introduced to team interpreting. Prerequisite: by application only

SPED 222 Interpreting Practice II (3)
Production aspects of spontaneous interpreting/transliterating. Students incorporate linguistic and functional analyses into consecutive and simultaneous interpretations/transliterations. Students are introduced to relay and oral interpreting. Prerequisite: by application only

SPED 250 Introduction to Comparative Linguistics (3)
Comparative/contrastive approach to the study of English and ASL. Focus on grammatically-acceptable ASL productions. Students will be introduced to the linguistic and culturally-based communication issues that influence the interpreting process. Prerequisite: by application only

SPED 257 Introduction to Discourse Analysis (3)
Specialized discourse and vocabulary of specific content areas appearing in educational settings, including mathematics, science and computers. Prerequisite: by application only

SPED 261 Preparation for Mentorship (2)
Provides skills and knowledge and resources for less experienced or entry-level interpreters to become mentors. Focuses on theoretical models of mentorship and interpretation. Prerequisite: by application only

SPED 262 Preparation for Mentorship II (2)
Second course of three, prepares experienced interpreters with skills and knowledge to become mentors and resources for less experienced or entry-level interpreters. Prerequisite: by application only

SPED 263 Preparation for Mentorship III (2)
Prepares experienced interpreters with skills and knowledge to become mentors and resources for less experienced or entry-level interpreters. Third course in a series of three, traces history of ASL and English use in educational settings. Prerequisite: by application only

SPED 270 Educational Interpreting: Classroom Theory and Techniques I (3)
Prepares instructional aides to serve hearing impaired students in both mainstreamed and residential settings. First of a two-term sequence covering adaptation of environmental conditions and classroom activities for students experiencing communication and language related challenges due to a hearing loss. Prerequisite: admission to Educational Interpreting program or consent of instructor

SPED 271 Educational Interpreting Skills I (3)
Introduces specialized techniques of application to interpreting within the educational setting. Prerequisite: admission to Educational Interpreting program or consent of instructor

SPED 275 Educational Interpreting: Classroom Theory and Techniques II (3)
Prepares instructional aides to serve hearing impaired students in both mainstreamed and residential settings. Second of a two-term sequence covering adaptation of content-related classroom activities and materials and basic tutoring and classroom management techniques. Prerequisite: SPED 270

SPED 281 Teaching American Sign Language (2)
Introduction to linguistic features of ASL as a base for second language instruction. Students study ASL on the levels of phonology, morphology, syntax, semantics and discourse. Includes a comparison of visual-gestural and vocal-auditory languages and the implications for teaching ASL to hearing students. Prerequisite: by application only
SPED 282 Teaching American Sign Language II (2)
Second in a series of three, focuses on theories of second language acquisition, the relationship of language to culture, strategies for second language instruction and current approaches to ASL teaching. Prerequisite: by application only

SPED 283 Teaching American Sign Language III (2)
Third in a series of three, focuses on the functions of assessment and evaluation principles in language learning. Students will investigate use and factors involved in designing assessment instruments, current approaches to language assessment, available instruments for the assessment of ASL skills and diagnostic strategies to guide students toward more effective language learning. Prerequisite: by application only

SPED 401/501 ASD Practicum: Evidence-Based Teaching Methods and Strategies (1)
Field experience designed to follow completion of SPED 487/587. Students will demonstrate ability to apply teaching strategies. Students receive training in the prescribed teaching methods and demonstrate basic competency in the application of methods. Eligible for the RP grade option. Prerequisite: SPED 487/587 and consent of instructor

SPED 402/502 ASD Practicum: Supporting Students with High Functioning Autism and Asperger Disorder (1)
Implementation of strategies learned in SPED 488/588. Strategies will be implemented with a student or with a small group of students with high functioning autism and/or Asperger Disorder. Students will complete a minimum of 30 total hours in an educational setting with students. Eligible for the RP grade option. Prerequisite: SPED 488/588 and consent of instructor

SPED 403/503 ASD Practicum: Middle School/High School/Transition and Community-Based Instruction (1)
Students will demonstrate a) the ability to apply visual behavior support strategies and approaches, b) to assess and support secondary and transition age students in vocational settings, c) to use the FACTER Secondary Level curriculum with secondary and transition age students. Students will complete a minimum of 30 hours in an educational setting for students with Autism Spectrum Disorders (ASD). Eligible for the RP grade option. Prerequisite: SPED 489/589 and consent of instructor

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. Course may be repeated for up to 15 credits if content is different. Eligible for the RP grade option. Prerequisite: consent of instructor

SPED 407/507 Seminar: Special Education (1-3)
Terms and hours to be arranged. Course may be repeated for up to 3 credits if content is different.

SPED 408 Workshop (1-15)
Terms and hours to be arranged. Course may be repeated for up to 15 credits if content is different.

SPED 409/509 Practicum (1-3)
Training. Course may be repeated for up to 3 credits if content is different. Eligible for the RP grade option. Prerequisite: consent of instructor

SPED 412 Laboratory Experience (1-6)
Practicum to acquaint pre-service and practicing 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 six hours.

SPED 417/517 Inclusive Practices in Education (3)
For students who are completing a minor in special education and/or those who may plan to enter a special education program at the graduate level. Includes the history of general and special education in North America.

SPED 418/518 Survey of Special Education (3)
Survey of models, theories and philosophies that form the basis for special education practice. An overview of the aspects of disabilities including legal, social and educational issues in the provision of education and related services from early intervention through transition to adulthood.

SPED 447/547 Partnerships in Special Education (3)
Examines family systems and the unique challenges and concerns faced by parents of children having disabilities. Family rights and effective advocacy are presented. Strategies for communicating and collaborating with parents, family members and other professionals are presented. Prerequisite: SPED 418/518 or consent of instructor

SPED 486/586 ASD: Foundations and Strategies (3)
Current knowledge and practices in the education of children and youth with Autism Spectrum Disorders (ASD) will be presented. Systems of identifying and prioritizing educational goals, curriculum design, instructional strategies and communication techniques will be reviewed. Social integration and family involvement will also be addressed.

SPED 487/587 ASD: Evidence-Based Teaching Methods and Strategies (3)
Research-based teaching methods for students with Autism Spectrum Disorders (ASD) will be presented, including Discrete Trial, Pivotal Response Training, Structured Teaching and Picture Exchange Communication System (PECS). Practical application of these methods in the context of behavior management, cognitive development and daily living skills will also be discussed. Prerequisite: SPED 486/586 or concurrent enrollment or consent of instructor

SPED 488/588 ASD: Supporting Students with High Functioning Autism and Asperger Disorder (3)
Identifying and supporting the needs of students with High Functioning Autism/Asperger Disorder in young children through high school. Students will use functional behavioral assessments and develop positive behavioral approaches; will learn about the social impact, review curriculum and research regarding evidence based practices for teaching social cognition and strategies for teaching social skills. Prerequisite: SPED 487/587

SPED 489/589 ASD: MS/HS/Transition and Community-Based Instruction (3)
Provides students with information transition-related activities, curriculum and teaching strategies for students who experience Autism Spectrum Disorder in middle/high/post-high programs. Participants will be able to identify, describe and implement educational strategies aimed at helping students to achieve success in community-based settings and a variety of daily routines. Prerequisite: SPED 488/588

SPED 490/590 ASD: Eligibility, Assessment and Effective Consultation (3)
Prepares the participant to better understand the educational evaluation and eligibility process for identifying children and students with Autism Spectrum Disorders (ASD). Review of a variety of assessments and evaluation tools used for identification of Autism Spectrum Disorders. Prerequisite: SPED 489/589

SPED 603 Thesis or Field Study (3-9)
Eligible for the RP grade option. Prerequisite: consent of instructor

SPED 604 ASD Practicum: Assessment, Eligibility and Effective Consultation (2)
Designed to meet selected TSPC Specialization Autism Spectrum Disorder (ASD) standards and competencies. Candidates demonstrate competency in the application of instructional strategies learned in class, including understanding of the evaluation process by assisting in the completion of the required components for the assessment for the identification of an individual with ASD; training and coaching skills. Candidates will complete a minimum of 60 total hours in an educational setting with student/adult learners. Eligible for the RP grade option. Prerequisite: SPED 590 and consent of instructor

SPED 607 Seminar (1-3)

SPED 608 Workshop (1-9)
Terms and hours to be arranged.
COURSE DESCRIPTIONS

SPED 609 Practicum: Field Experience (1-9)
Eligible for the RP grade option. Prerequisite: consent of instructor/adviser/chair

SPED 610 Internship (2-12)
Supervised work experience with professional level responsibilities in public school, community college or higher education. On-site supervision by appropriately trained and certified professionals. Supplementary conferences, reading and reports. Eligible for the RP grade option. Prerequisites: consent of instructor/adviser/chair

SPED 616 Evaluating Special Education Research (3)
Prepare special educators for graduate coursework, portfolio, thesis/project, comprehensive exams, Praxis exams and for practicing evidence-based practice as a teacher. Prepares students to be informed consumers of research rather than conducting research themselves and prepares teachers to apply research principles to their practice as teachers.

SPED 620 Content Reading and Instructional Planning (3)
Designed for students who are preparing to teach students with learning problems. Content will include instructional planning theory and application and best practices theory and strategies for teaching written expression, spelling and content reading. Prerequisite: SPED 418/518 or concurrent enrollment or consent of instructor

SPED 622 Reading Remediation (3)
Remedial techniques and strategies in the language arts, particularly reading (decoding skills, word recognition, fluency, comprehension) and written expression (planning, organizing, outlining, sentence and paragraph writing, spelling and proofreading skills), monitoring student progress and making decisions about instruction and curriculum for students with learning problems. Prerequisite: SPED 418/518 or concurrent enrollment or consent of instructor

SPED 623 Behavior Support (3)
Examines literature and practice in planning and implementing school-wide systems of positive support for K-12 students. Emphasis on effective behavior management strategies for assisting students with special educational needs. Prerequisite: SPED 418/518 or concurrent enrollment or consent of instructor

SPED 625 Assessment for Instruction (3)
Basic assessment theory, assessment planning, criterion-referenced testing, curriculum-based assessment, formative and summative assessment, data collection and display and use of assessment data for instructional decision-making. Prerequisite: SPED 622 or concurrent enrollment or consent of instructor

SPED 628 Mathematics Remediation (3)
Techniques and strategies to remediate deficits in mathematics and content areas, study skills, accommodating students with special educational needs in the general education classroom. Prerequisites: SPED 625 or concurrent enrollment, passing grade on program mathematics proficiency test or consent of instructor

SPED 634 Medical Aspects & Low Incidence Methods (3)
Physical and medical aspects of major disabilities will be presented. Prepares students to use a variety of assessment and instructional strategies with students who have moderate to severe disabilities. Prerequisites: SPED 418/518 or consent of instructor

SPED 636 Managing Communication Systems (3)
Design and implementation of communication systems for individuals with severe disabilities: oral and non-oral techniques. Focusing on design and implementation and technical skills necessary for assessment, program design, intervention strategies and data systems. Prerequisites: SPED 671 or concurrent enrollment or consent of instructor

SPED 639 Final Supervised Field Experience (3-9)
Full-time placement for one term in either an early intervention, elementary, middle or high school setting. Under the direction of a mentor teacher and a WOU supervisor, the student assumes responsibility for the learning activities of children with disabilities. Eligible for the RP grade option. Prerequisites: consent of instructor/adviser/chair.

SPED 642 Standardized Assessment (3)
Provides instruction in the selection, administration and scoring of appropriate standardized assessment tools for children with learning problems. Course addresses the use of standardized assessment for determining special education eligibility and for developing IEPs. Prerequisite: SPED 625 or consent of instructor

SPED 644 Law and Special Education (3)
Examines the complex Web of federal and state laws governing special education. Students learn to apply relevant legal principles to hypothetical situations typical of those that occur in schools. Prerequisite: completion of at least 30 credits in M.S. program or consent of instructor

SPED 646 Law and Special Education (3)
Examines the complex Web of federal and state laws governing special education. Students learn to apply relevant legal principles to hypothetical situations typical of those that occur in schools. Prerequisite: completion of at least 30 credits in M.S. program or consent of instructor

SPED 671 Foundations of Early Intervention/Early Childhood Special Education (Birth-8 yr) (3)
Introduction to services for infants, toddlers and young children (birth-8 years) with disabilities or at risk and their families. Historical, philosophical and legal foundations of services in early childhood. Emphasis on family systems theory, Individualized Family Service Plans, family-focused intervention, multicultural environments and poverty. Prerequisite: SPED 418/518 or concurrent enrollment or consent of instructor

SPED 672 Transition and Self-Determination (3)
Focuses on the transition of students with disabilities from high school to adult life. Emphasizes on best practices related to transition planning and self-determination. Prerequisites: SPED 418/518 or RC 620 or consent of instructor

SPED 677 Collaborative Services in Early Intervention/Early Childhood Special Education (Birth-8 yr) (3)
Strategies for infant and child assessment to determine eligibility for EI/ECSE; plan, implement and monitor services, including development of Individual Family Service Plans, Individual Education Plans and Transition plans. Strategies for designing instruction in early childhood settings (3-8 years), program evaluation and collaborative partnerships are discussed and practiced. Prerequisites: SPED 418/518 and SPED 671 or consent of instructor

SPED 682 Contemporary Issues in Special Education (2)
Introduction to policy analysis in special education. Students explore, analyze and synthesize available knowledge and research on a wide range of perplexing or controversial issues relating to disability. Prerequisites: completion of all SPED courses and ED 632, ED 611 or PSY 620/621 or consent of instructor

SPED 684 Emotional and Behavioral Disabilities (3)
Theory and application of techniques for managing the classroom environment and behavior problems of students with disabilities, particularly students with more severe emotional and behavioral disabilities (E/BD). Prerequisite: SPED 623 or consent of instructor

SPED 690 Intelligence Testing and Reporting (3)
Training for administering and scoring individual intelligence scales and initial aspects of test interpretation and reporting. Social, cultural, socioeconomic and affective factors that can influence test results will be discussed along with the decision-making process regarding appropriateness of testing and test use. Prerequisite: SPED 642 or consent of instructor

THEATRE ARTS

TA 110 Introduction to the Theatre Arts (3)
An introductory study of the theatre arts including theatre history, play analysis and production.

TA 112 Introduction to Film (3)
Introductory study of the history and process by which films are made, including general history, production planning, process and a basic understanding of the components that are synthesized to produce films.

TA 115 Introduction to Scenic Arts (4)
Lecture, reading, discussion and projects in the basic principles of scenecraft, the process of creating environments in which theatrical performances occur.

TA 165 Production Dynamics (3)
Introduces all the elements involved in modern theatre production. Concerned with acquainting
majors with the opportunities, expectations and requirements within the theatre program. Required for all freshman theatre majors.

TA 166 Text Analysis (3)  
Concentration in the process of reading, understanding, analyzing and interpreting play texts for production. Required for all freshman theatre majors.

TA 167 Play Reading (3)  
Students apply critical and analytical methods learned in TA 165 and TA 166 to analyze classic and modern dramatic literature. Required for all freshman theatre majors.

TA 199 Special Studies (1-16)  
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

TA 205 Stage Speech I (2)  
Exploration of the essential components of voice and speech. Detailed concentration on the types of sounds in spoken English, the International Phonetic Alphabet and mastering standard American stage speech.

TA 220 Production Participation (0)  
Production participation for theatre majors and minors. Available P/INC only. May be repeated for credit.

TA 244 Technical Theatre: Scenecraft (2)  
Lecture, demonstration and studio practice in the basic principles and process of theatrical scenecraft.

TA 245 Technical Theatre: Lighting (2)  
Lecture, reading and discussion in the basic principles and process of theatrical lighting, with suitable opportunity for practical application.

TA 246 Technical Theatre: Costuming (2)  
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 (2)  
Lecture, reading and discussion in the basic principles and process of theatrical sound, with suitable opportunity for practical applications.

TA 251 Elements of Acting (3)  
For non-majors and non-performance theatre majors. Exploration of the modern acting technique with a concentration of the basic elements of acting.

TA 252 Technical Theatre: Makeup (3)  
Basic principles and processes of theatrical makeup, including demonstrations and daily practice.

TA 253 Production Workshop (1-3)  
Provides students with lower division credit for participating in acting or technical work for the theatre program. May be repeated for credit. Prerequisite: consent of instructor

TA 255 Movement I (2)  
Introduction to the principles of movement for the stage with a focus on developing dexterity, strength and coordination. Prerequisite: acceptance to the BFA Acting Training Program or consent of instructor

TA 261 Movement II (2)  
In-depth, practical study of advanced movement techniques for actors. Actors will explore character development from a physical level and apply all of the above in performance. Prerequisite: acceptance to the BFA Acting Training Program or consent of instructor

TA 265 Acting I (4)  
A rigorous study of modern acting technique that explores the basic tools of the actor and introduces the fundamentals of the Stanislavsky system.

TA 271 Acting II (4)  
An in-depth development of theories learned in TA 265 and explored through rigorous scene and monologue work. Prerequisite: acceptance to the BFA Acting Training Program or consent of instructor

TA 290 Voice I (2)  
Introduction to the principles of Fitzmaurice Voicework with an emphasis on destructuring the breathing process.

TA 305 Stage Speech II: Dialects (3)  
Students apply theories learned in TA 205 to mastering European and American stage dialects. Prerequisite: acceptance to the BFA Acting Training Program or consent of instructor

TA 308 History of Fashion (4)  
A course in the development of fashion from earliest times to the present with an emphasis on Western world culture.

TA 315 Musical Theatre Studio I (4)  
An introduction to musical theatre performance with emphasis on musical theatre acting techniques, score-reading and text analysis.

TA 320 Dramaturgy (3)  
An exploration of the role of the production dramaturgy, including research skills, the dramaturgy's relationship with other members of the creative team and special emphasis on theatre-specific dramaturgical writing.

TA 321 Performance Art (3)  
Introduction to the field of performance art, through an examination of the history and practitioners of performance art and the practical creation and development of a performance art piece.

TA 328 Stage Combat Studio (2)  
History and practical application of stage combat as regulated by the Society of American Fight Directors (SAFD). The focus is threefold: foremost is safety, followed by technical proficiency and emotional investment in the acting of stage violence. Each term course will focus on one of the weapon styles recognized by the SAFD. Course may be repeated for credit.

TA 330 Script Writing (4)  
Concentrates on the basic skills of writing scripts for the theatre: plotting, character development, form and structure.

TA 334 Stage Management (4)  
Basic principles and procedures of stage management. This course is strongly suggested for all students desiring to stage manage departmental productions.

TA 336 Stage Properties (4)  
Principles and techniques of stage properties design and production. Includes script analysis, construction techniques and organizational strategies.

TA 338 History of Architecture and Decor (4)  
A study of architecture, furniture and decorative arts from early Greek to modern, focusing on the eras that most commonly influence theatrical production styles.

TA 343 Costume Design (4)  
Basic principles and studio practice in costume design.

TA 344 Costume Crafts (4)  
Concentrates on special materials and techniques used in the costume shop, including mold-making/casting, thermoplastics, dyes, paints and printing.

TA 345 Scenic Painting I (4)  
Basic principles and studio practice in scene painting.

TA 346 Scenic Design (4)  
Basic principles and studio practice in scene design. Prerequisite: TA 244 or consent of instructor

TA 348 Lighting Design (4)  
Basic principles and studio practice in lighting design. Prerequisite: TA 245 or consent of instructor

TA 349 Scenic Design Studio (3)  
Advanced studio course dealing with design analysis, composition and drawing/rendering techniques. Prerequisite: TA 346 or consent of instructor.

TA 351 Voice II (2)  
Continues the exploration of Fitzmaurice Voicework with an emphasis on restructuring the breathing process and connecting the voicework to the text.

TA 353 Advanced Production Workshop (1-3)  
Provides students with upper division credit for participating in acting or technical work for the theatre program. May be repeated for credit. Prerequisite: consent of instructor
TA 354 Production Design I (1-3)
Scenic, lighting, costume or sound design for main stage or studio theatre productions. May be repeated for credit. Eligible for the RP grade option. Prerequisite: consent of instructor

TA 355 Production Management I (1-3)
Stage management, shop supervision or other leadership roles in theatre production. May be repeated for credit. Eligible for the RP grade option. Prerequisite: consent of instructor

TA 357 Production Performance (1-4)
Performance in main stage or studio theatre productions. May be repeated for credit. Eligible for the RP grade option. Prerequisite: consent of instructor

TA 358 Production Direction (1-4)
Students work as director, assistant director, choreographer or dramaturgy for main stage or studio theatre productions. May be repeated for credit. Eligible for the RP grade option. Prerequisite: consent of instructor

TA 359 Production Fabrication (1-4)
Scenery, costume or properties construction and scenic painting for main stage or studio theatre productions. May be repeated for credit. Eligible for the RP grade option. Prerequisite: consent of instructor

TA 360 Contemporary Audition (4)
Involves the practical study and application of developing modern audition techniques and career development for the stage. Prerequisite: acceptance to the BFA Acting Training Program or consent of instructor

TA 364 Play Direction (4)
Introduction to dramatic theories and techniques and their application to play direction.

TA 368 Masks (2)
Intermediate movement dynamics are explored through intensive character mask work in a conservatory/lab setting. Prerequisite: acceptance to the BFA Acting Training Program or consent of instructor

TA 370 Acting for The Camera (4)
By performing and viewing work on camera every day, students will learn how to temper their acting from the broadness required for the theatre to the intimacy of the camera. Audition techniques, acting in commercials, acting in film and acting in television will be covered.

TA 371 Acting Meisner I (4)
Intermediate exploration of modern acting with a focus on the theories of Sanford Meisner technique. Prerequisite: acceptance to the BFA Acting Training Program or consent of instructor

TA 381 Theatre History I (4)
An integrated examination of the history, literature, theory and criticism of the theatre from the Greeks through the Renaissance.

TA 382 Theatre History II (4)
An integrated examination of the history, literature, theory and criticism from the Restoration to the beginning of the 20th century.

TA 383 Theatre History III (4)
An integrated examination of the history, literature, theory and criticism of the theatre from the beginning of the 20th century to the present.

TA 386 International Theatre (3)
An integrated examination of the history, literature, theory and criticism of the theatre around the world. The focus will include theatre from Asian, Latin American, African and others.

TA 394 Acting Meisner II (4)
A continuation of Sanford Meisner’s work with a focus on achieving emotional freedom on stage. Prerequisite: acceptance to the BFA Acting Training Program or consent of instructor

TA 395 Special Studies: Plays in Performance (1)
B.F.A. students only. The study of plays through performance; viewing, analyzing, critically assessing. Students attend four professional performances per year and complete associated written work assigned by faculty adviser. May be repeated for credit.

TA 399 Special Studies (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

TA 405 Acting Shakespeare (4)
Concentration in the process of acting Shakespeare for the stage. Verse speaking, text analysis, antithesis and a view to the ever-changing world of the Elizabethan acting style. Prerequisite: acceptance to the BFA Acting Training Program or consent of instructor

TA 406 Independent Study (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

TA 407 Seminar (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

TA 408 Workshop (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

TA 409 Practicum (1-16)
Terms and hours to be arranged. Course may be repeated for up to 16 credits.

TA 410 Acting for the Camera II (3)
Continuation of the work done in TA 370. Students will continue to develop technique and competency required for acting in commercials, film and television. Prerequisite: acceptance to the BFA Acting Training Program or consent of instructor

TA 412 Portfolio Review (2)
Portfolio and resume refinement, interview skills for technical theatre and a survey of the job market. Prerequisite: consent of instructor

TA 427 Contemporary Theatre (3)
A study of significant developments in contemporary theatre with emphasis on the influence of film and television. Selected plays and playwrights, chosen from the late 20th and early 21st centuries, will be studied in relationship to societal trends and popular media.

TA 432 Acting Styles I: Modernism (4)
Intensive study of the skills required when acting various modern acting styles and traditions. Explores world views of the plays and performance traditions. Prerequisite: acceptance to the BFA Acting Training Program or consent of instructor

TA 433 Acting Styles II: Restoration/Manners (4)
Intensive study of the skills required when acting various classical acting styles tradition. Explores world views of the plays and performance traditions. Prerequisite: acceptance to the BFA Acting Training Program or consent of instructor

TA 434/534 Advanced Scenecraft (3)
Advanced work in scenic techniques and processes. Prerequisites: TA 244 or consent of instructor

TA 435/535 Advanced Costume Techniques (3)
Advanced work in the area of costuming. Prerequisite: 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 443 Advanced Costume Design (4)
Advanced principles and studio practices in costume design.

TA 445 Scenic Painting II (3)
Advanced principles and studio practice in scenic painting. Prerequisite: TA 345 or consent of instructor

TA 446 Advanced Scene Design: CAD (4)
Advanced principles and studio practice in scenic design, using computers for drafting and painting. Prerequisite: TA 346 or consent of instructor

TA 447 Digital Imagery for Theatre (4)
Advanced studio class dealing with the creation, manipulation and use of digital images in theatre production.
WRITING

WR 115 College Writing I (4)
A writing course introducing a variety of writing strategies and emphasizing critical reading and thinking. This course helps students prepare for LACC writing requirement, WR 122.

WR 122 College Writing II (4)
An intensive writing course focusing on critical analysis, argumentation and documentation. This course meets the LACC writing requirement if passed with a grade of C- or better. Students must complete WR 122 (or its transfer equivalent) before enrolling in upper division writing intensive courses. Prerequisite: WR 115 with a grade of C or better or any of the following scores: ACT 21 or higher, SAT Writing 500 or higher.

WR 222 Writing for the Sciences (4)
Combines instruction in writing on issues in the sciences with strategies for researching scientific material. Focus is placed on finding, evaluating and utilizing library and electronic resources along with developing strategies for understanding, analyzing and making scientific arguments. Students will also become familiar with documentation styles used in science writing. Prerequisite: completed LACC writing requirement.

WR 223 Research and Composition (4)
Combines instruction in research skills with the production of essays utilizing research, including traditional library research, documentation styles and forms of researched writing. Prerequisite: completed LACC writing requirement.

WR 230 Introduction to Writing Studies (4)
Introduction to composition theory and upper division writing concentrations: composition and rhetoric, creative writing and professional writing. Includes the development of a digital portfolio for archiving written artifacts. Prerequisites: completed LACC writing requirement.

WR 300 Technical and Workplace Writing (4)
Instruction and practice in professional workplace writing, with emphasis on genre, audience and collaboration. Prerequisite: completed LACC writing requirement.

WR 301 Integrating Writing and Design (4)
Instruction and practice designing professional writing documents. Prerequisite: completed LACC writing requirement.

WR 302 Editing and Style for Writers (4)
Introduction to fundamental concepts of sentence structure, conventions and usage to help writers create clear, effective, correct and well-crafted sentences, appropriate for a particular genre. Instruction will involve study of mentor texts/sentences and application to students’ writing. For both creative and professional writers. Prerequisite: completed LACC writing requirement.

WR 303 Topics in Public and Professional Writing (4)
Courses, seminars or workshops in specialized topics relating to business, technical and professional writing. Prerequisite: completed LACC writing requirement.

WR 360 Fiction Workshop (4)
First course in fiction writing, emphasizing technique and critical appreciation of fiction writing. Workshop. Prerequisite: completed LACC writing requirement.

WR 361 Poetry Workshop (4)
First course in poetry writing, emphasizing technique and critical appreciation of poetry writing. Workshop. Prerequisite: completed LACC writing requirement.

WR 363 Creative Nonfiction Workshop (4)
First course in creative nonfiction writing, emphasizing technique and critical appreciation of genre. Workshop. Prerequisite: completed LACC writing requirement.

WR 364 Topics in Creative Writing (4)
First course in techniques of creative writing in areas other than fiction or poetry. Specific focus will be identified each time course is offered. Workshop. Prerequisite: completed LACC writing requirement.

WR 399 Special Studies (4-8)
May be repeated for up to 8 credits if content is different.

WR 400 Professional Writing in Global Contexts (4)
Instruction and practice in professional writing in cultural contexts, both domestic and international. Prerequisite: WR 300.

WR 401 Writing Across Media (4)
Experience with principles of media theory and media genre conventions that affect the display of digital writing. Prerequisite: WR 301.

WR 402 Professional Editing (4)
Instruction and experience in editing technical and professional documents, including both print and online publications. Covers types of editing, the production process and issues in editing. Prerequisite: WR 302.

WR 405 Professional Concerns (4)
Course prepares students for job search by familiarizing them with employment documents (e.g., cover letters, portfolios, resumes) and interpersonal employment conventions (e.g., in-person and distance interviews, social media, elevator pitches, career fairs). Prerequisite: WR 230.

WR 406 Special Individual Studies (1-15)
Terms and hours to be arranged. Individual or special studies in a limited area of interest under the guidance of a designated faculty member. May be repeated for up to 15 credits if content is different. Prerequisite: consent of instructor.

WR 409 Internship (1-8)
Terms and hours to be arranged. May be repeated for up to 8 credits if content is different. Eligible for the RP grade option.

WR 412/512 Writing Center Internship (1-6)
Professional development in writing center theory and practice. May be repeated up to a total of 6 credits.

WR 440/540 Writing Theory and Pedagogy (4)
Study of current theories and practices in teaching writing for grades 5-12 and college. Provides an introduction to writing process, assignment design and assessment. Recommended for students plan-
WR 460 Advanced Fiction Workshop (4)
Advanced study of fiction-writing techniques. May be repeated once for credit. Workshop. Prerequisite: WR 360 or consent of instructor

WR 461 Advanced Poetry Workshop (4)
Advanced study of poetry writing technique. May be repeated once for credit. Workshop. Prerequisite: WR 361 or consent of instructor

WR 463 Advanced Creative Nonfiction Workshop (4)
Advanced study of creative nonfiction techniques and writing for publication. May be repeated for credit. Workshop. Prerequisite: WR 363 or consent of instructor

WR 464 Writing for Publication (4)
A survey of methods of publication and of markets for various kinds of writing. Theory and practice in manuscript preparation, manuscript form, proofreading and copyright application. Submission of actual manuscript for publication. Prerequisite: WR 360, 361, 363 or 364 or consent of instructor

WR 496/596 Special Topics in Writing (4)
An exploration of selected writing topics, as identified in each year’s schedule of classes. May be repeated twice if content is not repeated. Prerequisite: one upper division writing course or consent of instructor

WR 606 Special Individual Studies (1-6)
Individual or special writing instruction in a specific form of writing under the guidance of a designated faculty member. May be repeated up to a total of 6 credits if content is different.

WR 610 Forms of Expository Prose (3)
Intensive study and practice in analyzing and writing expository prose. Recommended for secondary teachers.

WR 642 Writing Across the Curriculum (3)
Introduces students to the theories and techniques in teaching writing and teaching via writing, relevant to content knowledge courses.

ICS 100 Academic Success (2)
Designed for students who are on academic warning and probation. Students will learn strategies that will help them be successful as a student. Course concentrates on time management skills, study skills, procrastination, test-taking skills and managing test anxiety.

ICS 107 Learning Seminar (1)
A mandatory course for students academically suspended from the university. Designed to help students in academic difficulty identify reasons for that difficulty, learn appropriate study techniques and become successful students. Focuses on academic skill-building, including goal-setting, time management and wise academic choices.

ICS 110 International First Year Experience (2)
Helps international students who are new to WOU learn to manage their educational experience as well as help them identify resources on campus. Addresses the challenges of assimilation into American university life including declaring majors, understanding major requirements, choosing appropriate courses, being aware of campus resources, understanding general skill requirements needed for comprehending lectures and assignments, identifying their language strengths, acquiring study skills, understanding the student code of responsibility and using and citing sources correctly.

ICS 112 Finding and Planning a Career (2)
Students learn how personality, interests, strengths and values relate to career options. Helps them gain skills for a proactive approach to career development that includes interacting with professionals and participating in career events. Students learn to build pathways to help them reach their career goals.

ICS 113 Finding and Preparing for Internship (2)
Students gain the fundamental tools to find and obtain an internship, including a better understanding of their interests, values and goals. Topics include internship search strategies, resumes, cover letters and interviewing. Guest speakers provide the perspective of employers.

ICS 120 On-Track Academic Success (0)
Designed for first year On-Track students to enhance academic success and retention in college. Topics will include study skills, time management, note taking, stress management, active reading and more. Students will engage in hands-on activities. Prerequisite: Must be a part of the On-Track program to register for the class. The On-Track program is coordinated through the MSSP Office.
### WOU Board of Trustees

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<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Education Details</th>
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<tr>
<td>Jaime Arredondo</td>
<td>Salem, June 30, 2018</td>
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<tr>
<td>James Baumgartner</td>
<td>Portland, June 30, 2018</td>
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<td>Dr. Rex Fuller</td>
<td>WOU president</td>
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<td>Marshall Guthrie</td>
<td>WOU staff, June 30, 2018</td>
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<td>Ivan Hurtado</td>
<td>Hillsboro, June 30, 2018</td>
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<td>Gloria Ingle</td>
<td>Lincoln City, June 30, 2018</td>
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<td>Rep. Betty Komp</td>
<td>Woodburn, June 30, 2019</td>
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<td>Cecelia Koontz</td>
<td>Monmouth, June 30, 2018</td>
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<td>Former Governor Theodore 'Ted' Kulongoski</td>
<td>Portland, June 30, 2018</td>
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<td>Kelsee Martin</td>
<td>WOU student, June 30, 2019</td>
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<td>Dr. Jeanette Mladenovic</td>
<td>Portland, June 30, 2018</td>
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<td>Dr. Cornelia Paraskavas</td>
<td>WOU faculty, June 30, 2018</td>
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<td>Lane Shetterly</td>
<td>Dallas, June 30, 2018</td>
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<td>Louis Taylor</td>
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### President

**Rex D. Fuller** (2015), president. B.A. 1975, California State University, Chico; Ph.D. 1982, University of Utah

### President’s Cabinet

**Curtis Campbell** (2017), executive director, Intercollegiate Athletics. B.S. 1990, Longwood University; M.S. 1999, Radford University

**Gary L. Dukes** (2004), vice president for Student Affairs. B.S. 1985, Oregon State University; M.Ed. 1987, University of Vermont; Ph.D. 1994, University of Washington


**Erin McDonough** (2013), executive director, Strategic Communications and Marketing. B.S. 1978, Bentley University

**Stephen H. Scheck** (2006), provost and vice president for Academic Affairs; professor of biology. B.S. 1975, M.S. 1977, Fort Hays State University; Ph.D. 1980, Iowa State University

**LouAnn Vickers** (2006), executive assistant to the president

**Eric Yahnke** (2010), vice president of finance & administration. B.A. 1994, Oregon State University; M.P.A. 2006, Portland State University; C.P.A. Oregon; CGFM

### Deans


**Tina M. Fuchs** (1989), dean of students and judicial affairs; instructor. B.A. 1985, Pacific University; M.Ed. 1989, Western Washington University

**Mark Girod** (2001), dean, College of Education; professor of education. B.S. 1993, Western Oregon State College; M.S. 1996, Western Oregon University; Ph.D. 2001, Michigan State University

**David McDonald** (2005), associate provost. Double B.S. 1988, University of Oregon; M.P.A. 1990, University of Washington

**Allen McKiel** (2008), dean, library. B.A. 1975, Purdue University; M.L.S. 1978, Indiana University; Ph.D. 2001, Indiana State University

Administrative directors

Rebecca Chiles (2014), director, Campus Public Safety. A.A. 1992, Bossier Parish College; B.A. 1995, University of Arkansas

Adry Clark (2012), director, Service Learning and Career Development. B.S. 1990, California State Polytechnic University, Pomona; M.S. 2002, California State University, Long Beach; Ph.D. 2014, Oregon State University


Dan Clark (2013), director, Center for Academic Innovation. M.S. 2004, Syracuse University; Ph.D. 2015, North Dakota State


Marshall Guthrie (2010), director, Student Enrichment Program (Trio-SSS). B.A. 2001, University of Iowa; M.S. 2004, University of Central Missouri

Kella Helyer (2015), director, Financial Aid. B.S. 1990, Oregon State University


Rip Horsey (2010), director, Campus Recreation. B.S. 1990, University of Missouri; M.A. 2009, Gonzaga University


Erin McDonough (2013), executive director, Strategic Communications and Marketing. B.S. 1998, Bentley University


Patrick Moser (1996), director, Student Engagement. M.Ed. 2010, Oregon State University

Shonda Russell (1999), director, Upward Bound. B.S. 1998, University of Utah; M.Ed. 2003, Oregon State University


Jaime M. Silva (2013), director, Student Health and Counseling Center. B.S. 2003, Corbin College; M.S. 2005, Western Oregon University


Linda J. Stonecipher (1994), director, Graduate Programs; professor of health and physical education. B.S. 1978, Indiana State University; M.A. 1984, University of Iowa; Ph.D. 1990, Purdue University


LouAnn Vickers (2006), executive assistant to the president

Denise Visuñio (1999), director, Publications and Creative Services. B.A. 1999, Western Oregon University; M.S.Ed. 2017, Western Oregon University

Albert Worotikan (2016), director, Campus Dining. B.S. 1992, Oregon State University

FACULTY AND ADMINISTRATORS

FACULTY

A


B


Paula Baldwin (2014), associate professor of communication studies. B.A. 2007, University of Texas; B.A. 2009, Texas State University; Ph.D. 2012, George Mason University


Scott Beaver (2005), professor of mathematics. B.S. 1990, Lehigh University; B.S. 1994 Auburn University; M.S. 1997, University of Arizona, Tucson; Ph.D. 2004, University of California, Davis


Dean M. Braa (1990), associate professor of sociology. B.A. 1976, University of Northern Colorado; M.A. 1980, Ph.D. 1991, University of Kansas


Mary Bucy (2003), professor of teacher education; chair, Teacher Education Division. B.S. 1977, Oregon State University; M.S. 1997, Western Oregon University; Ph.D. 2003, Oregon State University


C


Peter L. Callero (1985), professor of sociology. B.A. 1977, Seattle University; M.A. 1979, Western Washington University; Ph.D. 1983, University of Wisconsin


Hannmei Chen (2014), associate professor of business and economics. B.S. 2000, M.S. 2002, Tsinghua University, China; Ph.D. 2008, Arizona State University


Jaime Cloud (2013), associate professor of psychology. B.A. 2005, Bloomsburg University of Pennsylvania; Ph.D. 2012, University of Texas at Austin


Arlene R. Courtney (1988), professor of chemistry. B.S. 1975, Grove City College; Ph.D. 1980, Texas A&M University

D


Maria Dantas Whitney (2004), professor of teacher education. B.A. 1984, Universidade Santa Ursula, Brazil; M.A. 1987, Northern Arizona University; Ph.D. 2003, Oregon State University

Cheryl Davis (1997), professor of special education; director, Regional Resource Center on Deafness. B.A. 1981, University of Arkansas at Little Rock; M.Ed. 1986, University of Arkansas at Fayetteville; Ph.D. 1992, University of Oregon

Eliot Dickinson (2008), professor of politics, policy and administration. B.A. 1994, Washington State University; M.A. 1999, Bowing Green State University; Ph.D. 2004, Purdue University


E

Ander Erickson (2016), assistant professor of mathematics. B.S. 2005, M.S. 2007, Portland State University; Ph.D. 2015, University of Michigan, Ann Arbor

F

Claire L. Ferraris (1999), professor of communication studies. B.S. 1972, University of Connecticut; M.A. 1990, University of Hartford; Ph.D. 1998, University of Utah


Breeann Flesch (2011), associate professor of computer science. B.S. 2001, Rocky Mountain College; M.Ed. 2003, Montana State University; Billings; M.S. 2010, Ph.D. 2011, University of Colorado, Denver

David A. Foster (1999), professor of psychology. B.S. 1986, Florida State University; B.S. 1988, University of South Alabama; Ph.D. 1999, George Washington University

Michael Freeman (2009), associate professor of art history. B.A. 1990, University of Oregon; M.A. 1995, Indiana University; Ph.D. 2000, Indiana University


G


Xiaopeng Gong (2014), assistant professor of teacher education. B.A. 2000, Bohai University; M.A. 2009, Ph.D. 2013, Ball State University


Scott Grim (1998), professor of theatre. B.S. 1988, Western Oregon State College; M.F.A. 1990, University of Georgia

H


Sandra Hedgepeth (2005), associate professor of theatre/dance. B.A. 1986, Furman University; M.F.A. 1992, Florida State University


Mark Henkels (1988), professor of politics, policy and administration; chair, Social Science Division. B.A. 1980, Whitman College; M.A. 1984, University of Virginia; Ph.D. 1988, University of Utah

Ryan Hickerson (2005), associate professor of philosophy. B.A. 1995, Carleton College; Ph.D. 2003, University of California, San Diego


Ava Howard (2009), associate professor of biology. B.S. 2002, Skidmore College; Ph.D. 2009, University of Georgia

Bau Hwa Hsieh (1999), professor of history. B.A. 1976, The National Taiwan University, Taiwan; M.A. 1982 Fu Jen Catholic University, Taiwan; Ph.D. 1992, University of Illinois at Urbana-Champaign


In collaboration with Oregon Health Sciences University


I

Alicia Ibaraki (2017), assistant professor of psychology. B.A. 2008, Pomona College; M.S. 2012, Ph.D. 2017, University of Oregon


Anne Ittner (2017), assistant professor of literacy. B.A. 1999, University of St. Thomas; M.A. 2005, Adams State College; Ph.D. 2017, University of Minnesota

J


K

M. Rahim Kazerouni (1986), associate professor of chemistry. B.S. 1972, Pahlavi University, Iran; M.S. 1979, Eastern Michigan University; Ph.D. 1987, Oregon State University


Sriram Khe (2002), associate professor of geography. B.E. 1985, University of Madras; M.PI. 1990, Ph.D. 1993, University of Southern California


L


Emily Lilo (2017), assistant professor of community health education. B.A. 2004, Colorado College; M.P.H. 2008, Boston University School of Public Health; Ph.D.(c) 2017, University of New Mexico

Chien-chun Lin (2017), assistant professor of deaf studies and professional studies. B.A. 2011, National Taiwan Normal University; M.A. 2009, Ph.D. 2016, Michigan State University


Isidore Lobnibe (2007), associate professor of anthropology. B.A. 1995, University of Cape Coast, Ghana; M.A. 2002, University of Illinois at Urbana-Champaign; Ph.D. 2007, University of Edinburgh

M


Margaret Manoogian (2012), associate professor of gerontology. B.A. 1981, University of California; M. Ed. 1984, University of Vermont, Burlington; Ph.D. 2001, Oregon State University

Elisa M. Maroney (2003), professor of deaf studies and professional studies. B.S. 1987, University of D.C.; M.A. 1991, Gallaudet University; Ph.D. 2004, University of New Mexico


Becka Morgan (2013), associate professor of computer science. B.S. 2008, M.S. 2009, Western Oregon University; Ph.D. 2012, Oregon State University


Jeffrey Myers (1999), professor of geology. B.A. 1982, University of California, Santa Barbara; M.S. 1990, San Diego State University; Ph.D. 1998, University of California, Santa Barbara

Matthew Nabby (2013), associate professor of mathematics. B.S. 2000, University of Nebraska, Lincoln; M.S. 2003, University of Colorado-Boulder; Ph.D. 2011, University of Colorado-Denver


Kent Neely (2008), professor of theatre. B.A. 1971, Oklahoma City University; M.A. 1973, Ph.D. 1975, Wayne State University

Frank D. Nevius (1990), professor of communication studies. B.S. 1979, Bowling Green State University; M.S. 1984, University of Oregon; Ph.D. 1990, Ohio State University

Chung-Fan Ni (2008), associate professor of deaf studies and professional studies. B.S. 1994, National Cheng-Kung University; M.S. 1998, Hofstra University, Hempstead; Ph.D. 2008, University of Connecticut

Sharon S. Oberst (1987), professor of dance. B.S. 1984, Lamar University; M.S. 1987, University of Oregon

David M. Olson (1984), professor of computer science; chair, Computer Science Division. B.S. 1978, M.S. 1982, Western Oregon State College; M.S. 1984, Ph.D. 1986, University of Oregon


Peggy Pedersen (2004), professor of community health; chair, health and exercise science division. B.S. 1980, Valley City State University; M.S. 1982, Montana State University; Ph.D. 1995, Oregon State University


Maria Peterson-Ahmad (2016), assistant professor of teacher education. B.S. 2003, University of Northern Dakota; M.S. Ed. 2011, Ph.D. 2014, Texas Woman’s University


Pete E. Poston (1990), professor of chemistry. B.S. 1984, Fort Lewis College; Ph.D. 1989, University of Utah


Cindy Ryan (2011), associate professor of teacher education. B.S. 1987, Moorhead State University; M.S.E. 2006, University of Minnesota Duluth; ABD 2011, University of Minnesota
S


Katherine M. Schmidt (2003), professor of English; director, Writing Center. B.A. 1994, California State University; M.A. 1996, California State Polytechnic University; Ph.D. 2003, University of Nevada


Dana Schowalter (2015), assistant professor of communication studies. B.S. 2004, University of Wisconsin; M.A. 2009, University of South Florida; Ph.D. 2014, University of Minnesota


Amanda Smith (2008), associate professor of deaf studies and professional studies, chair, deaf studies and professional studies division. B.S. 2003, Friends University; M.S. 2007 Northeastern University

Earlene Smith (2017), assistant professor of political science. B.A. 2010, University of California; M.A. 2012, Ph.D.(c) 2017, Northern Arizona University


Lars Söderlund (2015), assistant professor of English. Honors B.A. 2003, Xavier University; M.A. 2006, University of South Carolina; Ph.D. 2011, Purdue University


T


Tamina Toray (1992), professor of psychology. B.S. 1980, Colorado State University; M.A. 1982, Northeast Missouri State University; Ph.D. 1992, Oregon State University


U


V

Mark M. Van Steeter (1999), associate professor of geography. B.S. 1987, University of Utah; M.E.S. 1990, Yale; Ph.D. 1996, University of Colorado


W


Alicia Wenzel (2011), associate professor of curriculum and instruction. B.S. 1994, Pennsylvania State University; M.S. Ed. 1999, University of Illinois, Urbana-Champaign; Ph.D. 2009, Indiana University Bloomington


Y


Z


**Athletic directors/coaches**

Steve Ancheta (2010), head women’s soccer coach. B.S. 1991, Oregon State University

John Bartlett (1993), director, athletic facilities & event management. B.S. 1982, Linfield College

Curtis Campbell (2017), executive director, Intercollegiate Athletics. B.S. 1990, Longwood University; M.S. 199, Radford University

Arne Ferguson (1993), head football coach. B.A. 1991, Western Oregon University

Michael Feuling (2010), director, leadership giving for athletics. B.A. 2007, Western Oregon University

Thomas Gott (2016), head women’s volleyball coach. BA Chico State University, M.Ed. 2014, University of Washington

Glen Harris (2014), director, athletic business operations. MEd. 2013, Idaho State University

Holli Howard-Carpenter (2013), head women’s basketball coach. M.A. 2008, California State University, Chico

Michael Johnson (2002), head men’s & women’s track & field/cross-country coach.

Kurtis Kidd (1988), head certified athletic trainer/director sport medicine. M.A. 1984, Brigham Young University

Randi Lydum (2012), director, athletics compliance/SWA. BA, 1990 Western Oregon State College; M.S. Ed. 1993, Western Oregon State College/Oregon State University


James Shaw (2015), head men’s basketball coach. BS 1986, Western Oregon University, M.A. 1987, Idaho State University

Kellen Walker (2010), head baseball coach. B.S. 2010, Western Oregon University
## The Research Institute faculty and administrators

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School/University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serra Acar</td>
<td>(2014), evaluation specialist, Ph.D. 2013</td>
<td>University of Oregon</td>
</tr>
<tr>
<td>Patrick Aldrich</td>
<td>(2013), lead statistician, M.S. 2006</td>
<td>University of Hawaii</td>
</tr>
<tr>
<td>Ingrid Amerson</td>
<td>(2004), center director: Child Development Center</td>
<td></td>
</tr>
<tr>
<td>Aimee Anderson</td>
<td>(2007), Child Development Center teacher</td>
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</tr>
<tr>
<td>Hannah Ansonson</td>
<td>(2015), project specialist, B.A. 2010</td>
<td>Western Oregon University</td>
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<tr>
<td>Lyn Ayer</td>
<td>(2006), project director, Ph.D. 1992</td>
<td>Ohio State University</td>
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<tr>
<td>Robert Ayres</td>
<td>(1975), center director: Education Evaluation Center, Ph.D. 1985, University of Oregon</td>
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<tr>
<td>Michael Bicknell</td>
<td>(2017), technology specialist, M.A. 2011</td>
<td>University of Texas, Austin</td>
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<tr>
<td>Patricia Blasco</td>
<td>(2008), project director, Ph.D. 1988</td>
<td>University of Virginia</td>
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<tr>
<td>Dana Bleakney-Huebsch</td>
<td>(2013), lead early learning specialist, M.A. 2012, California State University, San Bernadino</td>
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<tr>
<td>Dawn Brown</td>
<td>(2014), financial specialist, B.S. 1985</td>
<td>University of Wyoming</td>
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<tr>
<td>Cori Brownell</td>
<td>(2013), early learning specialist, B.S. 2005, Oregon State University</td>
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<tr>
<td>Julia Bulen</td>
<td>(1990), project specialist, M.A. 1987</td>
<td>Western Oregon State College</td>
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<td>Robbin Bull</td>
<td>(2009), project specialist, B.S. 1991</td>
<td>Western Oregon State College</td>
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<td>Amanda Cole</td>
<td>(2015), Child Development Center teacher</td>
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<tr>
<td>Lacey Davis</td>
<td>(2014), early childhood project assistant, B.S. 2013, Western Oregon University</td>
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<td>Jeffrey Denton</td>
<td>(2005), web specialist</td>
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<tr>
<td>Aaron East</td>
<td>(2013), financial specialist, B.S. 1987</td>
<td>Western Oregon State College</td>
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<tr>
<td>Eric Enright</td>
<td>(2013), graphic/web design specialist, B.S. 2013, Western Oregon University</td>
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<tr>
<td>Andrea Fewx</td>
<td>(1999), data specialist, B.A. 1970, Ottawa University, Kansas</td>
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<tr>
<td>Cheri Freedman</td>
<td>(2015), data specialist, B.A. 2006, University of Huston</td>
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<tr>
<td>Nancy Ganson</td>
<td>(1998), assistant to the director, B.F.A. 1981, Southwest Missouri State University</td>
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<tr>
<td>Carey Gilbert</td>
<td>(2016), center director, Child Development Center, M.Ed. 2007, Loyola College</td>
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<tr>
<td>Gary Glasenapp</td>
<td>(1984), early learning specialist, M.S. 1975, University of Oregon</td>
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<tr>
<td>Sybille Guy</td>
<td>(2013), center director: center on research, evaluation &amp; analysis, Ph.D. 1997, University of California, Los Angeles</td>
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<tr>
<td>Brian Johnson</td>
<td>(1987), project director, M.S. 1974, Pacific University</td>
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<tr>
<td>Pattie Johnson</td>
<td>(1988), center director: Technology Information Management Services, B.S. 1976, University of Alaska, Fairbanks</td>
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<tr>
<td>Debbie Kenyon</td>
<td>(1996), project specialist, B.S. 1988, Western Oregon State College</td>
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<tr>
<td>Pat Ketcham</td>
<td>(2014), evaluation specialist, Ph.D. 1998, Oregon State University</td>
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<tr>
<td>Kenneth Kosko</td>
<td>(1974), project specialist, M.S. 1974, Oregon College of Education</td>
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<tr>
<td>Gail Leslie</td>
<td>(1992), project coordinator, M.L.S. 1982, San Jose State University</td>
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<tr>
<td>Robyn Lopez Melton</td>
<td>(2012), project coordinator, B.A. 2007, Oregon State University</td>
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<tr>
<td>Linda McDowell</td>
<td>(2015), project director, Ph.D. 1995, University of Southern Mississippi</td>
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<tr>
<td>Cindi Maft</td>
<td>(1998), business manager, B.S. 1981, University of California, Davis</td>
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<tr>
<td>Margaret Malloy</td>
<td>(1997), project coordinator, M.L.S. 1992, University of Washington</td>
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<td>Roxanna Marvin</td>
<td>(1994), project specialist, M.S. 1993, Western Oregon State College</td>
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<tr>
<td>Kate Maxwell</td>
<td>(2015), Child Development Center teacher</td>
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<tr>
<td>Shelby Morgan</td>
<td>(2014), project specialist, B.S. 2014, Western Oregon University</td>
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<tr>
<td>Lauren Peterson</td>
<td>(2015), project specialist, M.S. 2013, Southern Oregon University</td>
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<tr>
<td>Jim Quest</td>
<td>(2015), Child Development Center teacher</td>
<td></td>
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<tr>
<td>Christina Reagle</td>
<td>(2008), center director: Center on Educator Preparation &amp; Effectiveness, Ed.D 2007, Fielding Graduate University</td>
<td></td>
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<tr>
<td>Marlene Richards</td>
<td>(1994), speech/language pathologist, M.S. 1978, Oregon College of Education</td>
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<tr>
<td>Amy Rizo</td>
<td>(2014), project specialist, B.A. 2014, Western Oregon University</td>
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<tr>
<td>Emerita Rodarte</td>
<td>(2016), Central Child Development Center teacher</td>
<td></td>
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<tr>
<td>Amber Ryerson</td>
<td>(2013), early learning specialist, M.Ed. 2006, University of Nevada</td>
<td></td>
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<tr>
<td>Mark Schalock</td>
<td>(1982), project coordinator, B.S. 1982, Oregon State University</td>
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<tr>
<td>Candi Scott</td>
<td>(2013), project director, M.S. 1996, Oregon State University</td>
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<tr>
<td>Jennie Smith</td>
<td>(2015), financial specialist</td>
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<tr>
<td>Kjerstin Stanavige</td>
<td>(2013), centers coordinator, B.S. 2011, Brigham Young University</td>
<td></td>
</tr>
<tr>
<td>Tom Udell</td>
<td>(1987), center director: Center on Early Learning, B.S. 1984, Western Oregon State College</td>
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The Research Institute faculty and administrators

Serra Acar (2014), evaluation specialist, Ph.D. 2013, University of Oregon
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Jim Quest (2015), Child Development Center teacher
Christina Reagle (2008), center director: Center on Educator Preparation & Effectiveness, Ed.D 2007, Fielding Graduate University
Marlene Richards (1994), speech/language pathologist, M.S. 1978, Oregon College of Education
Amy Rizo (2014), project specialist, B.A. 2014, Western Oregon University
Emerita Rodarte (2016), Central Child Development Center teacher
Amber Ryerson (2013), early learning specialist, M.Ed. 2006, University of Nevada
Mark Schalock (1982), project coordinator, B.S. 1982, Oregon State University
Candi Scott (2013), project director, M.S. 1996, Oregon State University
Jennie Smith (2015), financial specialist
Kjerstin Stanavige (2013), centers coordinator, B.S. 2011, Brigham Young University
Tom Udell (1987), center director: Center on Early Learning, B.S. 1984, Western Oregon State College
Emeritus faculty and administrators

A
Charles A. Alva (1964-1985), Ed.D., professor emeritus, humanities

B
Frank Balke (1972-2003), Ph.D., professor emeritus, modern languages
Louis E. Balmer (1977-1993), Ph.D., professor emeritus, education
James A. Barnard (1963-1998), Ph.D., professor emeritus, mathematics
James H. Beard (1962-1993), Ed.D., professor emeritus, psychology
Hermas J. Bergman (1966-1985), Ph.D., professor emeritus, history
Myra J. Brand (1966-2000), D.M.A., professor emeritus, music
Jerry Braza (1995-2009), Ph.D., professor emeritus, health and physical education
R. John Brinigar (1969-1999), M.S., registrar emeritus
Ray Brodersen (1962-1997), Ph.D., professor emeritus, geology
Meredith Brodsky (1985-2007), Ph.D., professor emeritus, education
William E. Burke (1968-1978), Ph.D., professor emeritus, physical education

C
Joseph R. Caligure (1966-1992), M.S., assistant professor emeritus, health and physical education
Dale Cannon (1977-2003), Ph.D., professor emeritus, philosophy
Jon Carey (1976-2011), Ed.M., associate professor emeritus, health and physical education; athletic director
James Chadney (1999-2005), Ph.D., dean emeritus, college of liberal arts and sciences
Michael Cikha (1986-2002), Ed.D., professor emeritus; vice president, student affairs and enrollment management
Gordon W. Clarke (1968-1978), Ph.D., professor emeritus, humanities

D
Eric Cooley (1976-2011), Ph.D., professor emeritus, psychology
Ross R. Crotoneo (1966-1994), Ph.D., professor emeritus, history
Peter C. Courtney (1984-2014), J.D., assistant professor emeritus, communication studies; assistant to president
Bill Cowart (1984-1995), Ph.D., professor emeritus, president

E
Merlin D. Darby (1968-1991), Ed.D., professor emeritus, counseling and guidance; director, counseling center
Susan Dauer (1990-2011), Ph.D., professor emeritus, teacher education
Richard Davis (1964-2003), Ph.D., professor emeritus, theatre arts
Steven A. Douglass (1986-2003), Ph.D., associate professor emeritus, mathematics

F
Christine Ferris (1988-2007), adjunct instructor emeritus, french
Ronald D. Finster (1971-1999), Ph.D., professor emeritus, economics
Richard Forcier (1972-1996), Ph.D., professor emeritus, secondary education
Anne Fox (1996-2004), Ph.D., associate professor emeritus, public services librarian
John Freeburg (1973-2003), M.S., associate professor emeritus, special education, Regional Resource Center on Deafness
Beverly J. Freer (1970-1993), Ph.D., professor emeritus, humanities

G
Iria Galvan (1998-2010), Ph.D., associate professor emeritus, biology
Wangeci Gatimu (1998-2016), Ph.D., professor emeritus, education
Max G. Geier (1994-2014), Ph.D., professor emeritus, history
Eduardo Gonzalez-Viana (1993-2013), Ph.D., professor emeritus, spanish

H
Beverly Herzog (1968-1999), Ph.D., professor emeritus, special education
Betty P. Holdt (1963-1995), Ed.D., professor emeritus, special education
Solveig Holmquist (1996-2011), D.M.A., professor emeritus, music
Don Y. Hoskisson (1971-2003), M.F.A., professor emeritus, art

J
Majduddin Mohammed Jaffer (1958-1989), M.S.Ch.E., associate professor emeritus, chemistry
Elaina Jamieson (1999-2011), M.F.A., associate professor emeritus, art
Gary D. Jensen (1987-2007), Ph.D., dean emeritus, library and media services
Kenneth Jensen (1976-2003), Ph.D., professor emeritus, anthropology
EMERITUS FACULTY AND ADMINISTRATORS

K

James Keesey (1970), Ph.D., associate professor emeritus, psychology
Linda Keller (1998-2011), Ph.D., professor emeritus, special education
Merle A. Kelley (1970-2000), Ph.D., professor emeritus, psychology
Bert Y. Kersh (1960-1985), Ph.D., professor emeritus, psychology
Alice Trower Kirk (1988-2004), M.A.T., adjunct instructor emeritus, French
L. James Kirk (1963-1987), M.A., professor emeritus, art
John W. Knight (1989-2003), M.Ed., assistant professor emeritus, health and physical education; track and cross country coach
Norman Koch (1968-1996), Ed.D., professor emeritus, education

L

Judy M. Lovre (1987-2005), M.Ed., assistant professor emeritus, health and physical education

M

Robert Main (1968-1996), Ph.D., professor emeritus, mathematics
Robert Martin (1972-2002), Ph.D., professor emeritus, speech
Harold (Skip) Mason (1966-1991), M.S., associate professor emeritus, education; director of field services
David McCorkle (1962-1997), Ph.D., professor emeritus, biology
Gail McCowen (1986-2000), M.A., adjunct instructor emeritus, history
Lotte Larson Meyer (1976-1998), associate professor emeritus, reference and serials librarian

John P. Minahan (1985-2011), Ph.D., professor emeritus, president
Mary "Karie" Mize (2005-2015), Ph.D., associate professor emeritus, education
Ronald R. Morgali (1967-1992), Ph.D., professor emeritus, mathematics

O

Ernest M. Ogard, Jr. (1966-1996), Ed.D., professor emeritus, social science

P

Addyse Palagyi (1987-2004), Ph.D., adjunct associate professor emeritus, theatre
Anna M. Penk (1973-1994), Ph.D., professor emeritus, mathematics
Lewis A. Pennock (1968-1993), Ph.D., professor emeritus, biology
Sherry Perry (1972-2003), B.S., assistant professor emeritus; budget director

R

Gwenda Rice (1990-2011), Ph.D. professor emeritus, teacher education
Leon Roland (1985-2004), Ph.D., professor emeritus, mathematics
Marion O. Rossi (1965-1996), M.A., associate professor emeritus, humanities
Jack C. Rye (1970-1990), Ph.D., professor emeritus, administration

S

Victor E. Savicki (1971-2003), Ph.D., professor emeritus, psychology
Marion Schrock (1970-1999), D.M.A., professor emeritus, music
Roshani Shay (1979-2003), Ph.D., professor emeritus, political science

Narasingha "Ram" Sil (1987-2011), Ph.D., professor emeritus, history
Tracy Smiles (2005-2015), Ph.D., professor emeritus, education
Ajmer Singh (1965-1998), Ph.D., professor emeritus, economics
Joseph A. Soldati (1972-1998), Ph.D., professor emeritus, English
Richard Sorenson (1969-1999), Ph.D., professor emeritus, music
Lowell W. Spring (1968-2003), Ph.D., professor emeritus, biology
Cheryl Strand (1989-2013), Ph.D., professor emeritus, Spanish
Carl W. Stevenson (1986-2003), Ph.D., associate professor emeritus, criminal justice
Peter Stone (1968-1994), M.A.T., professor emeritus, art

T

Kathryn Thompson (1985-2011), Ph.D. professor emeritus, psychology
Robert Tompkins (1969-1995), Ph.D., professor emeritus, humanities
Robert Turner (1986-2008), Ph.D., associate professor emeritus, biology

W

Maxine Warnath (1962-1996), Ed.D., professor emeritus, psychology
Mark Weiss (2005-2015), M.B.A., administrator emeritus, president
Helen E. Woods (1985-2004), Ph.D., professor emeritus, teacher education
David Wright (1985-2006), Ph.D., professor emeritus, teacher education
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In the early 1850s, hardy pioneers crossed the Oregon Trail to found a church and school in the Willamette Valley. In 1856, Monmouth University opened with a handful of students. This was the beginning of what is now Western Oregon University, which has grown from a private institution through an era as a prominent teacher preparation school to today's diverse liberal arts university. Through the years, WOU has undergone seven name changes and with each assumed new responsibilities.

In 1865, it merged with another private institution and became Christian College. In 1882, the Oregon Legislature approved the college's bid to become a state-supported teacher training (or "normal") school. Oregon State Normal School, later Oregon Normal School, ushered in the school's long tradition of excellence in teacher education, which it enjoys to the present day.

The university underwent a spurt of growth in the 1920s and more than tripled its enrollment to nearly 1,000 students. The legislature again changed the name in 1939 to Oregon College of Education and the school, except for a period during World War II when college enrollments dropped nationwide, entered an extended period of growth. Teacher education programs brought the school national recognition for excellence and new programs were added in the fields of liberal arts and sciences.

By 1981, the institution had broadened its academic programs in the liberal arts fields so much that it was renamed Western Oregon State College. In 1997, the school's name was changed to Western Oregon University, recognizing the institution's broader role as a comprehensive public liberal arts institution.

At the beginning of the 21st century, WOU with an enrollment of about 5,000, continues to thrive as a dynamic institution that meets the needs of students in high quality programs in the liberal arts as well as teacher preparation.
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Western Oregon University, founded in 1856 and located in Monmouth, is the state’s oldest public university. With approximately 5,500 undergraduate and graduate students, WOU is a mid-sized, NCAA Division II institution with nearly 80 percent of the student population being from Oregon. Approximately 25 percent of students are minorities, veterans or part of an underserved population. The university is known as Oregon’s campus of choice for those seeking a personal, supportive, student-centered learning community where every class is taught by faculty members and each student has access to diverse education opportunities. **TOGETHER WE SUCCEED.**