



2004-2005 Catalog

WESTERN OREGON
UNIVERSITY

CATALOG INFORMATION

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

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

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

Office of the Provost
 Western Oregon University
 Monmouth, OR 97361.

AFFIRMATIVE ACTION

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

ACCREDITATION

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

FOR MORE INFORMATION:

Address of all university offices:

Western Oregon University
 345 N. Monmouth Ave.
 Monmouth, Oregon 97361

Main campus phone number:

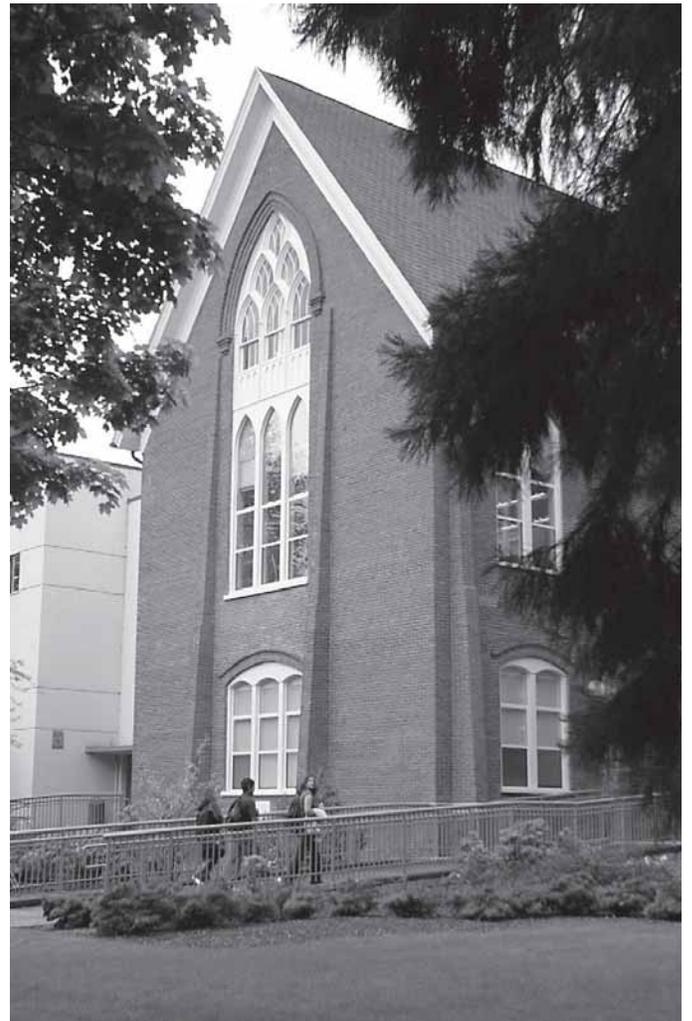
(503) 838-8000 V/TTY

Admissions and Financial Aid:

Toll free: (877) 877-1593

Home Page:

www.wou.edu



ACADEMIC CALENDAR

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

FALL TERM 2004

SEPTEMBER

| | | |
|-------|---------------|------------------------------|
| 19-25 | Sun-Sat. | New Student Week |
| 27 | Mon. | Classes Begin |
| 27 | Mon. | Fee Payment & Add/Drop Begin |

OCTOBER

| | | |
|---|-----------|--|
| 1 | Fri. | Last day to pay fees without penalty |
| 8 | Fri. | Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees |

NOVEMBER

| | | |
|-------|---------------|------------------------------|
| 5 | Fri. | Last day to drop courses |
| 11 | Thurs. | Veterans' Day Holiday |
| 15-19 | Mon.-Fri. ... | Registration for Winter Term |
| 25-28 | Thurs. -Sun. | Thanksgiving Holiday |

DECEMBER

| | | |
|--------|---------------|---------------------|
| 6-10 | Mon.-Fri. ... | Final Exams |
| 10 | Fri. | Fall Term ends |
| Dec.11 | Sat. to | |
| Jan. 2 | Sun. | Winter Break |

WINTER TERM 2005

JANUARY

| | | |
|----|-----------|--|
| 3 | Mon. | Classes Begin |
| 3 | Mon. | Fee Payment & Add/Drop begin |
| 7 | Fri. | Last day to pay fees without penalty |
| 14 | Fri. | Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees |
| 17 | Mon. | Martin Luther King Holiday |

FEBRUARY

| | | |
|-------|---------------|------------------------------|
| 11 | Fri. | Last day to drop courses |
| 21-25 | Mon.-Fri. ... | Registration for Spring Term |

MARCH

| | | |
|-------|----------------|---------------------|
| 14-18 | Mon. - Fri. .. | Final Exams |
| 18 | Fri. | Winter Term ends |
| 19-27 | Sat.-Sun. | Spring Break |

SPRING TERM 2005

MARCH

| | | |
|----|-----------|------------------------------|
| 28 | Mon. | Classes Begin |
| 28 | Mon. | Fee Payment & Add/Drop Begin |

APRIL

| | | |
|---|-----------|--|
| 1 | Fri. | Last day to pay fees without penalty |
| 8 | Fri. | Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees |

MAY

| | | |
|-------|---------------|-----------------------------|
| 6 | Fri. | Last day to drop courses |
| 16-20 | Mon.-Fri. ... | Registration for Fall Term |
| 30 | Mon. | Memorial Day Holiday |

JUNE

| | | |
|------|---------------|------------------|
| 6-10 | Mon.-Fri. ... | Final Exams |
| 10 | Fri. | Spring Term ends |
| 11 | Sat. | Commencement |

SUMMER TERM 2005

(Six-Week Session)

JUNE

| | | |
|----|-----------|---|
| 20 | Mon. | On-campus registration & fee payment |
| 20 | Mon. | Classes begin unless otherwise stated in the summer bulletin |
| 27 | Mon. | Last day to register, add or drop classes, and pay fees without penalty |
| 28 | Tue. | Late registration fee and change of program fee effective |

JULY

| | | |
|----|-----------|--------------------------|
| 6 | Wed. | Last day to drop courses |
| 29 | Fri. | Six week session ends |

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

Notes: A one week pre-session and a two week post-session are also offered.

Students may begin registration for summer when the schedule becomes available in March.

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PRESIDENT'S MESSAGE TO STUDENTS

Your quest for higher learning should be one of the most stimulating and broadening experiences of your life. We, at Western Oregon University, are pleased to be a part of that promising endeavor by assisting you in pursuing your educational and career goals.

You have selected an outstanding institution for your college years — a university which is widely recognized for its excellent academic programs, nurturing and responsive atmosphere, and exceptionally beautiful campus. WOU has served students toward reaching their full intellectual and professional potential for almost 150 years.

Western Oregon University takes pride in its great array of strong academic courses in the liberal arts and sciences, teacher education, business administration, criminal justice, and other areas of professional study. Thousands of successful graduates attest to the high quality and relevance of WOU's programs. The faculty and staff stand ready to support your educational development with personalized attention and care.

Beyond classroom studies, Western Oregon University is an ideal place to meet an interesting mix of other students and to learn more about yourself as you interact with them. Whether developing social skills as part of a group, communication skills through substantive discussions, or organizational skills by participating in club activities, your readiness for rewarding employment and citizenship will be greatly strengthened.

Let us know of ways we can support and enhance your academic pursuits. Best wishes as you explore both the potential within you and the opportunities around you while a student at Western Oregon University.



*Philip W. Conn, President
Western Oregon University*



PREAMBLE

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

MISSION STATEMENT

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

- WOU offers exemplary undergraduate programs in the creative arts, natural sciences, mathematics, humanities, social sciences, teacher education, criminal justice, business administration, computer science, and fire services administration, and graduate programs in criminal justice, teacher education, and other areas.
- WOU's curriculum fosters the knowledge, skills, and attitudes that characterize a liberally educated person and provide a foundation for a lifetime of learning.
- WOU's academic programs offer close student, faculty, and staff interaction; interdisciplinary teaching, research opportunities, and internships with public and private sectors.
- WOU promotes diversity and respect for individuals in all endeavors.
- WOU provides national leadership in research and policy development through The Teaching Research Institute, the Regional Resource Center on Deafness, and the National Clearinghouse for Deaf-Blindness.
- WOU fosters partnerships with state and local governments, exemplified by the campus-based Oregon Military Academy and Oregon Public Safety Academy.
- WOU enriches the lives of Oregonians through cultural offerings; educational resources; lifelong learning opportunities; and NCAA, Division II intercollegiate athletic competition.

WELCOME TO WOU

Western Oregon University provides almost 5,000 students with all the benefits of a small to mid-size liberal arts university. WOU offers almost 40 undergraduate and four graduate degree programs through its two Colleges—the College of Education and the College of Liberal Arts and Sciences. These programs are offered during an academic year which is divided into three quarters and a six-week summer session.

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

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

INSTRUCTIONAL, RESEARCH, AND SERVICE PROGRAMS

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

The College of Education, which offers Bachelor's and Master's degrees, has been recognized nationally for curriculum innovation. Program offerings include four year degrees in health, physical education, teacher education, with teaching fields available in the traditional liberal arts and sciences. Among the teaching faculty are nationally recognized instructors. The program has been ranked among the best in the United States, and has won national awards for "innovative, new strategies." The college offers a wide array of master's degree programs for students wishing to enter the teaching profession or who are seeking to expand their professional competencies in education. The college offers a Master of Science in Rehabilitation Counseling.

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

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

The mission of The Teaching Research Institute is to inform and facilitate change in educational and human service systems that improves the quality of life for individuals. To attain this vision, Teaching Research conducts a comprehensive multi-disciplinary program of research, evaluation, program/model development, training technical assistance, direct service, and dissemination serving both typical and special populations of all

ages at the local, state, regional and national levels. Teaching Research is guided by partnerships with consumers, families and practitioners and measures the effectiveness of its work by its impact on their lives.

Projects at The Teaching Research Institute are funded through a variety of sources: U.S. Department of Education, Office of Special Education Programs; U.S. Department of Health and Human Services, Maternal Child Health Bureau; National Institutes of Health; State of Oregon agencies and private funding.

The University operates a Regional Resource Center on Deafness (RRCD) and Education Evaluation Center (EEC). The RRCD prepares professionals to serve the unique communication, rehabilitation and educational needs of deaf and hard of hearing children and adults. The EEC offers comprehensive assessment services to children and adults focusing on assessment of an individual's disability, functional skills, strengths, weaknesses and capacities resulting in recommendations for the school, work or community environment.

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

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

HISTORY

In the early 1850s, hardy pioneers crossed the Oregon Trail to found a church and school in the Willamette Valley. In 1856, Monmouth University opened with a handful of students. This was the beginning of what is now Western Oregon University, which has grown from a private institution through an era as a prominent teacher preparation school to today's diverse liberal arts university.

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

In 1882, the Oregon Legislature approved the college's bid to become a state supported teacher training (or "normal") school. Oregon State Normal School and later Oregon Normal School ushered in the school's long tradition of excellence in the field of teacher education, which it enjoys to the present day.

The university underwent a spurt of growth in the 1920s and more than tripled its enrollment to nearly 1,000 students. The Legislature again changed the name in 1939 to Oregon College of Education and the school, except for a period during World War II when college enrollments dropped nationwide, entered an extended period of growth. Teacher education programs brought the school national recognition for excellence, and new programs were added in the fields of liberal arts and sciences.

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

In 1997, the Oregon Legislature approved another name

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

Presidents of the institution since its founding are: Levi L. Rowland, 1866-1869; Thomas Franklin Campbell, 1869-1882; David Truman Stanley, 1882-1889; Prince Lucien Campbell, 1889-1902; Edwin De Vore Ressler, 1902-1909; John Henry Ackerman, 1911-1921; Joseph Samuel Landers, 1921-1932; Julius Alonzo Churchill, 1932-1939; Charles Abner Howard, 1939-1947; Henry Martin Gunn, 1947-50; Roben John Maaske, 1950-1955; Roy Elwayne Lieuallen, 1955-1961; Ellis Stebbins, 1961-1962; Leonard William Rice, 1962-1977; Gerald Leinwand, 1977-1982; James Howard Beaird (interim), 1982-83; Richard S. Meyers, 1983-1993; Bill Cowart (interim), 1994-1995; Betty J. Youngblood, 1995 - 2002, Philip W. Conn, 2002 - present.

CAMPUS

WOU is located in Monmouth, a community of 8,000, which is 20 minutes from the state capital, Salem.

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

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

Modern buildings surround the central core and expand the campus boundaries. The performing arts center, Leonard W. Rice Auditorium, seats 619. Edgar H. Smith Recital Hall is nearby. The impressive Wayne and Lynn Hamersly Library was completed September of 2000. Completed fall of 2003, Arbor Park Apartments consist of three residential buildings and one commons building. Each three-floor residential building includes 18 apartments (six per floor) and houses 70 students. The commons building includes a lounge space and conference room.

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

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

FUTURE OF THE UNIVERSITY

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

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

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

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

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

UNIVERSITY ADMINISTRATION

Philip W. Conn

President

Jem Spectar

Provost and Vice President for Academic Affairs

Gary Dukes

Vice President for Student Affairs

Leta N. Edwards

Vice President for University Advancement

Darin E. Silbernagel

Vice President for Finance and Administration

Hilda Rosselli

Dean, College of Education

James G. Chadney

Dean, College of Liberal Arts and Sciences



General Information

WESTERN OREGON
UNIVERSITY

ADMISSIONS

E-mail: wolfgram@wou.edu
 Phone: (503) 838-8211 (TTY)
 Toll free: 877-877-1593 Ext 1

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

FRESHMAN ADMISSION REQUIREMENTS

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

- A. must have graduated from a standard or accredited high school
- B. must have at least a 2.75 cumulative grade point average
Alternative:
 - A. receive a score of 1000 on the SAT I or 21 on the ACT
- C. must submit SAT I or ACT scores
- D. must satisfactorily complete, with a grade of C- or better, 14 subject requirements (4-English, 3-Math culminating in algebra II or higher, 2-Science, 3-Social Science and 2-Foreign Language)

Alternatives:

1. receive a combined score of 1410 (average of 470) on three subject tests (writing, math level I, Ic, or IIc; and a third of student's choice) on the SAT II
2. make up school course deficiencies by taking college course(s) for specific subject requirements and achieve a passing grade. A three-hour college class is equivalent to one year in high school. Math 95, Intermediate Algebra, fulfills the total math requirement. Course work must be completed prior to the end of the academic year.
3. students who do not meet the foreign language requirement should refer to the Foreign Language Requirement section.

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

Foreign Language Requirement

Students graduating from high school in 1997 or after are required to have 2 years of the same foreign language at the high school level. A student may also meet this requirement by taking two quarters or semesters of the same foreign language at the community college level. (American Sign Language is acceptable in meeting the foreign language requirement.) The language requirement may also be met by satisfactory performance on an approved assessment of foreign language knowledge and/or proficiency. For details on how to satisfy the requirement via knowledge assessment or proficiency, please contact the Admissions Office. Those graduating prior to 1997 are exempt

from the foreign language requirement, but will need to have two units of college preparatory electives.

Graduates of Unaccredited High Schools or Home Schooled Students

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

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

General Education Development (GED)

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

- A. receive a minimum score of 410 on each of the five GED tests
- B. receive an average score for the five tests of 550
- C. meet the Foreign Language Requirement, if graduating class would have been 1997 or later (see Foreign Language Requirement section)

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

When to Apply

High school students can apply for admission after the completion of six semesters of course work. Students must complete the "Undergraduate Application for Admission" form available from Western Oregon University, Office of Admissions, or apply on-line; accessible through WOU's homepage at www.wou.edu. Grade point average and subject requirements will be verified on receipt of an official transcript. A decision regarding admission can be made as soon as this information and standardized test results are on file with the Admissions Office.

Application Procedures for Incoming Freshmen

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

- A. Complete and return an application form and the required \$50 nonrefundable fee. These must be submitted together.
- B. Have an official high school transcript sent to the Admissions Office showing all course work completed to date.
- C. Students planning to enter as beginning freshmen should complete either the Scholastic Aptitude Test (SAT) or the American College Test (ACT) before enrolling in classes and have their scores sent to Western Oregon University. The SAT and ACT tests are used for advisement and placement,

but the scores may also be used to determine admission if the required high school grade point average has not been achieved.

- D. WOU has a rolling admissions process with no application deadline. However, early application is encouraged in order to be considered for all forms of financial aid and scholarships.
- E. Upon graduation, submit an official final transcript of all high school work showing the date of graduation and credits earned preferably by July 1.

Special Admissions

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

- A. A personal letter of petition stating why you are not meeting the admission requirements and what you are doing to make up deficiencies. The petition should include information on your goals and why you want to attend WOU.
- B. Three letters of recommendation from school personnel.

There are monthly Special Admissions Committee review sessions. All petition materials must be submitted to be reviewed. Review by the committee does not guarantee admission. With conditional admission, additional courses may be recommended or required.

Advanced Placement

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

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

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

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

The following outlines WOU's advanced placement practice:

American History. 12 hours of credit for HST 201, 202, 203 with a score of 3, 4, or 5.

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

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

Language and Composition. 16 hours credit for WR 115 and WR 135 and 8 cr. 100T with a score of 5. 12 hours credit for WR 115 and WR 135 and 4 cr. 100T with a score of 4. 8 hours credit for WR 115 and WR 135 with a score of 3.

Literature and Composition. 16 hours credit for ENG 104, 105, 106 and WR 135 with a score of 5. 12 hours credit for ENG 104, 105 and WR 135 with a score of 4. 8 hours credit for ENG 104 and WR 115 with a score of 3.

European History. 12 hours of credit for HST 101, 102, 103 with a score of 3, 4 or 5.

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

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

Statistics. 4 hours of credit for MTH 243 with a score of 3, 4, or 5.

International Baccalaureate

International baccalaureate students with Higher Level examination scores of 5 or better will receive college credit. Please contact the Office of Admissions for further details.

TRANSFER ADMISSION REQUIREMENTS

- A. Students with 24 or more transferable, college-level quarter hour credits (16 semester hours) must have a cumulative 2.00 GPA or better in all college level work attempted and be in good standing at last institution attended.
- B. Students with less than 24 quarter hours (16 semester hours) of college work must submit high school transcripts and test scores. Students with 0-11 transferable quarter hour credits must meet all freshman admission requirements. Students with 12-23 transferable quarter hour credits must meet all freshman admission requirements AND have a 2.00 GPA in all college level course work.
- C. **Foreign Language Requirement**

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

A transfer student who does not meet the regular admission requirements may be considered for admission on probation by the Special Admissions Committee. Refer to section on Special Admissions or contact the Office of Admissions.

Transfer Student Application Procedures

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

- B. Have an official, complete transcript sent from each college or university attended. To be considered official, transcripts must be sent directly to the Admissions Office from the issuing institution. Unofficial or student copies are not acceptable. Omitting an institutional record from your application may result in disciplinary action.
- C. WOU has a rolling admissions process with no application deadline. However, students are encouraged to apply at least one term prior to planned enrollment to receive full advantage of registration opportunities.

Acceptance of Credit from Accredited Institutions

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

Credit from Unaccredited Institutions

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

Credit from Two-Year Institutions

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

Oregon Transfer Agreements

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

A notation verifying that the associate's degree meets the Oregon Transfer degree requirements must be included on the student's official transcript. For purposes of registration only, students holding the Oregon Transfer Degree will be considered to have Junior standing.

NON-ADMITTED STUDENTS

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

- A. Members of the WOU staff;
- B. High school students approved by the Registrar to take college-level courses;

- C. Students enrolled in courses through the Division of Extended Programs;
- D. Students approved to take undergraduate or graduate courses for use at another institution or life-long learning.

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

INTERNATIONAL STUDENT ADMISSION

INTERNATIONAL EDUCATION & SERVICES (503) 838-8425
global@wou.edu

<http://www.wou.edu/student/admissions/international.html>

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

- A. Complete and return the application form along with the application fee of U.S. \$50. The application is available online at <http://www.wou.edu/student/admissions/international.html>. You may submit this electronic application and then mail original documents to the International Admissions and Advising office to complete your application file. You are advised to send the fee in the form of an international money order or check in U.S. dollars. This fee is non-refundable. Application packets may be mailed to prospective students by submitting a request for an application at:
<http://www.wou.edu/student/admissions/international.html>
E-mail: global@wou.edu
- B. 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.
- C. Provide proof of proficiency in the English language unless your native language is English. Prospective students must submit a minimum TOEFL score of 190 (paper-based score of 520) for undergraduate admission. Graduate admission requires a TOEFL score of 213 (paper-based score of 550).
- D. Provide proof of adequate financial resources by submitting a completed Financial Certificate and Visa Information form and send all supporting documents showing proof of funds for the first 12 months of study. This is usually a bank statement showing an adequate available balance to support studies in the United States and a letter of support or affidavit signed by the bank account holder stating that the funds in the account may be used for the student's education.
- E. **CONDITIONAL ADMISSION FOR INTERNATIONAL STUDENTS**
Students with TOEFL scores between 150-189 (paper-based scores of 470-519) who are otherwise admissible to WOU are eligible for the Conditional Admission Program. Students must successfully complete the ESL Bridge Conditional Admission Program in their first quarter at WOU. Students must register for 10 ESL credits and one

regular course of 3-4 credits. The attainment of a 3.0 GPA (on a scale of 4.0) in all Bridge courses or a TOEFL score of 172 (paper-based score of 520) will lift the conditional status.

HEALTH REQUIREMENTS FOR INTERNATIONAL STUDENTS

International students are required to submit the WOU Health History form during their first term. Students must go to the Health Center upon arrival to review their health history and be screened for tuberculosis. Students may have to pay for a chest x-ray. Upon completion of the health review, a student will be issued a health card.

WOU requires international students and their dependents to have and maintain personal health and accident insurance every term they are in student visa status. Students will be automatically billed for the WOU insurance plan each term. Students who have already purchased alternate insurance plans that meet the minimum requirements may apply for a waiver from WOU's group insurance plan. Waiver forms are available at the International Admissions and Advising office.

INSTITUTIONAL TESTING

The Division of Extended Programs administers special qualifying tests including:

- Miller Analogies Test (MAT)
- College Level Examination Program (CLEP)

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

Scholastic Aptitude Test (SAT)

The Office of Admissions administers the SAT I. For testing dates, fees and pre-registration information, please contact Admissions at 503-838-8211.

WESTERN UNDERGRADUATE EXCHANGE TUITION RATE PROGRAM

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

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

BA/BS Degrees

- American Sign Language/English Interpreting
- Anthropology
- Art
- Business
- Chemistry
- Community Crime Prevention
- Corrections
- Dance

- Earth Science
- Economics
- Education
- English (BA only)
- Fire Services Administration
- Geography
- Health Education
- History
- Humanities (Interdisciplinary)
- International Studies (BA only)
- Law Enforcement
- Mathematics
- Music
- Philosophy
- Political Science
- Pre-Professional
- Social Science (Interdisciplinary)
- Sociology
- Theatre Arts

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

- A. Submit an application for admission and be admitted to the university under standard admission procedures. Students admitted under the Special Admission category are not eligible to receive the WUE Tuition Rate.
- B. Submit a WUE Tuition Rate application by March 1, 2005 to the Office of the Vice President for Student Affairs. WUE Tuition Rate applications can be obtained by contacting the Office of Admissions toll free at 1-877-877-1593, directly at 503-838-8211 or on-line at: www.wou.edu/student/WUE.pdf. There is a separate application for residents of Alaska and Hawaii. It is also available on-line at: www.wou.edu/student/WUE_Hawaii.pdf.
- C. Pursue a degree in one of the selected WUE majors listed in the WOU catalog or on the WUE Tuition Rate application.
- D. Meet specific academic requirements for the WUE Tuition Rate Program:
 1. A minimum 3.5 cumulative GPA for high school students.
 2. A minimum 3.0 cumulative GPA for transfer students.



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

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

STUDENT EXPENSES

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

A regularly enrolled, full-time undergraduate student takes a course load of a minimum of 12 credit hours. A regularly enrolled, full time Graduate student takes a minimum of 9 credit hours. The full time plateau for undergraduates is 12 to 15 hours and for graduates, 9 to 12 hours. All hours over 15 for undergraduates and 12 for Graduates are assessed an additional per credit hour charge. Students taking course loads of less than the minimum are charged on a per credit hour basis.

The following table lists tuition and fees for the 2004-2005 academic year. The tuition and fee schedule is established by the Oregon State Board of Higher Education.*

| | One term | Three terms |
|---------------------------|---------------------|------------------------|
| Resident undergraduate | 1,444 | 4,332 |
| Nonresident undergraduate | 4,199 | 12,597 |
| Resident graduate | 2,547 | 7,641 |
| Nonresident graduate | 4,295 | 12,885 |
| WUE | 1,984 | 5,952 |

Estimated annual costs other than tuition and fees for a full-time, undergraduate student living away from home, on or off campus, for the 2004-2005 academic year follow:

| | |
|-------------------------|--------------|
| Room and board: | 5,976* |
| Books and supplies: | 1,080 |
| Personal/Miscellaneous: | <u>2,175</u> |
| Total: | 9,231 |

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

REFUNDS

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

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

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

FINANCIAL AID

Donna Fossum, Director

E-mail: finaid@wou.edu

Phone: (503) 838-8475 or toll free 877-877-1593

The costs of higher education can be a challenge for many families and individuals. In recognition of this fact, WOU provides a strong financial aid program that annually administers more than \$30 million to eligible students.

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

APPLYING FOR AID

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

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

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

WHO IS ELIGIBLE TO RECEIVE FEDERAL FINANCIAL AID

To qualify for federal financial aid a student must:

- Be an U.S. citizen or an eligible non-citizen.
- Have a valid Social Security Number.

- C. Have a high school diploma, an approved Associate of Arts degree, or a General Education Development (GED) Certificate. GED tests are available at local community colleges. A student who does not have a high school diploma, GED or AA degree may be eligible for federal student aid by achieving a passing score on a federally approved test. Contact the Financial Aid Office for more information.
- D. Be registered with the Selective Service, if required.
- E. Be formally admitted to WOU and be admitted and enrolled in a degree or certificate program, or be taking required preparatory course work for admittance into a degree or certificate program. Students working toward a teaching endorsement only are not eligible for federal aid.
- F. Meet federal financial aid guidelines concerning convictions regarding the sale or possession of illegal drugs.
- G. Be making satisfactory academic progress.
- H. Not be in default on a federal student loan or owe a refund on a federal student grant.
- I. Demonstrate financial need (except for Federal Direct Unsubsidized Stafford Loans and Federal Direct PLUS Loans).
- J. Have a valid, federally calculated expected family contribution (EFC) on file with WOU's Financial Aid Office. The EFC is determined by a formula established by the U.S. Congress.
- K. Submit all required paperwork (signed award letter, etc.) before the end of the enrollment period.

DETERMINING "NEED OR ELIGIBILITY" FOR FINANCIAL AID

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

$$\frac{\text{Cost of Attendance} - \text{Expected Family Contribution}}{\text{Student's Financial Need or Eligibility}}$$

A. Cost of Attendance

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

B. Expected Family Contribution (EFC)

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

C. Packaging

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

Before the financial aid eligibility is determined, the student's file must be complete. If selected for verification, copies of signed federal tax forms, W2's and a verification worksheet will be required. Other documentation may be requested upon review of the file.

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

FINANCIAL AID PROGRAMS

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

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

1. Federal Pell Grant: Grants range from \$400 to \$4050 per year, are based on EFC and college costs, and are limited to eligible undergraduates. A student may not receive a Pell Grant at more than one school at a time.
2. Oregon Opportunity Grant (not a Title IV fund): This grant is available to Oregon, undergraduate, resident students attending Oregon colleges full-time. Awards are \$1482 for the 2004-05 academic year and are renewable for up to 12 terms contingent upon continued eligibility.
3. Federal Supplemental Educational Opportunity Grant (FSEOG): Funds are awarded to undergraduate students with the greatest financial need and who meet WOU's priority deadline. Students must be Pell eligible to qualify for this grant. At WOU grants are packaged from \$200 to \$700 per year based on EFC and academic year in school.
4. WOU Supplemental Tuition Fee Remission (not a Title IV fund): A limited number of these tuition fee remissions are available for Oregon residents demonstrating the greatest financial need. Students whose entire tuition is paid by other tuition fee remission programs are not eligible to receive this fee remission. This award at WOU ranges from \$600 to \$1100 per year for freshman and sophomore students.

B. Federal Work-Study (FWS) Program: FWS is available to eligible undergraduate and graduate students. The FWS Program provides funds for employing students who qualify for part-time jobs either on-campus or off-campus in community service positions. At WOU the initial award may be up to \$1200. The amount that can be earned is limited to the amount that appears on the award letter. An hourly wage is based on the type of work that is done and the student's skills and experience. A maximum of 20 hours per week can be worked except during vacation periods when up to 40 hours per week is allowed. Students will be

paid monthly based on the number of hours worked in the pay period. It is the student's responsibility to locate a job. Students are not guaranteed jobs or that the total work-study amount listed on the award letter will be earned. The Student Employment Office (Administration Building, Room 310) posts available work-study jobs and can provide further information.

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

C. Loans are available to undergraduates and graduates.

1. Federal Perkins Loan:

The Federal Perkins Loan program provides long-term federal loans for eligible students. At WOU the initial loan amount may be up to \$1200. Repayment of a Perkins loan begins 9 months after the student is no longer enrolled at least half time at an eligible institution. The monthly minimum payment is \$40. The maximum repayment period is ten years, but the actual amount of the payments and the length of the repayment period depends upon the size of the debt. No interest is charged until the repayment period begins. The interest rate is 5% per year on the unpaid balance. Repayment of a Federal Perkins Loan that is not delinquent or in default can be deferred if the student is enrolled at least half time in an eligible institution. Other Federal Perkins Loan deferment provisions are listed in the *2004-2005 Student Guide*, available at the Financial Aid Office. Repayment of a Federal Perkins Loan may be canceled if a student has a permanent and total disability or dies. Certain circumstances such as full-time employment in specific fields designated as teacher shortage areas, full time teaching in a designated school serving students from low-income families or service as a full-time law enforcement or corrections officer may qualify for the cancellation of a Federal Perkins Loan. Additional information about cancellation provisions for the Federal Perkins Loan is available from WOU's Business Office. Students awarded a Federal Perkins Loan on their financial aid award letter will be required to sign a promissory note prior to receiving their loan.



2. Federal Direct Loan Program

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

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

Payments are deferred until 6 months after students cease to be enrolled at least half time. The total Federal Direct Loan debt for a dependent undergraduate is \$23,000. The total loan debt for an independent undergraduate is \$46,000. The total for graduate study including undergraduate debt is \$138,000.

a. Federal Direct Subsidized Stafford Loan

Interest is not charged on subsidized loans while the student is in school at least half time, during the grace period and during deferments (postponements of repayment). A student must show "need" to qualify for the subsidized loan.

b. Federal Direct Stafford Unsubsidized Stafford Loan

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

c. Additional Federal Direct Unsubsidized Stafford Loan

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

- \$4,000 for freshman/sophomores/students working on required prerequisites

- \$5,000 for juniors/seniors/5th year undergraduate/certification/post-baccalaureate students
- \$10,000 graduate students enrolled in Master's programs

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

d. Federal Direct Parent Loan for Undergraduate Students (PLUS)

This loan is available to parents of dependent undergraduate students. Parents must pass a credit check. The interest rate is variable and will not exceed 9%. Repayment begins within 60 days after the final disbursement of that loan's academic period. The borrower is charged a 4 percent origination fee. A 1.5% rebate of the origination fee will be given to the parent at disbursement and the parent can keep the rebate if the parent makes the first year payments on time. The loan maximum cannot exceed the total cost of attendance (budget) minus any other financial aid received (including any subsidized, unsubsidized and additional unsubsidized Federal Direct Loans the student is receiving). It is recommended that the student and the student's parent(s) complete the FAFSA so that the student will be considered for other financial aid in addition to the PLUS loan. PLUS loans will be included in the financial aid award for eligible dependent students.

Master Promissory Note (MPN)

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

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

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

Loan Counseling—Remember, loans must be repaid!

Loan counseling sessions are required by WOU's Financial Aid Office. Students receiving the Federal Direct Stafford Loan for the first time at WOU must attend an entrance loan counseling session available through the Financial Aid Office during New Student Week or by appointment, or on the web. Go to the Financial Aid home page at www.wou.edu and click on the loan counseling link. Refer to the *2004-2005 Student Guide* for all deferment and/or cancellation options available. This U.S. Department of Education publication is available at the Financial Aid Office. When a student leaves WOU or drops below half time, a student must attend an exit loan counseling session. Loan exit counseling sessions are provided at the end of each term, by appointment or on-line at the Financial Aid Office home page.

D. Other aid available by separate application

1. **WOU Scholarships:** WOU offers many institutional scholarships to qualified applicants. Most scholarships for new WOU students are awarded automatically at the time of admission (see exceptions below). To be most

competitive for scholarships, new students should apply as early as possible, and certainly by March 1. Continuing WOU students must complete a WOU General Scholarship Application to be considered for new scholarship awards. The WOU General Scholarship Application is available from the Financial Aid Office or on the WOU Web site. Most scholarships are awarded for one year; some scholarships are renewable. It is the students responsibility to know the deadlines, apply annually and make sure that the scholarship application is complete.

2. **Diversity Achievement Scholarships:** This scholarship application is available from the Multicultural Student Services and Programs Office and is due March 1.
3. **Departmental Scholarships:** These scholarships have varying deadlines and requirements. Contact the individual department.
4. **The Oregon Student Assistance Commission (OSAC):** This scholarship application is available from the WOU Financial Aid Office or on the OSAC Internet home page (www.osac.state.or.us). The deadline for this application is March 1.
5. **Western Undergraduate Exchange Program (WUE):** This scholarship offers reduced tuition to non-resident students from designated states in designated majors. The priority deadline is March 1. Contact the Vice President for Student Affairs.

STUDENT EMPLOYMENT

All WOU students interested in obtaining part time employment are encouraged to contact the Student Employment Office located on the third floor of the Administration Building. This office provides assistance in referring students to both on and off-campus jobs. Student employment opportunities are posted on WOU's web site at www.wou.edu. Go to "Administration" then "Human Resources" then "Jobs".

Students may also view hard copies of the job descriptions at the Student Employment Office.

AWARD NOTIFICATION-FINANCIAL AID AWARD LETTER

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

REVISIONS

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

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

PAYMENT OF FEES AND RECEIPT OF FINANCIAL AID

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

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

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

ACADEMIC PROGRESS REQUIREMENTS

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

Letter grades of F, W, NC, I, X and AU do not apply toward the satisfactory completion of the credit hour minimums. You **may not** use credits by exam (credits earned by challenging an individual course) or College Level Equivalency Test (CLEP) credits to meet the minimum credit requirements. A class taken to improve a grade may be included in minimum credit requirements if you have not exceeded the maximum credit hour limit.

Lack of satisfactory academic progress could consist of the following:

I. INSUFFICIENT CREDIT HOURS EARNED

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

| | Full Time | ¾ Time | ½ Time | <1/2 Time |
|-----------------------------|-----------|------------|-----------|-----------|
| Undergraduate | 12 hrs | 9 – 11 hrs | 6 – 8 hrs | 5 or less |
| Post Bac/2 nd UG | 12 hrs | 9 – 11 hrs | 6 – 8 hrs | NA |
| Graduate/Master's | 9 hrs | 7 – 8 hrs | 5 – 6 hrs | NA |

- If you are deficient more than 3 credits in any one term during the academic year (fall, winter and spring term), you will be sent a warning letter explaining the academic requirements for continuance of financial aid.
 - If you pass less than 6 credit hours during the term, your aid will be placed on "HOLD" and you will be required to petition for the reinstatement of future financial aid.
 - If, at the end of the academic year, you are cumulatively deficient credit hours, your future financial aid will be placed on "HOLD" and you will be required to petition for reinstatement of future financial aid.
 - If you are a full-time student attending fall, winter and spring terms, a grace of 3 credits deficiency is allowed at the end of the academic year if you have met all other satisfactory progress requirements while you have been a student at WOU.
- B. X grades. A repayment of financial aid may be required if you receive X grades.
- If you do not attend any classes or receive **all X grades**, you will be required to repay all aid disbursed during that term unless you can provide documentation of class attendance. Your documentation must be submitted within a given time limit.
 - If you receive **some X grade(s)** in addition to your other grades, you may be required to prove class attendance if the X grade(s) cause(s) a deficiency in credit hours. If you cannot prove attendance in your X class(es), you may be required to repay a portion of your financial aid. Documentation of attendance in your class(es) must be submitted within a given time limit.
- C. Zero Credits. The Financial Aid Office will assume that students who complete zero credits (excluding students

who receive all “I” or “X” grades) did not complete the entire term and these students will be considered as “unofficially withdrawn.” The student will be considered as unofficially withdrawn as of 50 percent through the term. Students who unofficially withdraw may need to repay some or all of their financial aid. Professors may document attendance (if beyond the 50% point of the term) with an e-mail or a memo on letterhead directed to the Financial Aid Office.

- D. Transfer students. If you are a transfer student (beginning your first term at WOU), the Financial Aid Office will consider you to be making satisfactory academic progress since you met WOU’s admission criteria. However, if you have exceeded the maximum credit hours allowed for financial aid eligibility, you may need to petition. Refer to Section II “Excessive Credit Hours Attempted.”

II. EXCESSIVE CREDIT HOURS ATTEMPTED

A. Maximum credit limits. Your financial aid will be placed on “HOLD” and you will be required to petition for the reinstatement of financial aid if your cumulative number of attempted credit hours (including any transfer credits) exceed the following:

- Undergraduate Degree 220 credit hours
- Post Baccalaureate/2nd UG Degree 48 credit hours
- Graduate/Master’s Degree. varies by program

B. Double major or double degree. You will **not** be funded to complete a double major or degree if it requires exceeding the maximum number of hours allowed for completing a degree (see Section II A, “Maximum Credit Limits”).

III. ACADEMIC SUSPENSION

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

IV. FAILURE TO MEET PREVIOUS PETITION/APPEAL REQUIREMENTS

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

V. JUNIORS OR SENIORS WITH A CUMULATIVE GPA OF LESS THAN 2.0

Your financial aid may be placed on “HOLD” at the end of each term and you may be required to petition for the reinstatement of financial aid if you are a junior or senior and your cumulative GPA is less than 2.0.

PETITIONING

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

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

APPEALS

You have the right to appeal your petition determination. Appeal forms are available from and must be submitted to the Financial Aid Office.

WITHDRAWING FROM SCHOOL

Students must complete the required paperwork, available from the Registrar’s Office, and obtain the required signatures. If a student is eligible to receive a refund and is a financial aid recipient, some or all of that money will be returned directly to the aid programs. By withdrawing from WOU, a student may be required to repay a portion of the financial aid disbursement. Students who withdraw from all classes prior to completing more than 60% of an enrollment term will have their eligibility for aid recalculated based on the percent of the term completed. For example, a student who withdraws completing only 30% of the term will have “earned” only 30% of any Title IV aid received (other than Federal Work-Study). The student and/or the school must return (repay) the remaining 70% of the funds received. Contact the Financial Aid Office for complete withdrawal details. Unearned financial aid funds will be returned in the following order depending on the type of financial aid the student received during the term of withdrawal:

Unsubsidized Federal Direct Stafford Loan, Subsidized Federal Direct Stafford Loan, Federal Perkins Loan, Federal Direct PLUS Loan, Federal Pell Grant, Federal SEOG, other Title IV aid programs.

If a student withdraws, the student must petition the Financial Aid Office to be considered for financial aid in subsequent terms. The student must have attended classes to be eligible to receive

federal financial aid. Non-attendance means a total repayment of all federal aid received for that term. Please refer to Return of Title IV Aid policies in WOU's Schedule of Classes.

Students are also required to attend loan exit counseling if they received federal loans while attending WOU. Exit interviews are available at the end of the term, by appointment or on-line at the Financial Aid Office home page.

RIGHTS AND RESPONSIBILITIES OF STUDENTS RECEIVING FEDERAL FINANCIAL AID

RIGHTS

- A. You have the right to expect that your financial aid eligibility will be determined in an equitable manner consistent with federal regulations and institution policies.
- B. If you are eligible for aid, you have the right to be considered for those programs for which you qualify, as long as money is available.
- C. You have the right to receive complete information about how your financial aid eligibility was determined.
- D. You have the right to obtain full information about financial aid programs and pertinent regulations, policies, and procedures.
- E. You have the right to receive information about your debt burden as a result of receiving loans.
- F. You have the right to receive information about monthly and total repayment options available as well as debt management strategies.
- G. You have the right to expect that your financial records, your parents' financial records, and your award information are kept confidential in accordance with the Federal Privacy Act of 1974.
- H. You have the right to expect notification of your financial aid offer and any adjustments to it.

RESPONSIBILITIES

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

- A. It is your responsibility to report additional resources (such as other financial assistance) and any changes to those resources, to WOU's Financial Aid Office. If the receipt of additional resources results in an over award (financial aid and resources exceed your need or the cost of attendance), you may be required to pay back a portion of your financial aid received and financial aid for subsequent terms may be reduced.
- B. You are responsible for supplying complete and accurate information used to determine your eligibility for aid.
- C. You must maintain satisfactory academic progress.
- D. You must be formally admitted to WOU and be admitted and enrolled in a degree or certificate program, or be taking required preparatory coursework for admittance into degree or certificate program.

- E. You must notify the Financial Aid Office if you are enrolled in a WOU program that is not on campus.
- F. You must not have borrowed in excess of any Title IV loan limit.
- G. If you withdraw from school, you must notify the Financial Aid Office in writing. You may be expected to repay a portion of the financial aid disbursed to you after paying tuition and fees (refer to the withdrawal information available from the Financial Aid Office).
- H. You are responsible for reporting any change in your status.
- I. When you have signed a promissory note for a loan, you are responsible for informing your loan servicer of changes in your name, address, Social Security Number, and graduation date. You must inform your loan servicer if you transfer to another school, withdraw from school or drop below half time in any term.
- J. If you are borrowing from the Federal Direct Stafford Loan program for the first time at WOU, you must attend a loan counseling session before you can receive your funds. Group sessions are available during New Student Week, by appointment, or on-line at the Financial Aid Office home page.
- K. If you are awarded Federal Work-Study, it is your responsibility to find and apply for a work-study job. If you accept a Federal Work-Study position, you are expected to perform the work in a satisfactory manner.
- L. You must sign a Statement of Educational Purpose (included on the FAFSA) declaring that any aid funds received will be used for expenses related to attendance at Western Oregon University and that you owe no refund nor are you in default of any aid received for attendance at any institution.

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

UNIVERSITY SCHOLARSHIPS

In addition to state and federal aid, WOU administers a wide variety of private and institutional scholarships. Many recognize scholastic achievement as well as need. Some are reserved for students in specific majors or from specific geographical areas. A number of these aid sources are detailed below. It is the student's responsibility to know scholarship deadlines. Because donations are received throughout the year, new scholarships may become available which are not listed in this catalog. The WOU general scholarship application may be obtained from the Financial Aid Office, Office of Admissions, Office of the Vice President for Student Affairs or on-line at www.wou.edu/student/scholarship.html. Email: scholarships@wou.edu.

Administrative Support Council (ASC) Scholarship. Established in 2002 by the Administrative Support Council. Awarded to a current student with 90 hours or more obtained from WOU, engaged in undergraduate coursework at WOU, with preference given to full time students.

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

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

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

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

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

Richard M. Bell Scholarship. Established in 1996 by Dr. Michael Cihak and his wife Susan, in memory of her father who was a supporter of higher education. Awarded to any student with preference given to a Corvallis resident.

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

Esther H. Bojanower Scholarship. Established in 2002 in memory of Esther Head Bojanower who received her diploma from Oregon Normal School in 1928. Even though she taught in a small rural school in Oregon for only one year before getting married, she was a “teacher” throughout her whole life as a librarian, mother, and later a community volunteer in Downey, California. When her children left home, Mrs. Bojanower pursued her talents as an artist, producing over 200 paintings. This scholarship is awarded to full time students enrolled in the WOU College of Education with junior or senior standing.

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

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

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

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

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

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

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

Classes of 1928 through 1938

Class of 1940

Classes of 1942 through 1944

Class of 1946

Classes of 1948 and 1949

Classes of 1951 and 1952

Classes of 1955 through 1987

Classes of 1989 through 1996

Classes of 1998 through 2002

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

Timothy Cowan Scholarship. Established in 2002 by Tim Cowan ‘79. This scholarship is to be awarded to single parents with financial need.

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

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

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

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

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

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

James and Helen Ellingson Scholarship. Established in 2000 by Dr. James Ellingson, Professor Emeritus of Secondary Education, and his wife Helen. Awarded to an education junior or senior with financial need who has a goal of earning a bachelor’s degree in education.

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

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

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

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

Hewlett Packard Business Scholarship. Established in 2003, this scholarship is awarded to minority students from Oregon with junior or senior status who are seeking a degree in business.

Hewlett Packard Math and Science Scholarship. Established in 2001 by the Hewlett Packard Corporation for qualifying students in science and mathematics K-12 teacher preparation.

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

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

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

Itemizer Observer Scholarship. Established in 2001 by the Itemizer Observer publisher, Nancy Adams, '73. Awarded to any student.

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

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

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

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

Grace E. Jensen Scholarship. Established in 2001 by Grace, '40. Available to any student.

Kaye LeFrancq Scholarship. Established in 2001 by Kaye LeFrancq '57. Awarded to students majoring in elementary education with a goal of obtaining a bachelor's degree.

Recipients are required to complete business course BA 229, Personal Finance, and pledge to use budget and finance as part of their curriculum.

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

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

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

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

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

Blake Moranville Athletic Scholarship. Established in 2001 in memory of Lt. Col. H. Blake Moranville, '66, former associate dean of students by his wife Mary and other family members. Awarded to a student athlete.

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

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

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

Maybelle Olson Scholarship. Established in 1994 by Maybelle Olson, '36. Awarded to any student majoring in elementary education.

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

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

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

Marci Pahl Memorial Scholarship. Established in 1994 in memory of Marci Pahl, a WOU student who died in a traffic accident in 1993. Awarded to students who are entering their senior year in elementary education with a bilingual focus.

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

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

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

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

Donna Buckingham. Established in 1986 by Donna Buckingham, '70 and '73, former President of WOU Foundation Board of Trustees.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

UNIVERSITY DEPARTMENTAL AWARDS

Students must contact individual departments to apply for these scholarships.

Abby's House Scholarship. Established in 2003 for students enrolled in undergraduate/graduate coursework who have completed at least 100 credit hours and have a minimum GPA of 3.0. Awards are made by the Abby's House Advisory Committee.

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

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

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

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

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

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

Bi-Mart Scholarship. Established in 2004, this scholarship is awarded to students who have an interest in pursuing a career in business and who have a financial need and academic merit.

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

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

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

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

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

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

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

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

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

Sonia Cooper Scholarship. Established in 2003 by Mona K-Hinds '84 in memory of Sonia Cooper. Awarded to women in the business program. Recipients are chosen by the Business Division.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Gus Langley Football Scholarship. Established in 1996 by Larry Smith '73 in recognition of Gus Langley's outstanding career as a coach and educator. An alumnus of the class of 1951, Gus was an outstanding football player. Awarded to a student athlete who is a participant in the football program at WOU. Recipients are chosen by the Athletics Department.

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

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

Dr. Denis M. Moran Memorial Scholarship. Established in 2004 by Gricke Moran and the Moran family in memory of Dr. Denis M. Moran, emeritus professor of geography. The Moran Scholarship is awarded to full-time students with junior or senior standing majoring in geography and have at least a 3.0 GPA in their geography classes. Recipients are selected by the Geography Department.

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

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

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

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

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

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

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

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

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

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

Lowell W. Spring Biology Scholarship. Established in 2003 in honor of Dr. Lowell Spring, emeritus professor, 1968-2003. Awarded to full-time undergraduate students majoring in Biology who have demonstrated financial need and have a strong academic record with at least a 3.0 GPA. Recipients are selected by the Biology Department.

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

Janiece Sturgess Music Scholarship. Established in 1999 by Leta Edwards, Vice President for University Advancement and Executive Director of the WOU Foundation, in memory of her mother. Awarded by the Music Department to a music student whose focus is piano.

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

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

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

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

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

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

Dennis and Janice Young Scholarship. Established in 2004 by Dennis and Janice Young, this scholarship is awarded to undergraduate WOU student athletes with financial need. Recipients are chosen by the Athletics Department.

REGIONAL RESOURCE CENTER ON DEAFNESS

Cheryl Davis, Director

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

Regional Resource Center on Deafness
Western Oregon University
Monmouth, Oregon 97361
(503) 838-8444 V/TTY
www.wou.edu/rrcd

UNIVERSITY FEE REMISSION PROGRAMS

The Oregon University System Educational Diversity Initiative. The Educational Diversity Initiative program has been established to provide financial support to outstanding students from diverse cultural backgrounds and life experiences. Awards are renewable on a limited term basis and available to undergraduate students only. For eligibility information and application forms contact the Office of Admissions at (503)838-8211 or the Office of the Vice President for Student Affairs at (503)838-8221.

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

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

VETERANS EDUCATIONAL AID

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

UNIVERSITY SHORT-TERM FUNDING

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

LOAN FUND SOURCES

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

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

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

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

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

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

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

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

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

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

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

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

Dillian Loan Fund.

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

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

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

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

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

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

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

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

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

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

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

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

John N. Sparks Loan Fund.

Thelma T. Tethrow Memorial Loan Fund.

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

Western Alumni Association Fund.

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

Moms Club and Dads Club Loan Fund.

OCE-Western Oregon University Veterans Club Loan Fund.

OFFICE OF THE UNIVERSITY REGISTRAR

Nancy France, Interim Registrar

REGISTRATION AND ACADEMIC POLICIES

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

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

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

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

Changes to a student's schedule may be made during the Add/Drop period at the beginning of each term. Courses may be added until 5:00 p.m. Pacific Time on the 10th academic day of the term. Courses may be dropped until 5:00 p.m. Pacific Time on the 30th academic day of the term. Students registered for courses for which they fail to meet the prerequisite or co-requisite course requirements may be dropped from the courses. Students registered for courses for which they fail to appear at the first two class sessions may be dropped from the class roster by the instructor. If dropped (for such reason) from the class roster by the instructor, the student must formally drop the course by submitting a drop form to the Registrar's Office on or before the official drop date or student will otherwise be held academically responsible for the grade in the course.

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

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

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

Concurrent enrollment in courses at two or more Oregon University System institutions is authorized. The maximum charge does not exceed the tuition and fees charged at state system institutions. The Registrar's Office has further information.

REQUIREMENTS FOR DEGREES

Associate in Arts Degree

Completion of the course work in a prescribed program qualifies a student for an Associate in Arts degree.

The Associate in Arts is a two-year program for students who have not chosen an area of specialization. The liberal arts requirements assure the student of a sound general education.

A minimum of 93 credit hours, including completion of the Liberal Arts Core Curriculum, Mth 105 (or above) and CS 101 (or above) and a minimum GPA of 2.0 (C) are required for the degree. At least 24 credit hours of the 93 must be taken on the WOU campus. At least 24 credit hours must be completed after approval of the individual program.

Bachelor's Degree

Students must meet degree, program and other graduation requirements in the catalog in force at the time of their first enrollment after admission to WOU. Current bachelor's degree requirements and programs are described in the Undergraduate Studies section of this catalog. Students may choose to graduate under a later catalog that is no more than 5 years old. Students should be aware, however, that requirements for teacher or specialist licensure may change, since such requirements are established by the Oregon Teacher Standards and Practices Commission.

Transfer students may choose to meet degree, program and other graduation requirements under the WOU catalog in force at the time of their first enrollment after admission either at WOU or at the regionally accredited institution from which they transferred to WOU. The admission date for a student who transfers from a community college that has no admission policies is the date the student first enrolled at the community college.

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

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

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



Master's Degree

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

FILING OF DEGREE PLAN

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

APPLICATION FOR DEGREE

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

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

GRADUATION AND COMMENCEMENT

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

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

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

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

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

Undergraduate students who are within six (6) credits of completing degree requirements at Western Oregon University, to be completed summer term only, may participate in the commencement ceremony. Students meeting these criteria and who are interested in participating in the ceremony should contact the Registrar's Office immediately.

CLASS STANDING

| | |
|------------|---------------------------|
| Freshman: | 44 or fewer credit hours. |
| Sophomore: | 45-89 credit hours. |
| Junior: | 90-134 credit hours. |
| Senior: | 135 or more credit hours. |

Post-Baccalaureate: holds a baccalaureate degree from an accredited institution and is working toward initial licensure or an additional baccalaureate degree.

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

COURSE NUMBERING SYSTEM

- 100-299: lower-division (freshman and sophomore) level.
- 300-499: upper-division (junior and senior) level.
- 500-599: graduate courses with undergraduate equivalents.
- 500M-599M: courses available only to graduate students.
- 700: in-service courses.

Enrollment. Ordinarily, a student may enroll in a course numbered one year beyond the class standing provided the prerequisite is met. For example, a sophomore (second year) may enroll in a 300 course under such conditions. Enrollment in a course numbered two years beyond a student's class standing is permissible only if prerequisites are met and the course instructor approves.

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

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

GRADES

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

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

Grade-Points. Grade-points are counted on the basis of 4 points for each credit hour of A, 3.7 points for each credit hour of A-, 3.3 points for each credit hour of B+, 3 points for each credit hour of B, 2.7 points for each credit hour of B-, 2.3 points for each credit hour of C+, 2 points for each credit hour of C, 1.7 points for each credit hour of C-, 1.30 points for each credit hour of D+, 1 point for each credit hour of D, .7 points for each credit hour of D-, and 0 points for each credit hour of F. Marks of I, P, NC, W, X, and AU are disregarded in the computation of points.

The grade-point average (GPA) is the quotient of total points divided by the total credit hours in which grades A through F are received. A minimum grade-point average of 2.00 (or C) is required for graduation.

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

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

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

Students taking a course on a pass-no credit basis must declare their intent during the registration process. The student then must continue and complete the course under the grading option chosen.

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

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

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

UNDERGRADUATE GRADING STANDARDS

The following descriptions convey the intent of letter grades used for the evaluation of undergraduate student performance at WOU. Performance is understood to incorporate both extent of personal involvement and achievement of competence in theoretical, technical and/or aesthetic dimensions of course work, depending on the nature of course goals and expectations. Grades are meant to reflect how

student work stands with respect to the level of performance of college students in such a course, as distinct from members of society at large.

- A - Excellent
- B - Above average
- C - Average
- D - Below average
- F - Unacceptable
- I - Incomplete. A grade of 'I' may be assigned when the quality of work is satisfactory but an essential requirement of the course has not been completed for reasons acceptable to the instructor. To change an incomplete to a letter grade the student must complete the work within 12 months following the award of the 'I'. Special extension may be granted by petition, if approved by the instructor and the Registrar's Office, but for a period no longer than an additional 12 months. Beyond the maximum 24-month period the incomplete becomes permanent. At the discretion of the instructor the "I" may be retained or it may be changed to a grade.
- X - No basis for grade. A grade of "X" may be assigned if there is no basis for grading the student, or the student has failed to appear for the course.

WITHDRAWAL

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

Withdrawal from a course

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

Withdrawal from the University

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

MAINTAINING A SATISFACTORY GRADE POINT AVERAGE

A student is doing satisfactory work when a GPA of 2.0 or better is maintained and substantial progress is made toward completion of graduation requirements.

Probation. A student failing to do satisfactory work in any term of the academic year is placed on academic probation. If the GPA the following term (excluding summer term) and the cumulative GPA (for all college work) are 2.0 or better, the student is removed from probation.

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

CHALLENGING A COURSE

When a student who is enrolled at least half-time presents evidence that his or her background provides proficiency in an academic course offered by WOU, the course may be challenged one time only by an appropriate examination. The student must interview with the appropriate division chair, or his/her designated representative, and provide convincing evidence of proficiency. If the interview proves favorable, the student should complete the appropriate form requesting the examination and have it signed by the division chair. An appropriate examination as determined by the department must be successfully completed ("B" or better if prescribed by the department). Undergraduates are limited to a maximum of 48 hours of challenged courses toward degree requirements, or a maximum of 15 credit hours toward initial licensure programs. Credit by examination is not applicable to a master's degree or standard/continuing licensure programs. Credit hours earned through the challenge process may not be included as a part of the residence requirement. All such credit is ungraded (pass/no credit). A fee of \$25 per credit (subject to change without notice) is charged. The Registrar's Office has forms and further information.

STUDENT RECORDS POLICY

Access to Student Records

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

Public Notice Designating Directory Information

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

Directory information includes: student's full name; dates of enrollment; local, permanent and electronic address(es) and telephone number(s); date and place of birth; parent(s)/guardian(s) name, address(es) and telephone number(s); participation in officially recognized activities and sports; weight and height of members of athletic teams; class level; program of study; numbers of credit hours earned (not grades); degrees and awards received; the most recent educational institution attended; job title(s) and dates of employment for student employees who have been or are paid from university administered funds.

WOU will not release lists of the names of its students to individuals, organizations or commercial enterprises who wish to acquire such lists as a resource to support their personal or profit-making ventures. Such lists (or mailing labels produced from such lists) are available only to those who have a legitimate

educational interest, such as faculty, administrative offices of the university, and offices allied to the university and which support the educational objectives of the university.

Currently enrolled students may withhold disclosure of any item of information under the Family Educational Rights and Privacy Act of 1975. To withhold disclosure, written notification must be received in the Registrar's Office prior to the end of the second week of classes, during the term of the academic year in which the student first enrolls. This restriction will be in force permanently, until rescinded by the student, in person with photo id, or in writing with the student's signature. Forms requesting the withholding of "Directory Information" are available in the Registrar's Office.

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

Oregon University System Social Security Number Disclosure and Consent Statement

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

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

VETERANS ADMINISTRATION STANDARDS

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

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

Veterans who drop below their minimum required hours after the fourth week will have their change in status reported to the VA within 30 days.

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

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

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

STUDENT ACTIVITIES

AWARDS

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

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

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

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

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

CAMPUS RECREATION

Rick Sedgwick, Director

The Campus Recreation Program offers a variety of recreational pursuits to the university community. Campus facilities (swimming pool, gym and racquetball courts, weight room, and indoor tennis courts) are available for use many hours during the week. During finals week, some of the facilities are open until 2:00 a.m. to provide students with a study break. Many outdoor facilities also are available, including a new nine hole Frisbee disc golf course located near the Grove. The Campus Recreation Program employs a number of students as building supervisors or sports officials.

Intramural participation at WOU is very popular and offers a wide variety of opportunities. More than 70 different sports activities are offered for men/women or co-ed teams. Sports

range from major team sports (flag football, basketball, indoor soccer, volleyball, softball) to individual and dual activities such as golf, chess, Frisbee golf, tennis, and racquetball. In some activities, winners may advance to regional competitions.

WOU has a number of sport clubs that provide competition, instruction, and opportunities to participate. Men's soccer, water polo, lacrosse, men and women's rugby, swimming, and crew are current examples.

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

ENTERTAINMENT AND THE ARTS

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

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

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

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

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

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

HONOR SOCIETIES

Phi Alpha Theta. The International History Honor Society, Phi Alpha Theta, was founded in 1921 with the purpose of distinguishing outstanding history students. It has more than 700 chapters and over 200,000 members. It publishes a nation 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 ten percent of the senior class, five percent of the junior class and selected faculty are eligible and invited.

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

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

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

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

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

Lambda Pi Eta. The Nu Phi chapter, an accredited International Honor Society of the National Communication Association, was chartered at WOU in 2001 and is open to all Speech Communication majors and minors who meet the requirements for the honorary distinction.

INTERCOLLEGIATE ATHLETICS

Jon R. Carey, Athletic Director

Western Oregon University offers a broad-based athletic program that has developed a strong tradition of excellence. WOU offers 13 sports and is a member of the NCAA Division II. We offer men's sports of cross country, football, basketball, baseball, indoor and outdoor track and field. Women may participate in cross country, soccer, volleyball, basketball, softball, indoor and outdoor track and field. We have been perennial challengers for conference, regional and national championships. WOU's women's basketball team won the NAIA Division II national championship back to back in 1995 and 1996.

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

WOU AND THE NCAA

Western Oregon University is the only NCAA Division II institution in Oregon. Membership in the NCAA Division II provides the opportunity for student athletes to compete at a level of competition not available anywhere else in the state. Western Oregon University is a member of the Great Northwest Athletic Conference which is made up of the NCAA members from Oregon, Washington, California, and Alaska. For more

information about particular sports, please contact the Department of Intercollegiate Athletics at (503) 838-8252.

Academic Eligibility Requirements

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

Facilities

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

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

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

NON-TRADITIONAL STUDENT SERVICES

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

STUDENT GOVERNMENT

The Associated Students of Western Oregon University (ASWOU) is the official governing body of the students. All WOU students are members of ASWOU by virtue of having paid tuition and fees. Students can have a major role in decision-making at the university through student government. ASWOU has three branches including a policy-making legislative branch, a policy-implementing executive branch and a policy-interpreting judicial branch which also serves as elections administrator. According to its mission statement, student government serves as a voice for students. ASWOU is committed to: providing opportunities, activities and services to students; representing students' interests; and advocating for students' rights. For more information on how to get involved in student government, contact the ASWOU office at 503-838-8303

Executive Branch. The Executive Branch acts on behalf of WOU students to help meet their needs and to carry out student government policy as directed by the ASWOU Senate. There are several divisions within the Executive Branch: Business and Financial Affairs, Communications and Public Relations, Student Activities Board, Student Organizations, Book Exchange, Diversity, State and Federal Affairs, and the Executive Office.

The **Business and Financial Affairs Department** is responsible for ASWOU's fiscal activities, budgeting and financial relations with the Incidental Fee Committee. The Director of Business and Financial Affairs is appointed by the ASWOU President and confirmed by the ASWOU Senate.



The **Communications and Public Relations Department** is comprised of the Director of Communications, the Director of Public Relations and a web page designer. They are charged with maintaining good communication between student government and the students and with the Monmouth-Independence community. Flyers, posters, newsletters, web postings, forums, rallies, and other public venues are used to help the department disseminate information and publicize events and activities for ASWOU and student organizations.

The **Student Activities Board** is the group of students responsible for the planning and coordination of campus social and educational activities. The board is comprised of an elected director plus many students serving on subcommittees, including special events, outdoor, comedy, concerts, family/non-traditional programming, and publicity. The Student Activities Board oversees campus events such as Homecoming, dances, movies, concerts, and live comedy shows. Members of the Student Activities Board are volunteers, and membership on subcommittees is open to all students.

The **Student Organizations Department** is responsible for overseeing over 60 student organizations at WOU. The Student Organization Coordinator provides resources, information and assistance to help the ever-growing number of student organizations on campus to be successful.

The **Book Exchange** is held the first two weeks of every term to enable students to sell their books directly to other students. The Book Exchange Director is appointed by the ASWOU President and confirmed by the ASWOU Senate.

The **Diversity Department** works with ASWOU and Student Leadership and Activities to promote and celebrate diversity on the WOU campus. The Diversity Programs Coordinator plans events and provides outreach and education to student organizations on campus.

The **State and Federal Affairs Department** is responsible for government relations and voter registration. ASWOU belongs to the Oregon Student Association (OSA), which supports members from each school within the Oregon University System. The Director of State and Federal Affairs serves as a liaison between WOU and the paid professional OSA staff in Portland, endeavors to register student voters, and represents students' views to the Monmouth-Independence community, the state legislature and the Oregon State Board of Higher Education.

The **Executive Office** is comprised of the elected President of ASWOU, interns, and the Chief of Staff. These students work on campus to identify student concerns, support student interests, and advocate for students with WOU administration, within the Monmouth-Independence community, the Oregon State Board of Higher Education and the state legislature.

Legislative Branch. The ASWOU Senate is the main component of the Legislative Branch as well as the most important policy-making group in student government. The Senate has 24 members and one non-voting elected Senate President. The primary responsibility of the Senate is to represent and protect the students and their interests. Through legislation, resolution, and committee action, the Legislative Branch sets the course of ASWOU. Nine student members serve on the Incidental Fee Committee (IFC): three elected, three appointed by the ASWOU president, and three appointed by the president of the institution. This student government committee

recommends how approximately \$1.9 million in student fees are allocated. The IFC funds all or part of the following areas: ASWOU, intercollegiate athletics, campus recreation, creative arts, childcare and development, non-academic interpreting and disability services, student media, student leadership and activities and the Werner University Center.

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

STUDENT LEADERSHIP AND ACTIVITIES

Denise Galey, Director

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

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

Leadership Development

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

STUDENT MEDIA

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

RESOURCES AND SERVICES

ACADEMIC ADVISING AND LEARNING CENTER Nancy France, Director

Advising Center

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

The purpose of the Academic Advising and Learning Center is to assist students from the beginning of their college career through graduation. Faculty advisors, peer advisors and staff in the Advising Center will help students:

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

For more information, call (503)838-8428 V/TTY, email francen@wou.edu or check the web page <http://www.wou.edu/provost/aalc/advising>.

Learning Center

Judy Turner, Administrative Program Assistant

Active learning outside of the classroom is critical to college success. The Learning Center helps students acquire and maintain the skills necessary to become confident, successful students. Peer tutoring is offered in most academic subjects by students who have professor recommendations. The tutor's goal is to help students improve their knowledge, develop better study habits, and build their confidence. Services at the Center include:

- Peer tutoring in most academic subjects by appointment
- Drop-in math tutoring hours
- Tutor-assisted study groups
- Individual study skills assessment and assistance (time management, test taking, note taking, listening, textbook reading, etc.)
- Study skills resource library (videos, books, software and handouts)
- Resource study material for tests (CBEST, Praxis, MSAT, GRE, etc.)
- Student computer lab
- Quiet study areas for groups or individuals

Services are provided at no charge to WOU students. For tutoring assistance, students must be currently enrolled in the requested class at WOU. For more information, call (503)838-8501 or (503)838-8428 TTY, email turnerj@wou.edu, or check the web page <http://www.wou.edu/provost/aalc/learning>.

BOOKSTORE

Kristi Dopp, Manager

The WOU Bookstore is located on the upper level in the Werner University Center and is open Monday through Friday from 7:30 a.m. to 5:00 p.m.. Students can find textbooks and

supplies for classes as well as interesting books and valuable study aids. Gift items, health and beauty aids, magazines, snacks and university clothing are among the many items found in the bookstore, making it an interesting place to shop.

CAMPUS DINING

Karen Nelles, R. D., Foodservice Director
Julie Heinrich, Residential Dining Manager
Joe Wilson, Retail Dining & Catering Manager

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

The Werner University Center has several dining locations. The Wolf Express is a small convenience store which sells hot and cold beverages and snacks. Its "grab n' go" atmosphere is great for the "student on the run" and open Monday through Friday from 7:30 a.m. to 8:00 p.m. and on Saturday, noon to 4:30 p.m. Caffè Allegro, open Monday through Friday from 7:30 a.m. to 5:00 p.m., offers espresso drinks, baked goods and sandwiches. The Wolf Grill and Western Deli serves hamburgers, fries, grilled and deli sandwiches, salads, vegetarian entrees, soups, stir-fry, and much more. It is open for lunch Monday through Friday. The Den, an after hours place to relax, is open Sunday through Thursday 5:00 p.m. through 12:00 a.m., Friday and Saturday 5:00 p.m. through 2:00 a.m. All the restaurants accept the Resident Meal Plan, the Wolf Bonus Account and cash for purchases. The Wolf Bonus Account is a meal plan available to off-campus students, staff and faculty..

DIVISION OF EXTENDED PROGRAMS

Donald Olcott Jr., Executive Director

WOU's Division of Extended Programs, in collaboration with the academic colleges and support services, provides lifelong learning opportunities through responsive, flexible and creative



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

Continuing Professional Development

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

The division also manages the Continuing Professional Development Program, in which faculty deliver a wide variety of learning opportunities to K-12 educators throughout the state. For more information visit www.wou.edu/cpd.

Summer Session

WOU holds a six-week summer session that begins one week following the end of spring term. Short workshops and courses on campus, in field locations and online are also scheduled through the summer.

The class schedule is published in February and online registration begins in the spring. For more information visit www.wou.edu/summersession.

Extended Studies

Many opportunities for degree completion, professional development, and personal enrichment are available. Examples include:

- B.S. or B.A. in Fire Services Administration, a degree that can be earned in a flexible format.
- Master of Arts in Teaching, part-time web-based program
- Master of Science in Education, on-site cohort programs
- Continuing Teaching Licensure, on-site cohort programs

Other offerings include professional institutes and conferences, staff development options, fitness activities, and youth programs.

For further information contact:

Division of Extended Programs
Western Oregon University
Monmouth, OR 97361
(503) 838-8483 or
(800) 451-5767 in Alaska, California, Colorado, Hawaii, Idaho, Montana, Oregon, Utah, Washington, and Wyoming.
E-mail: extend@wou.edu
www.wou.edu/extendedprograms

WOU is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until July 31, 2005 and authorizes WOU to offer courses toward the following degrees: BA/BS in Fire Services Administration, and MS in Rehabilitation Counseling.

For information about requirements of the Act or how it applies at WOU, contact Washington Higher Education Coordinating Board, P.O. Box 43430, Olympia WA 98504-3430.

INTERNATIONAL EDUCATION

WOU is committed to improving the overall quality of the educational experience by offering students and faculty a diverse mix of opportunities, cultures and viewpoints. WOU prepares students to operate in a global society through study abroad options, attending classes and interacting with individuals from various backgrounds, and enrolling in international internships to gain work experience in their chosen fields. In addition, each year WOU enrolls more than 100 international students from around the world, further enhancing the campus intercultural environment.

Study Abroad and Internship Opportunities

Division of Extended Programs

Michele V. Price, Director

extend@wou.edu

A variety of study abroad programs and international internships are available through the Division of Extended Programs. With locations in Europe, Asia, Central and Latin America, Africa, Australia, and Oceania, these programs provide students an intense cultural, educational, and professional experience. Students who study abroad or participate in international internships increase their global awareness, develop problem solving skills, and gain experience that helps them achieve their personal and career goals. Study abroad and international internships are not just for those students who are studying foreign languages. WOU offers programs at sites that do not have a language requirement, and some programs are offered in English speaking countries. Qualified students may study or work abroad for a summer, a quarter, a semester, or a year and continue to earn credit toward their degrees. In addition, they may use financial aid toward program expenses. For more information, visit www.wou.edu/studyabroad.

INTERNATIONAL STUDENT SERVICES

International Admissions and Advising Office

Kelly Mills, Director

global@wou.edu

The International Admissions and Advising Office provides services to WOU's international students and faculty. Advisors are available to assist international students and their dependents with immigration, housing, employment, personal, and academic issues. International students have many opportunities to share their culture and knowledge with the campus and community through the International Cultural Service Program, the International Student Organization, internationalized curriculum, and a wide variety of campus student activities. For more information, visit www.wou.edu/provost/studyabroad/int_edu.html.

LIBRARY AND MEDIA SERVICES

Gary D. Jensen, Director

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

Library and Media Services has two locations: the Hamersly Library and areas within the Instructional Technology Center. **Hamersly Library** has varied print and electronic collections; scholarly books, K-12 curricular materials and state-adopted

textbooks, journals, newspapers, government documents, audiovisual materials, online resources, and other materials. You need a valid WOU identification card to check out materials. The library is a member of the Orbis Cascade Alliance, which allows WOU students to order books from other Oregon and Washington college and university libraries through the Summit online catalog. Alternatively, you can visit Summit libraries and borrow their books directly by presenting your WOU ID card to the circulation desk.

Services and resources in the Hamersly Library include:

- Reference assistance and instruction
- Orientations and class presentations
- Course reserves
- Electronic indexes, full-text resources and Internet access
- WOLF the online catalog and its extension, Summit which lists the holdings of 30 college and university libraries in Oregon and Washington
- Oregon State Adopted Textbooks and other curricular materials for K-12 teaching and learning
- Periodical collections in print, microform and online holdings
- Audio and visual materials such as DVDs, CDs, slides, and tapes of public television programs
- Interlibrary loans, including 48-hour delivery of Summit materials and web-delivery of articles
- Archival material documenting the history of WOU
- Conference rooms, group study rooms and a student lounge
- Media equipment, including TV monitors, VCRs, DVD, CD, and cassette players
- Services and equipment for students with special needs
- Photocopiers, scanners and microform scanners and printers
- Computer lab, laptops to checkout, and wired and wireless network connections for personal laptops
- Exhibits, artistic and artifactual, of university and regional interest

The web site for Library and Media Services, www.wou.edu/library, gives you access to electronic indexes and databases, as well as other information and services. You may also access these resources while off campus; follow the directions given when you select a database.

The Technology Resource Center is located in ITC 204 and 205 and provides technology support to the campus. The phone number is 503-838-8965.

Services and resources in the TRC include:

- Training on software products, including Dreamweaver, PowerPoint, Photoshop, FinalCutPro, and Premier
- Assistance with print and web site design
- Help using WebCT and other online tools
- Color printing up to 42 inches wide and up to 2400 dpi
- CD duplication of academic projects
- Multimedia development and assistance; if you want to develop a video, sound file, slide presentation, or some

combination of these elements, we have staff to help. These products can be put on VHS, DVD, CD, cassette, or on the Internet

- Digital cameras and camcorders to checkout
- Miscellaneous production equipment: die-cut machine, laminator, foreign language tapes, and paper supplies
- Computer lab with PCs, Macs, scanners, color laser printers, and digital editing equipment

There is no charge for services either in the Hamersly Library or in the Technology Resource Center; charges are assessed only for supplies.

Copy Services

Self-serve photocopying machines reside in the Werner University Center and in the Hamersly Library. The campus Copy Center, located in ITC 112, provides services in high-speed duplication, offset printing, color copying, collating, binding and heavy-duty stapling. The phone number is 503-838-8431.

Video Production Services

The campus provides videoconference facilities as well as video taping services for university events and classroom-related activities. A campus-wide cable system operates across campus from the Instructional Technology Center (room ITC 004). The university is a partner in WIMPEG, the local cable public access channel 17. WOU provides technical support for this channel and contributes programming for the Monmouth-Independence community. Campus facilities include a television studio, high-level digital imaging equipment, videotape duplication and captioning equipment, and satellite downlink capabilities. Video Production Services is open 8 a.m. to 5 p.m. Monday through Friday, phone number 503-838-8976.

MULTICULTURAL STUDENT SERVICES

Anna Hernandez-Hunter, Director

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

- Assist prospective students and their families with the admissions and university process.
- Organize and present workshops focused on preparing students to enter higher education.
- Provide personal support and guidance to currently enrolled students.
- Assist with general academic and career advisement.
- Make students aware of scholarship and financial aid opportunities.
- Connect students to educational resources on campus and off campus.
- Advise the Multicultural Student Union (MSU).
- Assist MSU with the organization and implementation of campus-wide cultural events. These include: Annual Pow-Wow Celebration, African American Awareness Conference, Women of Color Conference, and Cinco de

Mayo Celebration, Dinner, Dance, and Latino Awareness Conference.

- Network and establish ongoing communication between community based organizations/programs and the WOU campus.
- Coordinate the Diversity Achievement Scholars Program.

OFFICE OF DISABILITY SERVICES

Phillip A. Pownall, Director

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

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

- **Accessibility Assistance:** Wheelchair accessibility to buildings and campus grounds, communication equipment (FM systems, audio-looped rooms, TTYs, closed caption decoders, amplified phones), CC-TV, Braille, scanner, voice output computer access and other technical equipment.
- **Accessibility Aides:** notetakers, readers, transcribers, classroom assistants, exam proctors.
- **Advisement:** Academic, career, personal/social.
- **Advocacy:** For appropriate accommodations, alternative testing, preferred accessibility aid.
- **Communication Aides:** Sign language interpreters who use student's preferred signed communication mode (from ASL to MCE), and oral interpreters are provided upon request for classes, school sponsored activities, and meetings with faculty and staff.
- **Empowerment:** Through networking groups, workshops and interaction with the office staff, students learn of their rights and how to obtain services they need.
- **Leisure and Social Activities:** Accessibility assistance and aids are provided to encourage and support the students' full participation in all parts of campus life.
- **On Campus Housing:** Accessible to deaf, hard of hearing, blind students and students using wheelchairs or other assistive mobility aids.
- **Orientation:** To the campus and services provided by the Office of Disability Services as well as general university services available.
- **Referral:** To other programs on and off campus.

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

STUDENT AFFAIRS

Gary Dukes, Vice President

The Office of the Vice President for Student Affairs provides general liaison assistance to students and administers the WOU General Scholarship program, the Diversity Achievement Scholarship Program, and the Western Undergraduate Exchange (WUE) Tuition Rate Program. The Vice President is responsible

for all student-related services which include Admissions, Campus Recreation, Service Learning and Career Development, Campus Judicial Affairs, Disability Services, Financial Aid, Multicultural Student Services, Student Enrichment Program, Student Health and Counseling Services, University Residences, Campus Dining, and Werner University Center/Student Leadership and Activities.

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

The office of Student Affairs is located in the Werner University Center, phone (503) 838-8221; email scholarships@wou.edu.

SERVICE LEARNING AND CAREER DEVELOPMENT

Michael Hampton, Director

The office of Service Learning and Career Development works together with the faculty, staff, student groups, and community members to coordinate service learning activities in the community. The purpose of service learning is to give students a broad range of practical experiences through service to others. Some projects relate directly to the students' educational focus while others are directed at raising awareness of community issues and civic responsibility.

The office of Service Learning and Career Development also coordinates expertise, programming, information, and activities designed to guide students in their career development and job search readiness. As a process, career development involves personal responsibility throughout the university experience, and is inclusive of:

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

Students are encouraged to take advantage of the following services provided to support their career development efforts throughout their university experience:

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

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

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

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

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

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

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

Please contact the office of Service Learning and Career Development at (503)838-8432 or visit the web page at: www.wou.edu/student/career

STUDENT ENRICHMENT PROGRAM

Don Boderman, Director

The Student Enrichment Program (SEP) is an U.S. Department of Education grant funded program. It is located in the Academic Programs and Support Center, room 201, and is designed to assist students in finding success in their college experience. SEP students benefit from academic, career and personal advising, availability of equipment (laptop/desktop computers, calculators, recorders, etc.) for checkout, progress monitoring, success seminars, peer mentors, and tickets to campus cultural events. The program also offers free credit courses: ICS 103 Becoming a Master Student; ICS 105 Becoming a Critical Thinker; ICS 106 Becoming a Career Planner; and ICS 109 Summer Bridge. The program's goals are to help students to develop the writing, math, learning, critical thinking, and career planning skills necessary to succeed at WOU; and to maintain a GPA necessary to achieve their individual goals while developing the interpersonal communications skills necessary to excel in college. Students will make a commitment to WOU as they integrate into the campus community and discover ways to achieve autonomy while maintaining a sense of confidence.

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

- Support advising for personal concerns and career goal setting
- A basic math course on the WOU campus through a local community college
- Advising for freshmen and sophomores as they proceed through the Liberal Arts Core Curriculum (LACC)
- Individualized instruction with professional staff in reading, study skills, writing, and critical thinking skills

- Course progress monitoring through regular meetings with program staff
- Seminars on study skills, stress management, campus and community resources, time management, deciding a major, financial aid, and much more
- Peer mentoring and summer bridge programs
- Preparation assistance for graduate study and visits to graduate schools in Oregon
- Tickets to cultural enrichment activities to help students broaden their awareness and get to know other students
- Speech preparation and standardized test preparation such as the CBEST test
- Support groups
- Availability of equipment for checkout such as laptop and desktop computers, recorders, calculators, Franklin spellers and a resource library of printed material

STUDENT HEALTH AND COUNSELING SERVICES

Roseann Kendall, Director

Health Services

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

Students who are eligible for services 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.

Health Services offers a full range of clinical services. They include:

- Treatment of acute injury or illness and assistance with management of chronic illness
- Women's health care: breast exam, Pap smears, contraceptive counseling, pregnancy testing and counseling
- Allergy injections
- Immunizations
- Wellness education: stress reduction techniques, nutrition and fitness counseling, drug and alcohol education
- Sexually transmitted disease testing, treatment and counseling
- Confidential HIV testing

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

The Health Service Fee is comprised of two parts: 1) the fee supporting the counseling center, medical facility and professional staff; 2) the fee for automatic Basic Medical Insurance coverage. The university requires health insurance coverage as a condition of enrollment for any student taking 9 credit hours or more each term.

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

Counseling Services

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

If you have paid the Health Services fee for the current term (see Health Services) then you are eligible to receive services in Counseling Services. You are able to receive an intake session and five individual counseling sessions per academic year when the Health Services fee is paid each term. There will be a charge for any additional individual sessions.

STUDENT JUDICIAL AFFAIRS AND MEDIATION PROGRAM

Tina Fuchs, Director of University Residences and Judicial Affairs

Judicial Affairs and Mediation Program

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

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

Code of Student Responsibility

The Code of Student Responsibility specifies the rights and responsibilities of students as members of the campus community. Each student is responsible for his or her own conduct. The university

community expects each student to abide by all local, state, and federal laws as well as university regulations. Copies of the Code are available in the Office of the Vice President for Student Affairs, Office of University Residences, ASWOU, and the Library. The Code is also available on line at <http://wou.edu/student>. Students are expected to read and become familiar with the Code.

UNIVERSITY COMPUTING SERVICES

Bill Kernan, Director

Computer Labs and Classrooms: Academic computer labs and classrooms are located primarily in the Instructional Technology Center (ITC). The main lab, ITC 002, is generally open from 7 a.m. until 1 a.m.. Computer classrooms contain 17-22 computers and an instructor's station.

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

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

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

UNIVERSITY RESIDENCES

Tina Fuchs, Director of University Residences and Judicial Affairs

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 are available for married students or students with dependents.

Housing Policies

Because of the educational function of residence hall living, all students without dependents who enroll at WOU within one

year of high school graduation must live in university-operated housing. Exceptions must be approved through the Office of University Residences. Many upperclass students also choose to live in the residence halls because of the convenience and available services.

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

Applications for fall term housing should be made before May. An application form may be obtained from WOU's Office of University Residences. A \$35 non-refundable application fee is required at the time of reservation. Students who are found to be ineligible for admission to the university will receive a refund of the application fee.

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

Rates for a standard room are \$5,860 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 also are offered. Costs may vary.

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

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

Correspondence and housing application requests should be directed to:

Office of University Residences
Western Oregon University
345 N Monmouth Ave
Monmouth, Oregon 97361
(503) 838-8311 (V/TTY)
E-mail: housing@wou.edu

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

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

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

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

Off Campus Housing

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

There are no fraternity or sorority houses.

WERNER UNIVERSITY CENTER

Denise Galey, Director

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

WRITING CENTER

Katherine Schmidt, Director

The Writing Center space is designed specifically for WOU students and their writing. The Center offers friendly and knowledgeable one-on-one assistance with writing projects from any class and any level of instruction. Students who visit the Center to brainstorm, write, refine, and revise their writing often discover that one thirty-minute session makes an incredible difference in the way they understand the particular assignment; and students who routinely visit the Center often experience profound changes in the way they understand themselves as writers, as thinkers, and as students.

Peer writing consultants are trained to dialogue with student writers about their ideas, rhetorical choices, and basic assignment-meeting abilities. Consultants assist student writers by simulating, through dialogue, something similar to the internal conversation of an experienced writer as she writes. While the Center's consultants avoid "fixing" writing, they do help students become conscious of, and proactive about, error patterns that emerge in their writing.

COLLEGE OF EDUCATION

Dean: Hilda Rosselli

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

The College of Education is accredited by Oregon Teacher Standards and Practices Commission, Northwest Association of Schools and Colleges, and National Council for Accreditation of Teacher Education. Admission to teacher education is competitive with requirements that include a minimum 2.75 GPA, passing national teacher examinations, documentation of experience working with children/youth, and an interview with faculty. The College of Education website provides an excellent resource for current information:

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

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

The **Teacher Education Division** is responsible for the teaching authorizations in early childhood, elementary, middle level and high school. Program information can be obtained by contacting the College of Education at (503) 838-8471 or by email: education@wou.edu.

The **Health/Physical Education Division** is responsible for teaching endorsements in health education and physical education. The division also offers programs in physical education and health. More detailed program information can be obtained by contacting Sharon Hall at (503) 838-8252 or by email: halls@wou.edu.

The **Special Education Division** houses one undergraduate major, American Sign Language/English Interpreting, one undergraduate minor, Special Education/Rehabilitation Counseling, and four graduate programs. Course work is offered at the undergraduate level that can be used to reduce graduate requirements. All programs in the division prepare personnel to work in the education and rehabilitation of individuals having disabilities. Information may be obtained from the Special Education Division office at (503) 838-8322, by email: special@wou.edu, or on the web at: www.wou.edu.

TEACHING AUTHORIZATION INFORMATION

Teacher Licenses

The Oregon Teacher Standards and Practices Commission (TSPC) is the agency empowered by the Oregon Legislature to license persons to teach or administer in Oregon's public schools. Licensure and endorsement programs must be approved by this agency. TSPC issues the appropriate license or endorsements upon recommendation of the College of Education that the applicant has successfully completed the relevant program the university is approved to offer and, in the judgment of the institution, has the qualities to serve as a teacher.

NOTE: The program requirements listed in this catalog fulfill the requirements for the Oregon teacher license that were in effect at the time this catalog was printed. Legal responsibility and authority for the licensing of teachers in the State of Oregon are vested in the Oregon TSPC. Candidates seeking an Oregon Teacher License must satisfy the rules and regulations in effect at the time of application.

Definitions

Authorization Levels: Authorizations are added to licenses based on course work, work samples, and field experience. The four authorization levels are:

1. Early childhood education (ages 3 through grade 4)
2. Early Childhood/elementary education (grade 3 through grade 8 in an elementary school)
3. Elementary/middle level education (grade 5 through grade 10 in middle or junior high school)
4. Middle level/high school education (grade 7 through grade 12 in high school)

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

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

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

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

ANNUAL INSTITUTIONAL QUESTIONNAIRE ON TEACHER PREPARATION

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

- **Testing required for program completion.** In Oregon, a system of multiple measures is used to determine the status of "program completer." One component of this system requires the educator to pass both a basic skills test and a battery of subject matter tests. For basic skills testing the educator may choose to take the California Basic Educational Skills Test (CBEST) or the PRAXIS I: Pre-Professional Skills Tests (PPST). Authorizations in early childhood, elementary, and middle level teaching require passing scores on the Multiple Subjects Assessment for Teachers (MSAT).
- **Test Pass Rates.** Because passing of basic skills and subject matter tests is required for program completion in Oregon, the state pass rate is 100 percent. Those who do not pass the required tests are not considered program completers and are not eligible for initial teaching licenses.

- During 2002-2003, 1,354 students were enrolled in the teacher preparation programs for initial licensure.
- 253 students were in programs of supervised student teaching and were supervised by 13 appointed full-time and 29 part-time faculty in professional education for a student to faculty ratio of 6.02:1.
- Students spend 600 hours in student teaching experiences during the program.
- All WOU education programs are currently fully accredited by the state licensing agency, Teacher Standards and Practices Commission (TSPC), as well as the National Council for Accreditation of Teacher Education (NCATE).
- All WOU education programs are not under a designation of “low-performing” by the state (as per section 208[a] of the HEA of 1998).

COLLEGE OF LIBERAL ARTS AND SCIENCES

Dean: James G. Chadney

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

The **Business/Economics Division** is responsible for majors and minors in Business and Economics and the minor in Entrepreneurship. More detailed program information, including program admission requirements can be obtained by contacting the division at: (503) 838-8421.

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

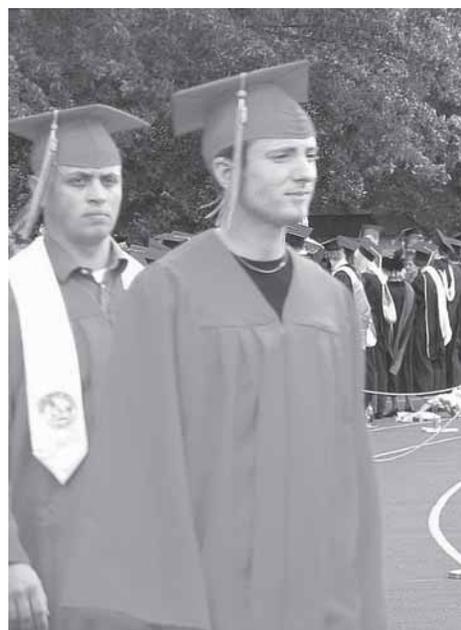
The **Creative Arts Division** is responsible for majors and minors in Art, The Arts, Dance, Music, and Theater. More detailed program information, including program admission requirements can be obtained by contacting the division at: (503) 838-8461.

The **Humanities Division** is responsible for majors and minors in English, French, German, Humanities, Linguistics, Philosophy, Spanish, Speech Communication, and Writing. More detailed program information, including program admission requirements, can be obtained by contacting Dr. Carol Harding, Division Chair, (503) 838-8245; email: hardinc@wou.edu or Debbie Braun (503) 838-8408.

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

The **Psychology Division** is responsible for majors and minors in Psychology. More detailed program information, including program admission requirements can be obtained at www.wou.edu/psych, or by contacting Dr. Joel Alexander, Division Chair (503)838-8355, or division office (503)838-8344.

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



Undergraduate Studies

WESTERN OREGON
UNIVERSITY

UNDERGRADUATE STUDIES

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

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

Associate in Arts Degree (2 years)

Bachelor of Music

Contemporary Music

BA/BS Degrees

American Sign Language/English Interpreting

Anthropology

Art

The Arts

Biology

Business

Chemistry

Community Crime Prevention

Computer Science

Computer Science/Math

Corrections

Dance

Earth Science

Economics

Education

Early Childhood Teaching Authorization

Early Childhood/Elementary Teaching Authorizations

Elementary/Middle Level Teaching Authorizations

Middle Level/High School Teaching Authorizations with

Endorsements in Academic Areas:

Biology

Modern Language (French, German, Spanish)

Health Education (teaching and non-teaching)

Integrated Science

Language Arts (BA only)

Mathematics

Physical Education (teaching and non-teaching)

Social Studies

English (BA only)

Fire Services Administration

Geography

History

Humanities

Information Systems

Interdisciplinary Studies

International Studies (BA only)

Law Enforcement

Mathematics

Music

Natural Sciences

Philosophy

Political Science

Psychology

Public Policy and Administration

Social Science

Sociology

Spanish (BA only)

Speech Communication

Theatre Arts

Other Minors, Endorsements, Specialty Areas and Programs

Minors

Chican@ Studies

Entrepreneurship

Environmental Studies

Forensic Science

French

Gender Studies

German

Latin American Studies

Legal Studies

Linguistics

Military Science (ROTC)

Physics

Special Education/Rehabilitation Counseling

Technological Applications

Writing

Endorsement Areas

Bilingual/ESOL Education

Early Childhood Education

Reading

Specialty Areas

Athletic Coaching

Honors Program

Preprofessional Studies

COMPONENTS OF DEGREES

The Liberal Arts Core Curriculum (LACC) is the foundation for all BA/BS undergraduate degree programs. In addition, most programs require completion of a major specialization and a minor concentration that complements the major. Students complete the 180 credit hours, including 62 upper-division credit hours, required for graduation by selecting electives that explore unique interests or permit greater study in a major or minor. Graduation requirements in mathematics, computer science, cultural diversity, and writing intensiveness are also required and may be met within the LACC, major, minor, or elective areas.

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

The typical degree program components are:

| | |
|------------------------------------|----------|
| Liberal Arts Core Curriculum | 55 |
| BA/BS Degree Requirements | 18-24 |
| Academic Major | 45-120 |
| Academic Minor | 15-33 |
| Electives | variable |

The typical education degree program components are:

| | |
|------------------------------------|-------|
| Liberal Arts Core Curriculum | 55 |
| BA/BS Degree Requirements | 18-24 |

Teaching Authorization/Teaching Major 63-78
 Professional Education Core 48
 Electives variable

The Bachelor of Music degree components are:

General Education Requirements 42
 Academic Major 120
 Electives 18

Minimum credit hours required for a BA/BMus/BS degree 180

BACHELOR OF ARTS

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

- Proficiency through the third term (second semester) of the second year (usually 24 credit hours) of college work, or the equivalent, in a second language. Two years of a second language at any United States accredited institution will satisfy this requirement for transfer students. Transfer students from unaccredited institutions must pass a proficiency examination administered by the WOU modern language department. Native speakers who have attended high school in their own language may not use that language to fulfill this requirement.
- International students whose first language is not English will provide high school or college transcripts as evidence of formal training in the native language and a Test of English as a Foreign Language (TOEFL) score of at least 150 to the International Admissions and Advising Office. International students will also meet all special graduation requirements related to writing intensive course work.
- Credit hours. Minimum of 180 includes:
 Liberal Arts and Sciences - minimum of 62 upper-division. Education - minimum of 62 upper-division.
- Grade-point average (GPA). Minimum of 2.00 (C) in all college work and all work completed at WOU.
- Residence. Minimum of 45 of the last 60 credit hours completed on campus.
- Credit limitation of 12 hours for each open-ended course set: (199, 399) (403) (406, 407, 408) (409) .
- Liberal Arts Core Curriculum. Completion of 55 credit hours as outlined in the section on Undergraduate Programs.
- Academic major: Minimum of 36 upper-division credit hours unless otherwise stated.
- Academic minor: Minimum of 12 upper-division credit hours unless otherwise stated.
- Mathematics, computer science and writing intensive requirements as outlined beginning on page 52 (Additional Graduation Requirements).

BACHELOR OF MUSIC

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

- Credit Hours. Minimum of 180 including 62 upper-division.
- Grade-point average (GPA). Minimum of 2.00 (C) in all college work and all work completed at WOU.

- Residence. Minimum of 45 of the last 60 credit hours completed on campus.
- Credit limitation of 12 hours for each open-ended course set: (199, 399) (403) (406, 407, 408) (409).
- Bachelor of Music General Education Requirements. Completion of 42 credit hours as outlined in the section on Undergraduate Programs.
- Academic major.
- Cultural diversity and writing intensive requirements as outlined beginning on page 52 (Additional Graduation Requirements).

BACHELOR OF SCIENCE

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

- Credit hours. Minimum of 180 includes:
 Liberal Arts and Sciences - minimum of 62 upper-division. Education - minimum of 62 upper-division.
- Grade-point average (GPA). Minimum of 2.00 (C) in all college work and all work completed at WOU.
- Residence. Minimum of 45 of the last 60 credit hours completed on campus.
- Credit limitation of 12 hours for each open-ended course set: (199, 399) (403) (406, 407, 408) (409).
- Liberal Arts Core Curriculum. Completion of 55 credit hours as outlined in the section on Undergraduate Programs.
- Academic major: Minimum of 36 upper-division credit hours unless otherwise stated.
- Academic minor: Minimum of 12 upper-division credit hours unless otherwise stated.
- Mathematics, computer science, cultural diversity and writing intensive requirements as outlined beginning on page 52 (Additional Graduation Requirements).

LIBERAL ARTS CORE CURRICULUM

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

The LACC is designed to help students:

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

It is critical that students consult with the Academic Advising and Learning Center or their academic advisor as they select LACC courses to avoid mistakes which may prolong their time in college. Many majors and minors have prerequisites or suggestions for course work within the LACC.

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

Standard LACC Components

| | |
|-------------------------------------|-------|
| Creative Arts | 9 |
| Health and Physical Education | 4 |
| Laboratory Science | 12 |
| Literature | 8 |
| Philosophy ~or~ Religion | 3 |
| Social Science | 11-12 |
| Speech | 3 |
| Writing | 3-4 |
| Total | 55 |

STANDARD LACC COURSE SELECTIONS

Creative Arts 9

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

Art

- A 100 Introduction to the Visual Arts
- A 115 Beginning Design (2D)
- A 116 Beginning Design (3D)
- A 117 Beginning Design (Color)
- A 130 Beginning Drawing
- A 131 Beginning Drawing Systems
- A 204 Art History: Prehistoric-Gothic
- A 205 Art History: Renaissance-Baroque
- A 206 Art History: 18th Century-Realism

Theatre

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

Music

- MUS 100 Pep Band
- MUS 101 Concert Choir
- MUS 102 Chamber Singers
- MUS 103 Vocal Jazz Ensemble
- MUS 104 Musical Theatre Ensemble
- MUS 105 Symphony Orchestra
- MUS 106 Instrumental Chamber Ensembles
- MUS 107 Percussion Ensemble
- MUS 108 Jazz Ensemble
- MUS 109 Wind Ensemble
- MUS 111 Beginning Musicianship

- MUS 181 Voice Class
- MUS 182 Voice Class
- MUS 201 Introduction to Music and Its Literature
- MUS 202 The Music of Broadway
- MUS 203 Jazz History
- MUS 204 Music of the World
- MUS 205 Music of Black Heritage
- MUS 206 Introduction to Music and MIDI
- MUS 207 Song Writing
- MUS 208 Popular Music
- MUS 209 Rock Music: A Social History

Dance

- D 170, 171, 172 World Dance
- D 177, 178, 179 Beginning Hip Hop
- D 180, 181, 182 Beginning Modern I, II, III
- D 185, 186, 187 Beginning Ballet I, II, III
- D 188, 189, 190 Beginning Jazz, I, II, III
- D 196, 197, 198 Beginning Tap, I, II, III
- D 251 Introduction to Dance
- D 253 Labanotation
- D 280, 281, 282 Intermediate Modern I, II, III
- D 285, 286, 287 Intermediate Ballet I, II, III
- D 288, 289, 290 Intermediate Jazz, I, II, III

Health and Physical Education 4

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

Choose 2 courses with each from a different area:

Rhythmic Activities

- PE 121 Folk and Square Dance
- PE 122 Social Dance

Team Activities

- PE 150 Basketball
- PE 151 Field Sports
- PE 154 Soccer
- PE 155 Softball
- PE 156 Volleyball
- PE 157 Intermediate Volleyball
- PE 170 Teaching Games & Physical Activities to Children

Aquatic Activities

- PE 160 Aquatics I
- PE 161 Aquatics II
- PE 162 Fitness Swim
- PE 291 Lifeguard Training

Fitness Activities

- PE 111 Weight Training and Conditioning
- PE 112 Jogging and Walking
- PE 113 Intermediate Weight Training and Conditioning
- PE 114 Aerobics
- PE 118 Military Physical Conditioning
- PE 143 Yoga
- PE 144 Energy Yoga

Individual/Dual Activities

- PE 130 Archery
- PE 132 Badminton
- PE 133 Bowling
- PE 134 Golf
- PE 135 Intermediate Golf
- PE 137 Racquetball
- PE 138 Self Defense

PE 139 Tennis
 PE 141 Fishing
 PE 142 Backpacking
 PE 145 Tai Chi
 PE 146 Intermediate Tai Chi
 PE 147 Karate
 PE 153 Recreational Games
 PE 171 Teaching Educational Gymnastics (K-12)

Laboratory Science 12

Select at least two courses from the same sequence. Early Childhood, Early Childhood/Elementary and Elementary/Middle Level Education majors should take BI 101, ES 104, and ES 106 as their science sequence. Students should check the WOU Catalog for any prerequisites for the following science courses. Students must register for both a lecture and a lab section for the following courses, i.e., BI 101 and BI 101L.

Earth Science

ES 201 Principles of Geology
 ES 202 Principles of Geology
 ES 203 Principles of Geology

Biology

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

Earth System Science

ES 104 Earth System Science I
 ES 105 Earth System Science II
 ES 106 Earth System Science III

Chemistry

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

Physics

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

Intermediate Biology

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

Intermediate Chemistry

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

Physics with Calculus

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

Literature 8

Choose two courses from the following list of four credit hour courses. English and Language Arts majors and minors are required to take ENG 107, ENG 108, and preferably ENG 109.

Types of World Literature

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

Literature of the Western World

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

Literature in Translation

FR 110 Introduction to French Literature in Translation
 GL 110 Introduction to German Literature in Translation

Philosophy or Religion 3

Select one course from either area listed below.

Philosophy

PHL 101 Introduction to Philosophy: Knowledge and Reality
 PHL 102 Introduction to Philosophy: Personal Morality and Social Justice
 PHL 103 Introduction to Logic
 PHL 251 Ethics
 PHL 252 Issues in Applied Ethics
 PHL 253 Social and Political Philosophy
 PHL 261 Metaphysics: Theory of Being
 PHL 262 Epistemology: Theory of Knowledge
 PHL 263 Philosophy of Mind
 PHL 282 Philosophy of Art
 PHL 283 Philosophy of Religion

Religion

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

Social Science 11-12

Choose one 8 or 9 hour sequence from the following list and any additional 3 or 4 credit hour social science course for a total of 12.

Anthropology

ANTH 213 Language and Culture
 ANTH 214 Introduction to Physical Anthropology
 ANTH 215 Introduction to Archaeology
 ANTH 216 Introduction to Cultural Anthropology

Economics

EC 201 Introduction to Microeconomics
 EC 202 Introduction to Macroeconomics

Geography (Choose two of the following as a sequence or all three for 12 hour total requirement)

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

Western Civilization (Choose two of the following as a sequence or all three for 12 hour total requirement)

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

World History (Choose two of the following as a sequence or all three for 12 hour total requirement)

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

US History (Choose two of the following as a sequence or all three for 12 hour total requirement)

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

Or choose the following for 8 credit hours

HST 211 American History Survey

HST 212 American History Survey

Political Science

PS 201 American National Government

PS 202 State and Local Government

PS 203 International Relations

Sociology

SOC 223 Theoretical Foundations of Sociology

SOC 224 Empirical Foundations of Sociology

SOC 225 Social Problems

Speech.....3

SP 111 Fundamentals of Speech

Writing..... 3-4

WR 135 College Writing II*

**Note: This course, or its transfer equivalent, must be passed with a grade of C- or better to meet the LACC requirement. Transfer 3-hour writing classes meet this requirement.*

Honors Program LACC Components

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

Honors Program LACC courses are open only to Honors Program students; other students may be admitted with the approval of the instructor and the Honors Program Director.

First and Second Year Honors LACC Courses

CA 101H, 102H, 103H Correlated Study of the Arts* 9

ENG 107H, 108H Literature of the Western World* 8

PHL 207H, 208H, 209H Philosophy in the Western World ... 9

CS 201H, 202H, 203H Natural Science:

The Search for Order 15

Social Science sequence (approved by Honors Director) ... 8-9

Social Science* (approved by Honors Director) 3

Total..... 52-53

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

Third Year Courses

Junior Honors Seminar 407H

Rotating topic by invited scholar 3

Thesis Development Seminar 303H and Portfolio

Fall Term 1

Fourth Year Course

Honors Thesis 403H 3

Total 7

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

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

Bachelor of Music General Education Requirements

Total42

Skills

WR 135 College Writing II 4

MUS 419 Music and Technology 4

PE 131 Individual Health and Fitness 2

Distribution

Creative Arts non-Music*^{1 2} 8

Humanities^{1 2} 8

Social Science^{1 2} 8

Natural Sciences² 8

** These credits may not be used to satisfy any major requirement.*

¹ *Modern language courses can substitute for hours in **one** of these areas.*

² *Course work to be designated by Division.*

ADDITIONAL GRADUATION REQUIREMENTS

Math and Computer Science Requirements

The mathematics requirement for Education Majors with Early childhood, Early Childhood/Elementary, or Elementary/Middle Level authorizations are:

MTH 211, 212, 213 12

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

Students seeking a **Bachelor of Arts Degree** will complete:

Mathematics (MTH 105 or above*) 4

Computer Science (CS 101 or above*) 3

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

Students seeking a **Bachelor of Science Degree** will complete:

Mathematics, Computer Science, and/or Statistics 12

*Note: A combined total of twelve (12) credit hours in Mathematics, Computer Science or designated statistics courses is required for this degree. A minimum of one course in Mathematics and one course in Computer Science is required; any remaining required credit hours may be from either discipline or statistics. MTH 105, and CS 101 may **not** be used to meet any portion of this twelve (12) credit requirement.*

Cultural Diversity Requirement

Students seeking a BS or BMus degree will satisfy this requirement by successfully completing six (6) hours of course work which 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 in the Schedule of Classes. If the course also meets the writing intensive requirements it will carry a special 'C' designation in the Schedule of Classes.

Students meeting the second language requirement for a BA degree will have satisfied this requirement.

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

Approved Diversity Courses

See Schedule of Classes for specific sections offered as 'D'.

A 100D Introduction to Visual Arts
 A 404D Art History: Non-Western Art
 A 405D Art History: Women in Art
 A 406D Art History: Special Topics
 ANTH 213D Language & Culture
 ANTH 214D Physical Anthropology
 ANTH 215D Archaeology
 ANTH 216D Cultural Anthropology
 ANTH 310D World Prehistory
 ANTH 311D Human Evolution
 ANTH 312D Social Anthropology
 ANTH 313D North American Prehistory
 ANTH 314D Band and Tribal Societies
 ANTH 316D Circumpolar Peoples
 ANTH 325D Fieldwork & the Cross-Cultural Encounter
 ANTH 326D Ethnographic Writing
 ANTH 330D Contemporary Chican@/Latin@ Culture
 ANTH 358D Tribal Art of the Eastern US & Canada
 ANTH 359D Tribal Art of The Western US & Canada
 ANTH 360D Museum Studies
 ANTH 365D The Museum and "the Other"
 ANTH 369D Visual Anthropology
 ANTH 370D Women in Cross-Cultural Perspective
 ANTH 375D Women Anthropologists
 ANTH 380D Peoples & Cultures of Africa
 ANTH 384D Modernity & Social Change
 ANTH 386D Islam & Culture
 ANTH 388D Transnational Migration
 ANTH 399D Special Studies
 ANTH 461D Urban Anthropology
 ANTH 473D Main Currents in Anthropological Thought
 ANTH 475D Anthropological Approaches to Law
 ANTH 476D Religion and Ritual
 ANTH 482D Historical Archaeology
 ANTH 494D Northwest Indian Cultures
 ANTH 496D The Indian in American Culture
 BA 361D Organizational Behavior
 BA 370D Business & Society
 BA 390D Management
 BA 392D Management of Diversity
 BA 484D International Management
 CJ 213D Introduction to Criminal Justice
 CJ 241D Introduction to Community Crime Prevention
 CJ 313D History & Development of American Law Enforcement
 CJ 319D Ethics in Criminal Justice
 CJ 331D Police & Community: Policy Perspective
 CJ 435D Gender, Crime & 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 & Counseling
 CJ 458D Integrated Services in Community Crime Prevention

CJ 463D Juvenile Issues
 CJ 499D Special Studies in Community Crime Prevention
 D 170D World Dance I
 D 171D World Dance II
 D 172D World Dance III
 D 251D Introduction to Dance
 D 310D Women in Dance & Music: 1800 - Present
 EC 202D Introduction to Macroeconomics
 EC 417D Problems of Economic Development of Nations
 EC 436D Environmental Economics & Public Policy
 EC 440D International Trade
 ED 409D Bilingual/ESOL Practicum
 ED 446D Environments for Diverse Learners
 ED 482D Bilingual/ESOL Education Principles & Practices
 ED 483D Cultural & Community Needs of Ed Students
 ED 484D 1st & 2nd Language Acquisition in Bilingual/ESOL
 ED 491D Curriculum Models & Instructional Strategies
 ED 492D Clsrn Strategies in 1st & 2nd Lang Reading & Lang
 ENG 385D Folklore
 ENG 389D Minority Literature
 FR 101D First Year French
 FR 102D First Year French
 FR 103D First Year French
 FR 110D Introduction to French Literature in Translation
 FR 201D Second Year French
 FR 202D Second Year French
 FR 203D Second Year French
 FR 301D Intermediate French Composition & Conversation
 FR 302D Intermediate French Composition & Conversation
 FR 303D Intermediate French Composition & Conversation
 FR 311D Introduction to French Literature: Prose Fiction
 FR 312D Introduction to French Literature: Drama
 FR 313D Introduction to French Literature: Poetry
 FR 320D Business French
 FR 340D Topics in French Fine Arts
 FR 401D Advanced French Composition & Conversation
 FR 402D Advanced French Composition & Conversation
 FR 403D Advanced French Composition & Conversation
 FR 411D French Literature: Prose Fiction
 FR 412D French Literature: Drama
 FR 413D French Literature: Poetry
 FR 423D Studies in French Lit: Medieval to Renaissance
 FR 424D Studies in French Lit: Classical to Age of Enlight
 FR 431D French Culture & Civilization: La Gaule/French Rev
 FR 432D French Culture & Civilization: Making of Modern France
 FR 433D French Culture & Civilization: Contemporary France
 GEOG 107D Introductory Cultural Geography
 GEOG 310D World Regional



- GEOG 313D The Pacific Northwest
 GEOG 314D The Pacific Rim
 GEOG 321D Field Geography
 GEOG 410D Global Issues
 GEOG 411D Cultural Geography
 GEOG 420D The West and the American Imagination
 GEOG 421D The Changing American West
 GEOG 426D Geography of Europe
 GEOG 432D Geography of Africa
 GEOG 451D South Asia
 GEOG 461D South America
 GEOG 463D Mexico and Central America
 GL 101D First Year German
 GL 102D First Year German
 GL 103D First Year German
 GL 110D Introduction to German Literature in Translation
 GL 201D Second Year German
 GL 202D Second Year German
 GL 203D Second Year German
 GL 301D Intermediate Composition in German
 GL 302D Intermediate Spoken German
 GL 303D Intermediate German Composition & Conversation
 GL 320D Business German
 GL 340D German Culture & Civilization I: Begin-Bismark
 GL 341D German Culture & Civilization II: Bismark-Present
 GL 342D Deutsche Landeskunde
 GL 411D German Literature I: Medieval-Classical
 GL 412D German Literature II: Naturalism-Present
 GL 424D Advanced German Composition & Conversation
 GL 425D Advanced German Composition & Conversation
 GL 426D Advanced German Composition & Conversation
 GL 440D German Drama of the 19th Century
 GL 441D German Drama of the 20th Century
 HE 465D International Health
 HE 480D Eastern Minds/Western Ways
 HST 101D History of Western Civilizations
 HST 103D History of Western Civilizations
 HST 104D World History
 HST 105D World History
 HST 106D World History
 HST 201D History of the United States
 HST 202D History of the United States
 HST 203D History of the United States
 HST 304D English History
 HST 318D Women in the Greco-Roman World
 HST 350D Pre-Columbian & Colonial Latin America
 HST 351D Mexico & the Caribbean Since Independence
 HST 352D South America Since Independence
 HST 391D History of East Asia
 HST 392D History of East Asia
 HST 393D Modern East Asia
 HST 410D Gender Issues Part I
 HST 411D Gender Issues Part II
 HST 420D Philosophies of History
 HST 426D West Africa: Democracy & Dictatorships
 HST 427D East Africa: Democracy & Dictatorships
 HST 439D History of Modern Germany
 HST 443D 19th Century Europe
 HST 445D 20th Century Europe: Postwar Period
 HST 447D History of Russia/Eastern Europe
 HST 448D History of Russia/Eastern Europe
 HST 449D History of Russia/Eastern Europe
 HST 450D Popular Culture in China
 HST 451D Popular Culture in Japan
 HST 455D Colonial America
 HST 458D Civil War & Reconstruction
 HST 460D Multicultural America in Historical Perspective
 HST 461D Multicultural America in Historical Perspective
 HST 462D American Voices: Autobiog. Biography & Memoir in Am. Hst
 HST 463D America & the World Wars
 HST 464D Cold War America
 HST 465D Health, Medicine and Gender in Historical Perspective
 HST 466D Mexican Foundations of Chican@/Latin@ History
 HST 467D Chican@ History
 HST 470D Environmental History
 HST 476D US West to 1900
 HST 477D US West in the 20th Century
 HST 478D Pacific Northwest History
 HST 490D 20th Century Latin America
 HST 491D History of Inter-American Relations
 HST 492D World Problems
 HST 493D Modern China
 HST 494D Modern China
 HST 495D Modern China
 HST 496D Women in Indian Society
 HST 497D Women in Japanese Society
 HST 498D Women in Chinese Society
 HUM 328D Introduction to Chican@ Literature
 HUM 340D Civilization & Culture of Mexico
 HUM 342D Introduction to Chican@ Life & Culture
 INT 420D Deaf History: Social and Cultural Issues
 INT 465D Current Issues for Interpreters
 MUS 204D Music of the World
 MUS 205D Music of the Black Heritage
 MUS 310D Women in Music
 MUS 363D Ethnomusicology I
 PS 199D Special Studies
 PS 203D International Relations
 PS 303D Politics & Governments of Europe
 PS 352D Introduction to Comparative Politics
 PS 399D Special Studies
 PS 460D Governments & Politics of Asia
 PS 461D Governments and Politics of Communist States
 PS 462D Governments and Politics of Europe
 PS 463D Governments & Politics of Developing Nations
 PS 478D Political Fiction
 PS 481D International Law
 PS 492D Ideologies of the 21st Century
 PS 493D International Organizations
 PS 497D American Foreign Relations
 PSY 334D Social Psychology
 PSY 448D Topics in Organizational Psychology
 PSY 487D Cross-Cultural Development
 PSY 492D Psychology of Women
 R 201D Introduction to the World's Religions: Eastern
 R 204D Introduction to the World's Religions: Western
 R 315D Interpreting Religious Phenomena
 R 460D Comparative Religion
 SOC 223D Theoretical Foundations of Sociology
 SOC 225D Social Problems
 SOC 312D History and Anthropology of the Little Big Horn
 SOC 338D Sociology of the Family

SOC 360D Sociology of Gender
 SOC 400D International Development
 SOC 409D Practicum: Latin@ Ed Mentor
 SOC 434D African Am Studies: Social Issues, Social Movemnt
 SOC 435D Chican@/Latin@ Studies: Social Issues, Social Mvmt
 SOC 436D Native/Asian Am Studies: Social Issues, Social Mvmt
 SOC 437D Sociology of Race/Ethnic Relations
 SOC 440D Women & Development
 SOC 450D Latin American Society
 SOC 460D Feminist Theory
 SP 325D Intercultural Communication
 SP 335D Communication and Gender
 SP 435D The Rhetoric of the Women's Movement
 SPAN 101D First Year Spanish
 SPAN 102D First Year Spanish
 SPAN 103D First Year Spanish
 SPAN 201D Second Year Spanish
 SPAN 202D Second Year Spanish
 SPAN 203D Second Year Spanish
 SPAN 301D Intermediate Spanish Composition & Conversation
 SPAN 302D Intermediate Spanish Composition & Conversation
 SPAN 303D Intermediate Spanish Composition & Conversation
 SPAN 317D Spanish for Bilingual/Heritage Speakers
 SPAN 318D Spanish for Bilingual/Heritage Speakers
 SPAN 319D Spanish for Bilingual/Heritage Speakers
 SPAN 320D Business Spanish
 SPAN 328D Introduction to Chican@ Literature
 SPAN 338D Hispanic Culture & Civilization: Spain
 SPAN 339D Hispanic Culture & Civilization: Latin America
 SPAN 340D Civilization & Culture of Mexico
 SPAN 342D Introduction to Chican@ Life & Culture
 SPAN 361D Hispanic Poetry
 SPAN 362D Hispanic Drama
 SPAN 363D Hispanic Novel
 SPAN 370D Introduction to Latin American Literature
 SPAN 371D Introduction to Latin American Literature
 SPAN 401D Advanced Spanish Composition & Conversation
 SPAN 402D Advanced Spanish Composition & Conversation
 SPAN 403D Advanced Spanish Composition & Conversation
 SPAN 411D Spanish Literature I: Medieval
 SPAN 412D Spanish Literature II: Golden Age
 SPAN 413D Spanish Literature III: 18th & 19th Century
 SPAN 414D Spanish Literature IV: Generation of 1898
 SPAN 415D Spanish Literature V: 20th Century
 SPAN 441D 20th Century Latin American Literature
 SPAN 442D 20th Century Latin American Literature
 SPAN 443D 20th Century Latin American Literature
 SPAN 445D Hispanic Women Writers
 SPAN 490D Studies in Spanish Literature
 SPAN 491D Studies in Latin American Literature
 SPED 101D American Sign Language I
 SPED 102D American Sign Language II
 SPED 103D American Sign Language III
 SPED 201D American Sign Language IV
 SPED 202D American Sign Language V
 SPED 204D American Sign Language VI
 TA 110D Introduction to the Theater Arts
 TA 301D History of Theater
 TA 302D History of Theater
 TA 303D History of Theater
 TA 375D Asian Theatre
 TA 427D Contemporary Theater

Writing Intensive Requirement

Students will satisfy this requirement by completing six (6) hours of "writing intensive" course work taken from within any portion of the student's degree program. Writing intensive courses carry a special 'W' designation in the Schedule of Classes. If the course also meets the cultural diversity requirements it will carry a special 'C' designation in the Schedule of Classes.

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

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

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

Approved Writing Intensive Courses

See Schedule of Classes for specific sections offered as 'W'.

A 315W Intermediate Design: 2-Dimensional
 A 404W Art History: Non-Western Art
 A 405W Art History: Women in Art
 A 406W Art History: Special Topics
 ANTH 326W Ethnographic Writing
 ANTH 365W The Museum and "the Other"
 ANTH 369W Visual Anthropology
 ANTH 380W Peoples & Cultures of Africa
 ANTH 384W Modernity & Social Change
 ANTH 386W Islam & Culture
 ANTH 388W Transnational Migration
 ANTH 410W Research Design
 ANTH 412W Senior Project
 ANTH 476W Religion & Ritual
 BA 345W Internet and Electronic Commerce
 BA 411W Marketing Strategy
 BA 451W Auditing
 BA 455W Advertising Writing
 BA 477W Topics in Marketing
 BI 331W General Microbiology
 BI 357W General Ecology
 CH 313W Instrumental Analysis
 CH 334W Organic Chemistry
 CH 335W Organic Chemistry
 CH 336W Organic Chemistry
 CH 350W Chemical Literature
 CH 407W Seminar
 CH 461W Experimental Chemistry
 CH 462W Experimental Chemistry
 CJ 327W Research Methods in Criminal Justice
 CJ 423W Management of Law Enforcement Organizations
 CJ 435W Gender, Crime & Justice
 CJ 440W Community Crime Prevention Studies
 EC 200W Introduction to Economic Perspectives
 EC 315W Economic Analysis & Report Writing
 EC 444W Labor Economics
 ED 426W Professional Development I
 ED 427W Professional Development II
 ED 428W Professional Development III
 ED 433W Human Development & Classroom Learning

ENG 105W Introduction to Literature: Drama
 ENG 223W Introduction to Literary Study
 ENG 341W Period Studies in European Literature after 1700
 ENG 380W Bible as Literature
 ENT 330W Planning and Creating New Ventures
 ENT 460W Entrepreneurship in Action
 ES 201W Principles of Geology
 ES 202W Principles of Geology
 ES 203W Principles of Geology
 GEOG 207W Geography and Film
 GEOG 321W Field Geography
 GEOG 411W Cultural Geography
 GEOG 425W Urban Planning & Policy
 GEOG 433W Political Geography
 GEOG 495W History & Philosophy of Geography
 GS 313W Earth Science for Elementary Schools
 H 303W Thesis Development Seminar
 HE 462W Contemporary Health Issues
 HE 475W Epidemiology
 HST 401W History and the Internet
 HST 410W Gender Issues Part I
 HST 411W Gender Issues Part II
 HST 420W Philosophies of History
 HST 499W Senior Seminar
 INT 465W Current Issues for Interpreters
 LING 450W Grammar and Writing
 LING 490W History of the English Language
 LING 492W Structure of English II
 MTH 344W Group Theory
 MTH 472W History of Mathematics
 MUS 360W Music from the Ancient World through Renaissance
 MUS 362W 19th and 20th Century Music
 MUS 363W Ethnomusicology I
 PE 310W Motor Learning
 PE 483W Biomechanical Analysis
 PHL 314W Modern European Philosophy
 PHL 405W Senior Tutorial in Philosophy
 PS 202W State & Local Government
 PS 203W International Relations
 PS 409W Practicum: Administrative Internship
 PS 410W Political Science Internship
 PS 415W Politics & Psychology
 PS 423W Issues in National Policy
 PS 430W The Aging Society
 PS 445W Introduction to Policy Analysis
 PS 478W Political Fiction
 PS 497W American Foreign Relations
 PSY 217W Introduction to Research Methods
 PSY 426W History of Psychology
 PSY 468W Research Methods in Psychology
 SOC 492W Senior Seminar I
 SOC 493W Senior Seminar II
 SOC 494W Senior Seminar III
 SP 211W Introduction to Mass Communication
 SP 236W Contemporary Issues in American Broadcasting
 SP 426W Language of the Mass Media
 TA 110W Introduction to the Theater Arts
 TA 330W Script Writing
 TA 444W Theory & Criticism of Theater Arts
 WR 321W Business & Technical Writing
 WR 430W Historical Issues in Composition
 WR 440W Teaching of Writing

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

TRANSFER POLICIES REGARDING THE LACC

1. WOU will accept as satisfying any one of its LACC requirements, course work satisfactorily completed at any accredited institution if such course(s) bears the same prefix and number as the required course(s) in WOU's LACC statement.
2. WOU will accept, as satisfying any of its sequence requirements, sequenced course work which is satisfactorily completed at an accredited institution if it is commonly associated with the nature of the WOU sequence. As an example, a 12-hour transfer sequence in astronomy will meet the LACC Laboratory Science sequence requirement, even though WOU does not offer a sequence in this subject.
3. Only courses with a letter prefix and a number of 100 or higher may be used to meet LACC, major or minor requirements. Grading must be on an A/F basis as opposed to a pass/no credit basis (with the exception of P.E. activity courses).
4. Students who have earned an Associate of Arts or an Associate of Science in Business Oregon Transfer degree from an Oregon community college will be considered to have met WOU's LACC requirements. The basic graduation, cultural diversity and writing intensive requirements are separate. The requirements of the Oregon Transfer degrees are spelled out in the May 10, 1988 and April 18, 2003 transfer agreements. All students satisfying these requirements will have "Oregon Transfer" marked on their transcript by the community college awarding the degree.
5. The lower-division general education requirements included within the Associate of Arts Oregon Transfer degree are 55-63 quarter credit hours. The lower-division general education requirements included within the Associate of Science in Business Oregon Transfer degree are 62-65 quarter credit hours. These credit hours will be directly applied toward satisfying the LACC requirements. The remaining credit hours included within the degrees will be applied toward the satisfaction of basic graduation requirements, lower-division major, minor, or elective requirements as noted within this catalog, or in consultation with the appropriate division chair.
6. These policies do not preclude case-by-case negotiation with appropriate division chairs. For example, a journalism course at a particular institution might not match the prefix of a required writing course at WOU, but the Humanities Division might grant a waiver on grounds of sufficient overlap in course content and resultant skill level.

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

Education Transfer Students

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

DESCRIPTIONS OF MAJORS AND MINORS

AMERICAN SIGN LANGUAGE/ENGLISH INTERPRETING

Associate Professor—Sandra Gish. Assistant Professor—Elisa Maroney.

Acceptance into the Interpreting Program is required for all INT 300- and INT 400-level courses except INT 420. Applications for admission are typically due in March for admission the following Fall. Second year ASL language courses and 200-level INT courses are considered prerequisites to admission.

All 300-level courses should be successfully completed prior to enrolling in INT 441.

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

| | |
|--|-----------|
| ASL/English Interpreting Major | 67 |
| INT 253 Comparative Linguistics: ASL/English * | 3 |
| INT 254 Introduction to the Profession of Interpreting * | 3 |
| INT 301,302 American Sign Language VII, VIII | 6 |
| INT 330 Theory & Process of Interpreting I | 3 |
| INT 330L Theory and Process of Interpreting I Lab | 1 |
| INT 340 Ethics & Decision Making for Interpreters | 3 |
| INT 341 Theory and Process of Interpreting II ** | 3 |
| INT 341L Theory and Process of Interpreting II Lab ** | 1 |
| INT 342 Theory and Process of Interpreting III ** | 3 |
| INT 342L Interpreting III Lab ** | 1 |
| INT 365 Interpreting in Community Settings | 3 |
| INT 420 Deaf History: Social & Cultural Issues | 3 |
| INT 441 Theory and Process of Interpreting IV ** | 3 |
| INT 441L Theory and Process of Interpreting IV Lab ** | 1 |
| INT 442 Theory and Process of Interpreting V ** | 3 |
| INT 442L Theory and Process of Interpreting V Lab ** | 1 |
| INT 465 Current Issues for Interpreters | 3 |
| INT 467 Interpreting in Educational Settings | 3 |
| INT 468 Specialized Interpreting Techniques | 2 |
| TPD 456 1st & 2nd Language Acquisition: Deaf and HH Children | 3 |
| TPD 492 Language & Communication | 3 |
| INT 410 Internship *** | 12 |

* Pre- or co-requisite: ASL V

** Must be taken in numerical order

*** All program coursework must be successfully completed prior to Internship

ANTHROPOLOGY

Professor—James Chadney, Robin Smith. Assistant Professors—Mark Moritz, William Smith.

| | |
|---|-----------|
| Anthropology Major | 48 |
| ANTH 213 Language and Culture | 3 |
| ANTH 214 Physical Anthropology | 3 |
| ANTH 215 Archaeology | 3 |
| ANTH 216 Cultural Anthropology | 3 |
| ANTH 325 Fieldwork and the Cross-Cultural Encounter | 3 |
| ANTH 473 Main Currents in Anthropological Thought | 3 |
| Choose one additional methods course from the following | 3 |
| ANTH 326 Ethnographic Writing | |
| ANTH 350 Research Methods in Archaeology | |
| ANTH 352 Laboratory Methods in Archaeology | |
| ANTH 360 Museum Studies | |
| Choose one additional theory course from the following | 3 |
| ANTH 311 Human Evolution | |
| ANTH 312 Social Anthropology | |
| ANTH 480 History and Theory of Archaeology | |
| Choose five upper-division topical or regional courses from the following | 15 |
| ANTH 310 World Prehistory | |
| ANTH 313 North American Prehistory | |

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| ANTH 314 Band and Tribal Societies | |
| ANTH 315 South American Prehistory | |
| ANTH 316 Circumpolar Peoples | |
| ANTH 326 Ethnographic Writing | |
| ANTH 330 Contemporary Chican@/Latin@ Culture | |
| ANTH 340 Mothers and Daughters | |
| ANTH 358 Tribal Art of the Eastern US and Canada | |
| ANTH 359 Tribal Art of the Western US and Canada | |
| ANTH 370 Women in Cross-Cultural Perspective | |
| ANTH 375 Women Anthropologist | |
| ANTH 380 Peoples and Cultures of Africa | |
| ANTH 384 Modernity and Social Change | |
| ANTH 386 Islam and Culture | |
| ANTH 388 Transnational Migration | |
| ANTH 461 Urban Anthropology | |
| ANTH 475 Anthropological Approaches to Law | |
| ANTH 476 Religion and Ritual | |
| ANTH 482 Historical Archaeology | |
| ANTH 494 Northwest Indian Cultures | |
| ANTH 496 The Indian in American Culture | |
| ANTH 410 Research Design | 3 |
| ANTH 411 Field Experience | 3 |
| ANTH 412 Senior Project | 3 |

Anthropology Minor 27

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

ART

Professors—Kim Hoffman, Diane Tarter. Associate Professors—Elaina LaBoda Jamieson, Rebecca M. McCannell. Assistant Professors—Mary Harden, Jodie Garrison Raborn.

Art Major Prerequisites for Studio Concentrations:

All 200 level studio courses require A 115; some require both A 115 and A 130.

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

All 300 level studio courses require A 116, A 117, A 130, and A 135.

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

Art Major 81

Art History courses 12

Drawing courses 9

- A 130 Beginning Drawing
- A 131 Beginning Drawing Systems
- A 135 Beginning Life Drawing



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|--|----|
| Design courses | 9 |
| A 115 Beginning Design: 2-D | |
| A 116 Beginning Design: 3-D | |
| A 117 Beginning Design: Color | |
| Theory | 9 |
| A 315 Intermediate Design: 2-D | |
| A 316 Intermediate Design: 3-D | |
| A 498 Professional Concerns | |
| Contracted Art Courses (See advisor) | 15 |
| Minimum of four 200 level studio courses, plus one of the following: | |
| A 260 Basic Photography I | |
| A 330 Intermediate Drawing | |
| A 335 Intermediate Life Drawing | |
| 3 three-course studio sequences (300 or 400 level) | 27 |

Art Minor - Studio Art 30

| | |
|---|----|
| A 115 Beginning Design: 2-D | 3 |
| A 116 Beginning Design: 3-D | 3 |
| A 117 Beginning Design: Color | 3 |
| A 130 Beginning Drawing | 3 |
| A 135 Beginning Life Drawing | 3 |
| Upper-division courses (all prerequisites required) | 15 |

Art Minor - Art History 28

| | |
|--|----|
| Two 200 level art history courses | 8 |
| A 204 Art History: Prehistoric through Byzantine | |
| A 205 Art History: Medieval through Renaissance | |
| A 206 Art History: Baroque to Modern | |
| Three 300 level art history courses | 12 |
| A 304 Art History: Modernism | |
| A 305 Art History: Modernism | |
| A 306 Art History: Modernism | |
| Two 400 level art history courses | 8 |
| A 404 Non-Western Art | |
| A 405 Women in Art | |
| A 406 Special Topics* | |

*May be repeated up to three times with different course topics.
(400 level Art History courses are offered on a rotating basis)

Art Minor - Combination Studio/Art History 31

| | |
|--|----|
| A 115 Beginning Design: 2-D | 3 |
| A 116 Beginning Design: 3-D | 3 |
| A 117 Beginning Design: Color | 3 |
| A 130 Beginning Drawing | 3 |
| A 135 Beginning Life Drawing | 3 |
| Upper-division art history (choose four) | 16 |
| A 304 Modernism | |
| A 305 Modernism | |
| A 306 Modernism | |
| A 404 Non-Western Art | |
| A 405 Women in Art | |
| A 406 Special Topics | |

Art Major with Art History Minor (for Studio Art Majors) 20

| | |
|-----------------------------|-----|
| A 304 Modernism | 4 |
| A 305 Modernism | 4 |
| A 306 Modernism | 4 |
| A 404 Non-Western Art | 4 |
| A 405 Women in Art | 4 |
| A 406 Special Topics* | 4-8 |

* May be repeated with different course topics

These course requirements are in addition to the 12 credits of Art History required for an Art Studio Major.

THE ARTS

(Art, Dance, Music, Theatre)

The Arts Major 72

| | |
|---|----|
| (Choose areas of emphasis from Art, Dance, Music, and Theatre.) | |
| First Emphasis Area including at least 21 upper-division) | 39 |
| Second Emphasis Area (6 or more upper-division) | 15 |
| Third Emphasis Area (3 or more upper-division) | 12 |

The degree plan must include a capstone project, to be documented by the following coursework, depending on the student's first emphasis area:

| | |
|----------------------------------|---|
| Art: A 498 | 3 |
| Dance: D 405 | 3 |
| Music: MUS 405 and MUS 406 | 6 |
| Theatre: TA 453 | 3 |

The Arts Minor 27

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

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

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

Assistant Professor—Maria Dantas-Whitney.

Endorsement in Bilingual/ESOL or ESOL 21

| | |
|--|---|
| ED 482/582 Bilingual/ESOL Education: Principles and Practices | 3 |
| ED 483/583 Cultural and Community Needs of LEP Students in the Instructional Process | 3 |

Note: Successful completion of ED 482/582 and ED 483/583 strongly recommended for all other courses.

| | |
|--|---|
| ED 484/584 First and Second Language Acquisition in the Bilingual/ESOL Program | 3 |
| ED 491/591 Curriculum Models and Instructional Strategies of Bilingual Classrooms | 3 |
| ED 492/592 Classroom Strategies in First and Second Language Reading and Language Arts | 3 |
| Technology Elective (approved by advisor) | 3 |

Note: All classes must be successfully completed before practicum. Students must apply to the Director of Field Services one term preceding practicum.

| | |
|--|---|
| ED 409/509 Practicum (or verified equivalent teaching experience) | 3 |
|--|---|

Note: For ESOL, no second language is required. For Bilingual/ESOL, Praxis exam, verification of language proficiency is required in addition to the Praxis ESOL exam.

BIOLOGY

Professor—Lonnie Guralnick. Associate Professors—Sarah Boomer, Bryan Dutton, Irja Galvan, Karen Haberman, Robert Turner. Assistant Professor—Michael LeMaster.

Biology Major 72-76

| | |
|--|------|
| BI 211, 212, 213 Principles of Biology | 12 |
| BI 331 General Microbiology | 5 |
| BI 341 Genetics | 4 |
| BI 357 General Ecology ~or~ | 4 |
| BI 454 Plant Ecology | 4 |
| BI 388 Cell Biology | 4 |
| BI 446 Evolution | 3 |
| CH 221, 222, 223 General Chemistry | 12 |
| Choose an option | 8-10 |
| A. Computer Science course approved by advisor | |
| MTH 243 Introduction to Probability and Statistics | |
| B. MTH 251 Calculus I | |
| MTH 252 Calculus II | |

Option for General Biology 20

| | |
|---|---|
| BI 321 Systematic Field Botany | 4 |
| Field Biology of Animals (Choose one) | 4 |
| BI 317 Vertebrate Natural History | |
| BI 361 Marine Biology | |
| BI 451 Invertebrate Zoology | |
| BI 474 Entomology | |
| Anatomy (Choose one) | 4 |
| BI 371 Structure of Seed Plants | |
| BI 324 Comparative Vertebrate Anatomy | |
| Physiology (Choose one) | 4 |
| BI 330 Plant Physiology | |
| BI 434 Animal Physiology | |

| | |
|--|---|
| Cell/Development/Immunology (Choose one) | 4 |
| BI 336 Human Histology | |
| BI 326 Vertebrate Embryology | |
| BI 432 Immunology | |

Option for Preprofessional programs, persons planning to attend graduate school 24

| | |
|---|----|
| CH 334, 335, 336 Organic Chemistry | 12 |
| Upper-division biology courses | 12 |
| (Select with approval of biology advisor) | |

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

Note: Biology majors are required to maintain a C average in courses that are used to satisfy biology degree requirements.

Molecular Biology/Biochemistry Option -Natural Sciences Major 73

| | |
|--|----|
| BI 211, 212, 213 Principles of Biology | 12 |
| BI 341 Genetics | 4 |
| BI 388 Cell Biology | 4 |
| BI 446 Evolution | 3 |
| MTH 251, 252 Calculus I and II | 10 |
| PH 211, 212, 213 Physics | 12 |

The above courses, and General and Organic Chemistry, will be completed during the first two years. The courses listed below will be completed during the last two years.

| | |
|--|----|
| BI 475 Molecular Biology | 4 |
| CH 450, 451 Biochemistry I and II | 6 |
| MTH 243 Introduction to Statistics | 4 |
| BI 331 General Microbiology | 5 |
| BI 432 Immunology | 4 |
| BI 434 Animal Physiology | 4 |
| Choose upper-division electives | 4 |
| (in Biology, Chemistry, Computer Science or Mathematics) | |
| Chemistry minor below is required for this major | |
| CH 221, 222, 223 General Chemistry | 12 |
| CH 312 Quantitative Analysis | 4 |
| CH 334, 335, 336 Organic Chemistry | 12 |

Biology Minor 27

| | |
|--|----|
| BI 211, 212, and 213 or, an equivalent sequence | 12 |
| Upper-division courses approved by a Biology advisor | 15 |

Biology Teacher Education Major 85

| | |
|--|-----|
| BI 211, 212, 213 Principles of Biology | 12* |
| CH 221, 222, 223 General Chemistry | 12* |
| PH 201, 202, 203 General Physics | 12* |
| BI 331 General Microbiology | 5 |
| BI 341 Genetics | 4 |
| BI 357 General Ecology | 4 |
| BI 388 Cell Biology | 4 |
| BI 446 Evolution | 3 |
| BI 321 Systematic Field Botany | 4 |
| MTH 112 Elementary Functions | 4 |
| GS 314 Classroom & Laboratory Resources in Science | 2 |
| ES 351 Geology for Educators | 3 |
| Choose one | 4 |
| BI 317 Vertebrate Natural History | |
| BI 361 Marine Biology | |
| BI 451 Invertebrate Zoology | |
| BI 474 Entomology | |
| Choose one | 4 |
| BI 371 Structure of Seed Plants | |
| BI 324 Comparative Vertebrate Anatomy | |
| Choose one | 4 |
| BI 330 Plant Physiology | |
| BI 434 Animal Physiology | |
| Choose one | 4 |
| BI 326 Vertebrate Embryology | |
| BI 336 Human Histology | |
| BI 432 Immunology | |

Note: Students graduating in the various versions of the Biology Major are required to take a standardized exit exam in their last year.

BUSINESS

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

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:

| | |
|--|---|
| WR 135 College Writing II | 4 |
| SP 111 Fundamentals of Speech | 3 |
| MTH 111 College Algebra | 4 |
| BA 240 Quantitative Business Methods (or MTH 241) | 4 |
| MTH 243 Introduction to Probability and Statistics | 4 |
| CS 121 Computer Applications | 2 |
| BA 211, 212, 213 Fundamentals of Accounting | 9 |
| EC 201 Introduction to Microeconomics | 4 |
| EC 202 Introduction to Macroeconomics | 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

| | |
|--|-------|
| MTH 243 Introduction to Probability and Statistics | 4 |
| BA 211 Fundamentals of Accounting I | 3 |
| BA 212 Fundamentals of Accounting II | 3 |
| BA 213 Fundamentals of Accounting III | 3 |
| BA 230 Introduction to Business Law | 3 |
| BA 310 Principles of Marketing | 3 |
| BA 315 Financial Management I | 3 |
| BA 325 Portfolio Management | 3 |
| EC 318 Money and Banking | 4 |
| BA 361 Organizational Behavior | 3 |
| BA 367 Regression Analysis | 3 |
| BA 368 Introduction to Operations Research | 3 |
| BA 390 Management | 3 |
| BA 411 Marketing Strategy | 3 |
| BA 490 Operations Management | 3 |
| BA 491 Strategic Management | 3 |
| Upper-division focus | 23-24 |

Business Minor 21

| | |
|--|---|
| BA 211 Fundamentals of Accounting I | 3 |
| BA 310 Principles of Marketing | 3 |
| BA 315 Financial Management I | 3 |
| BA 361 Organizational Behavior | 3 |
| BA 370 Business and Society | 3 |
| BA 390 Management | 3 |
| ENT 330 Planning and Creating New Ventures | 3 |

CHEMISTRY

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

Formal admission is required for all students seeking a Chemistry or Chemistry-Forensic Chemistry option degree. Typically, application for admission will be made at the end of a student's sophomore year by completing a degree plan with the advisor. 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 | 72 |
| CH 221, 222, 223 General Chemistry | 12 |
| CH 334, 335, 336 Organic Chemistry | 12 |
| CH 312 Quantitative Analysis | 4 |
| CH 313 Instrumental Analysis | 4 |
| CH 350 Chemical Literature | 1 |
| CH 440, 441, 442 Physical Chemistry | 9 |
| CH 461, 462, 463 Experimental Chemistry | 6 |
| CH 407 Seminar | 1 |
| MTH 251, 252 Calculus I, II | 10 |
| MTH 254 Multivariate Calculus | 5 |
| Limited Electives | 6 |
| CH 411, 412 Advanced Inorganic Chemistry | |
| CH 450, 451 Biochemistry I & II | |
| CH 354 Computational Chemistry | |
| CH 471 Chemical Instrumentation | |
| Electives in Science, Mathematics or Computer Science | 3 |

Note: Preparation for a prospective chemistry major includes high school chemistry, physics and a minimum of three years of mathematics including a minimum of MTH 111 equivalency. The BA requires MTH 252, CS 162 and completion of the third term of the second year of a modern language course. The BS requires a combined total of 12 credit hours of course work in Mathematics and Computer Science including MTH 252 and CS 162. The BS and BA require completion of the Cultural Diversity and Writing Intensive requirements. For this major the six hours of Writing Intensive course work should come from CH 350W, CH 407W, CH 461W and CH 462W. The sequence PH 201, 202, 203 or PH 211, 212, 213 is to be completed as the LACC science requirement.

| | |
|---|--------------|
| Chemistry Minor | 27-28 |
| CH 221, 222, 223 General Chemistry | 12 |
| CH 334, 335, 336 Organic Chemistry | 12 |
| Approved upper-division elective in chemistry | 3-4 |

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

| | |
|--|-----------|
| Chemistry Major-Forensic Chemistry Option | 72 |
| CH 221, 222, 223 General Chemistry | 12 |
| CH 312 Quantitative Analysis | 4 |
| CH 313 Instrumental Analysis | 4 |
| CH 334, 335, 336 Organic Chemistry | 12 |
| CH 340 Elementary Physical Chemistry | 4 |
| CH 350 Chemical Literature | 1 |
| CH 407 Seminar | 1 |
| CH 409 Practicum | 1 |
| CH 450, 451 Biochemistry | 6 |
| CH 461, 462 Experimental Chemistry | 4 |
| MTH 243 Introduction to Probability and Statistics | 4 |
| WR 321 Business and Technical Writing | 4 |
| SP 322 Persuasion | 3 |
| Limited Electives | 12 |
| CH 452 Biochemistry Laboratory | |
| CH 354 Computational Chemistry | |
| CH 471 Chemical Instrumentation | |
| BI 101, 102, 103 General Biology | |
| BI 211, 212, 213 Principles of Biology | |
| BI 321 Systematic Field Biology | |
| BI 331 General Microbiology | |
| BI 341 Genetics | |
| BI 388 Cell Biology | |
| BI 465 Natural History of the Mushroom | |
| BI 474 Entomology | |
| BI 476 Molecular Biology | |
| ES 351 Geology for Educators | |
| ES 201, 202 Principles of Geology | |
| ES 390 Basic Meteorology | |

| |
|---|
| GEOG 393 Soils Geography |
| SP 321 Influencing through Argument |
| SP 327 Communication in the Legal Field |

The Forensic Science Minor - Chemistry Majors is required with this major.

Note: The B.A. requires MTH 252, CS 121 or 161 and completion of the third term of the second year of a modern language course. The B.A. requires a combined 12 credit hours of course work in Mathematics and Computer science including MTH 252 and CS 121 or 161. The B.S. requires completion of the Cultural Diversity and Writing Intensive requirements. For this major the six hours of Writing Intensive course work should come from CH 350W, CH 407W, CH 461W, and CH 462W. The sequence PH 201, 202, 203 or PH 211, 212, 213 is to be completed as the LACC science requirement.

Forensic Science Minor - Chemistry majors

| | |
|--|-----------|
| Forensic Science Minor - Chemistry majors | 27 |
| This minor may be taken by majors in other scientific disciplines providing they complete CH 221-223, CH 334-336, and CH 313 | |
| CH 320 Introduction to Forensic Science | 3 |
| CH 420 Forensic Chemistry | 4 |
| CH 430, 431, 432 Applications of Forensic Science | 6 |
| GS 161 Technical Photography | 2 |
| CJ 213 Survey of Juvenile/Criminal Justice System | 3 |
| CJ 321 Principles of Criminal Investigation | 3 |
| CJ 322 Evidence and Courtroom | 3 |
| CJ 450 Criminology | 3 |

Forensic Science Minor - Non-Chemistry majors

It is suggested that students pursuing this minor take BI 101 as part of their LACC science requirement. Alternatively CH 104, 105, 106 may be applied to the LACC. In this case, an additional 12 hours of science elective approved by the minor advisor may be substituted. GS 161 is highly recommended as a general education elective.

| | |
|---|----|
| CH 104, 105, 106 Introductory Chemistry | 12 |
| CH 320 Introduction to Forensic Science | 3 |
| CH 430, 431, 432 Applications of Forensic Science | 6 |
| CJ 321 Principles of Criminal Investigation | 3 |
| CJ 322 Evidence and Courtroom | 3 |

Chemistry/Physics Option - Natural Science Major

| | |
|---|-----------|
| Chemistry/Physics Option - Natural Science Major | 72 |
| CH 221, 222, 223 General Chemistry | 12 |
| CH 312 Quantitative Analysis | 4 |
| CH 313 Instrumental Analysis | 4 |
| CH 334, 335, 336 Organic Chemistry | 12 |
| CH 340 Elementary Physical Chemistry | 4 |
| PH 211, 212, 213 General Physics with Calculus | 12 |
| PH 311, 312 Introduction to Modern Physics | 8 |
| MTH 251, 252 Calculus I and II | 10 |
| Approved electives in the Natural Sciences or Math | 6 |

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

CHICAN@ STUDIES

Chican@ Studies Minor

| | |
|--|--------------|
| Chican@ Studies Minor | 24-26 |
| Core | 12-14 |
| Select four courses, at least one in Social Science and one in Humanities | |
| ED 301 Introduction to Chican@ Studies | |
| HST 466 Mexican Foundations of Chican@/Latin@ History | |
| HST 467 Chican@ History | |
| SOC 435 Chican@/Latin@ Studies: Social Issues, Social Movements | |
| SPAN/HUM 328 Introduction to Chican@ Literature | |
| SPAN/HUM 342 Introduction to Chican@ Life and Culture | |
| Select, in consultation with an advisor, four additional courses from among courses above not already used and/or the following, with no more than two courses from any one department | |

ANTH 330 Contemporary Chican@ Culture
 ED 302 Multicultural Education and the American Experience
 ENG 489 Studies in Minority Literature (when related to Chican@/Latin@ Studies)
 GEOG 370 Human Migration
 GEOG 463 Mexico and Central America
 HST 351 Mexico and the Caribbean Since Independence
 HST 476 US West to 1900
 HST 477 US West in the 20th Century
 SOC 406 Special Individual Studies (when related to Chican@/Latin@ Studies)
 SOC 407 Seminar (when related to Chican@/Latin@ Studies)
 SOC 409 Practicum: Latin@ Ed Mentor
 SPAN 317 Spanish for Bilingual/Heritage Speakers
 SPAN 318 Spanish for Bilingual/Heritage Speakers
 SPAN 319 Spanish for Bilingual/Heritage Speakers
 SPAN/HUM 340 Civilization and Culture of Mexico
 SPAN 407 Seminar (when related to Chican@/Latin@ Studies)

COMMUNITY CRIME PREVENTION

Professor—Stephen Gibbons. Associate Professor—William Brown.
 Assistant Professors—Vivian Amantana, Terry Gingerich.

Community Crime Prevention Major 72

Core Criminal Justice Courses* 32

CJ 213 Introduction to Criminal Justice 4
 CJ 319 Ethics and Leadership in Criminal Justice 4
 CJ 327 Research Methods in Criminal Justice 4
 CJ 450 Criminology 4
 CJ 407 Seminar: Community Crime Prevention 4
 CJ 409 Practicum: Community Crime Prevention 12

Community Crime Prevention Studies Major 20

CJ 241 Introduction to Community Crime Prevention 4
 CJ 440 Community Crime Prevention 4
 CJ 451 Youth, Crime, and Society 4
 CJ 455 Correctional Casework and Counseling 4
 CJ 458 Integrated Services Community Crime Prevention 4

Electives from Criminal Justice and/or Social Science 20

Criminal Justice Electives
 CJ 321 Principles of Forensic Investigations 4
 CJ 403 Field Study 4
 CJ 406 Independent Study 1-4
 CJ 423 Management of Law Enforcement Organizations 4
 CJ 424 Law Enforcement Planning 4
 CJ 435 Gender, Crime, and Justice 4
 CJ 436 Minorities, Crime, Social Policy, and Social Control 4
 CJ 456 Contemporary Issues in Criminal Justice 4
 CJ 463 Juvenile Issues 4
 CJ 499 Studies in Community Crime Prevention 4

Note: Formal admission is required for all students seeking the BA/BS in Community Crime Prevention. Normally, students will apply for admission to the Community Crime Prevention major at the end of the freshman year, or in the case of transfer students, upon admission to the university. Prior to application for admission to the Community Crime Prevention major, applicants must complete CJ 213 and achieve a sophomore standing (45 or more credit hours). Students will be required to complete WR 115 and WR 135. Students must earn a grade of B or above in both WR 115 and WR 135 prior to admission to the program. All transfer English classes must be 3.0 or higher to substitute for WR 115 or WR 135. Students must also have an overall GPA of 2.67 in order to be admitted into the Community Crime Prevention Major. Students planning to participate in the practicum must have an overall GPA of 2.67.

* Core courses are required for all students majoring in Law Enforcement, Corrections, or Community Crime Prevention.

COMPUTER SCIENCE

Professors—Jie Liu, John Marsaglia, David Olson. Associate Professors—Robert Broeg. Assistant Professors—Charles Anderson, Scot Morse.

Computer Science Major 57

CS 161 Survey of Computer Science 4
 CS 162 Computer Science I 5
 CS 260 Computer Science II 5
 CS 262 Programming Language 2
 CS 271 Computer Organization 4
 CS 311 Data Structures I 3
 CS 313 Data Structures II 3
 CS 315 Theory of Programming Languages 3
 CS 345 Theory of Computation I 3
 CS 372 Operating Systems 3
 CS 406 Senior Seminar 1
 CS 420 Database Management 3
 CS 425 Systems Analysis and Design 3
 CS 430 Software Implementation 3

Choose 9 hours from one of the following sequences

A. Computational Theory
 CS 440 Analysis of Algorithms 3
 CS 445 Theory of Computation 3
 CS 447 Compiler Design 3
 CS 449 Topics in Computational Theory 3
 B. Software Engineering
 CS 470 Human Machine Interfaces 3
 CS 471 Metrics and Testing 3
 CS 472 Operating Systems: Advanced Topics 3
 CS 474 Concurrent Systems 3
 CS 475 Applied Computational Intelligence 3
 CS 479 Topics in Software Engineering 3
 C. System Management
 CS 450 Network Fundamentals 3
 CS 451 Management of Information Systems 3
 CS 452 Internet Communications 3
 CS 453 Data Mining and Data Warehousing 3
 CS 459 Topics in Systems Management 3

Choose an elective in Mathematics 3

MTH 341 Linear Algebra I
 MTH 346 Number Theory
 MTH 354 Discrete Structures I

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

Computer Science/Mathematics Major 108-107

MTH 251 Calculus I 5
 MTH 252 Calculus II 5
 MTH 253 Calculus III Sequences and Series 3
 MTH 254 Multivariate Calculus 5
 MTH 280 Introduction to Proof 3
 (MTH 280 may be waived for qualified transfer students)
 MTH 341 Linear Algebra I 4
 MTH 344 Group Theory 3
 MTH 345 Ring Theory 3
 MTH 355 Discrete Mathematics 3
 MTH 365 Mathematical Probability 3
 MTH 366 Mathematical Statistics 3
 Choose four electives 12-13

MTH 311 Advanced Calculus I
 MTH 314 Differential Equations I
 MTH 346 Number Theory
 MTH 351 Introduction to Numerical Analysis
 MTH 414 Differential Equations II
 MTH 420 Advanced Topics: Applied Mathematics
 MTH 441 Linear Algebra II
 MTH 451 Numerical Analysis
 MTH 460 Advanced Topics: Probability & Statistics

CS 161 Survey of Computer Science 4
 CS 162 Computer Science I 5
 CS 260 Computer Science II 5
 CS 262 Programming Languages 2

| | |
|--|---|
| CS 271 Computer Organization | 4 |
| CS 311 Data Structures I | 3 |
| CS 313 Data Structures II | 3 |
| CS 315 Theory of Programming Languages | 3 |
| CS 345 Theory of Computation I | 3 |
| CS 372 Operating Systems | 3 |
| CS 420 Database Management | 3 |
| CS 425 Systems Analysis & Design | 3 |
| CS 430 Software Implementation & Testing | 3 |
| CS 406 Senior Seminar | 1 |
| Choose nine hours from one of the following elective sequences | 9 |
| A. Computational Theory | |
| CS 440 Analysis of Algorithms | 3 |
| CS 445 Theory of Computation | 3 |
| CS 447 Compiler Design | 3 |
| CS 449 Topics in Computational Theory | 3 |
| B. Software Engineering | |
| CS 470 Human Machine Interfaces | 3 |
| CS 471 Metrics and Testing | 3 |
| CS 472 Operating Systems: Advanced Topics | 3 |
| CS 474 Concurrent Systems | 3 |
| CS 475 Applied Computational Intelligence | 3 |
| CS 479 Topics in Software Engineering | 3 |
| C. Systems Management | |
| CS 450 Network Fundamentals | 3 |
| CS 451 Management of Information Systems | 3 |
| CS 452 Internet Communications | 3 |
| CS 453 Data Mining and Data Warehousing | 3 |
| CS 459 Topics in Systems Management | 3 |

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

CORRECTIONS

Professor—Stephen Gibbons. *Associate Professor*—William Brown.
Assistant Professors—Vivian Amantana, Terry Gingerich.

Corrections Major 72

Core Criminal Justice Courses* 32

| | |
|--|----|
| CJ 213 Introduction to Criminal Justice | 4 |
| CJ 319 Ethics and Leadership in Criminal Justice | 4 |
| CJ 327 Research Methods in Criminal Justice | 4 |
| CJ 450/550 Criminology | 4 |
| CJ 407 Seminar: Community Crime Prevention | 4 |
| CJ 409 Practicum: Community Crime Prevention | 12 |

Corrections Major 20

| | |
|---|---|
| CJ 451 Youth, Crime, and Society | 4 |
| CJ 452 Criminal Procedure | 4 |
| CJ 453 Penology | 4 |
| CJ 454 Parole and Probation | 4 |
| CJ 455 Correctional Casework and Counseling | 4 |

Electives from Criminal Justice and/or Social Science 20

Criminal Justice Electives

| | |
|--|-----|
| CJ 321 Principles of Forensic Investigations | 4 |
| CJ 403 Field Study | 4 |
| CJ 406 Independent Study | 1-4 |
| CJ 423 Management of Law Enforcement Organizations | 4 |
| CJ 424 Law Enforcement Planning | 4 |
| CJ 435 Gender, Crime, and Justice | 4 |
| CJ 436 Minorities, Crime, Social Policy and Social Control | 4 |
| CJ 456 Contemporary Issues in Criminal Justice | 4 |
| CJ 463 Juvenile Issues | 4 |
| CJ 499 Studies in Community Crime Prevention | 4 |

Note: Formal admission is required for all students seeking the BA/BS in Corrections. Normally, students will apply for admission to the Corrections major at the end of the freshman year, or in the case of transfer students, upon admission to the university. Prior to application for admission to the Corrections major, applicants must complete CJ 213 and achieve a sophomore

standing (45 or more credit hours). Students will be required to complete WR 115 and WR 135. Students must earn a grade of B or above in both WR 115 and WR 135 prior to admission to the program. All transfer English classes must be 3.0 or higher to substitute for WR 115 or WR 135. Students must also have an overall GPA of 2.67 in order to be admitted into the Corrections Major.

* Core courses are required for all students majoring in Law Enforcement, Corrections, or Community Crime Prevention.

DANCE

Professors—Deborah Jones Peterson, Sharon Oberst, Darryl Thomas.

Dance Major 72

Modern Dance Technique chosen from

| | |
|---|----|
| D 180, 181, 182 Beginning Modern Dance | 12 |
| D 280, 281, 282 Intermediate Modern Dance | |
| D 360, 361, 362 Intermediate Modern Dance | |
| D 370, 371, 372 Intermediate Modern Dance | |
| D 380, 381, 382 Advanced Modern Dance | |

Ballet Technique chosen from

| | |
|---|---|
| D 185, 186, 187 Beginning Ballet | 6 |
| D 285, 286, 287 Intermediate Ballet | |
| D 363, 364, 365 Intermediate Ballet | |
| D 373, 374, 375 Intermediate Ballet | |

Elective technique courses chosen from Modern, Ballet, Jazz, Tap or

| | |
|----------------------------------|---|
| World Dance | 6 |
| D 260 Improvisation | 1 |
| D 305 Rhythmic Awareness | 2 |
| D 351 Dance Composition I | 3 |
| D 352 Dance Composition II | 3 |
| D 399 Dance Theatre | 2 |
| D 405 Senior Project | 2 |
| D 450 Dance Repertory | 3 |
| D 455 Group Choreography | 3 |
| Choose two | 6 |

| | |
|--|----|
| D 310 Women in Music & Dance | |
| D 357 Dance in Musical Theatre | |
| D 454 Evolution of Modern Dance | |
| D 453 Ballet History from the Courts to Balanchine | |
| Choose from | 17 |

| | |
|---|---|
| D 253 Labanotation | |
| D 390 Kinesiology for Dancers | |
| D 406 Independent Studies | |
| D 407 Seminar | |
| D 451 Dance Production | |
| D 460 Dance & Technology | |
| D 491 Creative Dance for Children | |
| D 494 Dance Pedagogy | |
| D 496 Creativity | |
| Electives in the Allied Arts | 6 |

Choose six hours from any of the other Creative Arts areas (Music, Art, Theatre).

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

Dance Minor 33

| | |
|---|---|
| D 180, 181, 182 Beginning Modern Dance | 3 |
| D 280, 281, 282 Intermediate Modern Dance | 6 |
| D 260 Improvisation | 1 |
| D 351 Dance Composition I | 3 |
| D 352 Dance Composition II | 3 |
| D 455 Group Choreography | 3 |
| Choose one | 3 |

| | |
|--|---|
| D 453 Ballet History from the Courts to Balanchine | |
| D 454 Evolution of Modern Dance | |
| Choose Elective Technique Courses | 6 |
| Beginning Modern, Ballet, Jazz or Tap or World Dance | |
| Intermediate Modern, Ballet, Jazz or Advanced Modern | |
| Electives in dance (3 hours must be upper-division) | 5 |

EARTH SCIENCE

Associate Professors—Jeffrey Myers, Stephen Taylor, Jeffrey Templeton.

| | |
|--|--------------|
| Earth Science Major | 74-75 |
| ES 201, 202, 203 Principles of Geology | 12 |
| Choose one of the following sequences | 12 |
| BI 101, 102, 103 General Biology | |
| BI 211, 212, 213 Principles of Biology | |
| PH 201, 202, 203 General Physics | |
| PH 211, 212, 213 General Physics with Calculus | |
| Choose an option | 10 |
| A. CS 162 Computer Science I | |
| CS 260 Computer Science II | |
| B. MTH 251 Calculus I | |
| MTH 252 Calculus II | |
| ES 301, 302, 303 GeoTechniques | 3 |
| ES 321 Structural Geology | 4 |
| ES 322 Geomorphology and Aerial Photo Interpretation | 4 |
| ES 392 Sedimentary Geology | 4 |
| ES 407 Senior Seminar | 1 |
| ES 450 Introduction to Petrology | 4 |
| ES 453 Geology of the Pacific Northwest | 4 |
| ES 473 Environmental Geology | 4 |
| Choose one course in Earth System Science | 3 |
| ES 331 Introduction to Oceanography | |
| ES 390 Basic Meteorology | |
| GS 351 Elements of Astronomy | |
| Choose one course in Sedimentology/Paleobiology | 3-4 |
| ES 431 Paleobiology | |
| ES 491 Stratigraphy and Depositional Systems | |
| Choose one course in Volcanology/Petrology | 3 |
| ES 454 Volcanology | |
| ES 460 Energy and Mineral Resources | |
| Choose one course in Environmental Geology/Surface Processes | 3 |
| ES 476 Hydrology | |
| ES 492 GIS Applications in Earth Science | |

Note: The sequence CH 104, 221, 222 is to be completed as the LACC Laboratory Science requirement. The BS requires CS 161, MTH 112, and MTH 243. The BA requires CS 161, MTH 112, and completion of the third term of the second year of a foreign language course. The BS and BA require completion of the Cultural and Writing Intensive requirements. For this major, 3 hours of Writing Intensive course work should come from WR 321.

| | |
|--|-----------|
| Earth Resources Minor | 27 |
| ES 201, 202 Principles of Geology | 8 |
| ES 454 Volcanology | 3 |
| ES 460 Energy and Mineral Resources | 3 |
| ES 473 Environmental Geology | 4 |
| ES 491 Stratigraphy and Depositional Systems | 3 |
| Choose one | 3 |
| CH 310 Geochemistry | |
| CH 371 Environmental Chemistry | |
| Choose one | 3 |
| ES 476 Hydrology | |
| ES 492 GIS Applications in Earth Science | |

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|---|-----------|
| Earth System Science Minor | 27 |
| ES 104 Earth System Science | 5 |
| ES 105 or ES 106 Earth System Science | 5 |
| ES 331 Introduction to Oceanography | 3 |
| ES 390 Basic Meteorology | 3 |
| ES 473 Environmental Geology | 4 |
| Choose one | 4 |
| ES 431 Paleobiology | |
| ES 453 Geology of the Pacific Northwest | |
| Choose one | 3 |
| ES 454 Volcanology | |
| ES 460 Energy and Mineral Resources | |

| | |
|--|-----------|
| Geology Minor | 27 |
| ES 201, 202, 203 Principles of Geology | 12 |
| ES 301, 302, 303 GeoTechniques | 3 |
| ES 322 Geomorphology and Aerial Photo Interpretation | 4 |

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|--|---|
| ES 392 Sedimentary Geology | 4 |
| ES 450 Introduction to Petrology | 4 |

| | |
|--|--------------|
| History of the Earth and Biosphere Minor | 25-28 |
| BI 211 Principles of Biology | 4 |
| BI 341 Introduction to Genetics | 4 |
| BI 446 Evolution | 3 |
| Choose one (or other approved introductory geology course) | 3-4 |
| ES 201 or ES 202 Principles of Geology | |
| ES 351 Geology for Educators | |
| ES 203 Principles of Geology | 4 |
| ES 431 Paleobiology | 4 |
| ES 491 Stratigraphy and Depositional Systems | 3 |

Note: 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 341, and BI 446.

ECONOMICS

Professor—John Leadley. Associate Professor—Zenon Zygmunt.

| | |
|---|-----------|
| Economics Major | 60 |
| EC 201 Introduction to Microeconomics | 4 |
| EC 202 Introduction to Macroeconomics | 4 |
| MTH 111 College Algebra | 4 |
| EC 311 Intermediate Microeconomics | 4 |
| EC 313 Intermediate Macroeconomics | 4 |
| EC 315 Economic Analysis and Report Writing | 4 |
| Upper division Economics courses | 24 |
| Electives* | 12 |

* Electives may be lower division courses and courses from other departments and divisions, but they must be approved by an Economics department advisor.

| | |
|---|-----------|
| Economics Minor | 28 |
| EC 201 Introduction to Microeconomics | 4 |
| EC 202 Introduction to Macroeconomics | 4 |
| MTH 111 College Algebra | 4 |
| EC 311 Intermediate Microeconomics | 4 |
| EC 313 Intermediate Macroeconomics | 4 |
| Upper-division electives in Economics | 8 |

EDUCATION

Professors—George Cabrera, Sue Dauer, Gwenda Rice, Gary Welander, David Wright. Associate Professors—Wangeci Gatimu, Brent Hawkes, Adele Schepige, Dana Ulveland. Assistant Professors—Maria Dantas-Whitney, Caroline Gilbert, Mark Girod, Mary Reynolds, Judith Rhoads.

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

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

Students may explore their interest in teaching during their freshman and sophomore years by enrolling in FS 199, 303, 358, and 399.

The university has found it necessary to evaluate a person's background to determine his or her likelihood of maintaining standards of professional conduct that are necessary in the discipline. An evaluation may take into consideration current performance as well as past experiences and actions that could affect a student's ability to perform in the particular course or program.

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

| | |
|---|--------------|
| Undergraduate Teacher Preparation (Initial Licensure), Professional Education Core | 48-50 |
| ED 411 Field Experience I | 1 |
| ED 412 Field Experience II | 2 |
| ED 413 Field Experience III | 4 |
| ED 418 Assessment, Planning, and Instruction | 3 |
| ED 421 Technology Integration I | 2 |
| ED 422 Technology Integration II | 1 |
| ED 426 Professional Development Seminar I | 1 |
| ED 427 Professional Development Seminar II | 1 |
| ED 428 Professional Development Seminar III | 1 |
| ED 429 Professional Development Seminar IV | 2 |
| ED 433 Human Development and Classroom Learning | 3 |
| ED 434 Content Pedagogy I | 2 |
| ED 435 Content Pedagogy II | 2 |
| ED 436 Content Pedagogy III | 2 |
| ED 438 Foundations | 2 |
| ED 442 Emerging Literacy | 2 |
| ED 443 Developing Literacy | 2 |
| ED 444 Fluency in Literacy | 3 |
| ED 446 Environments for Diverse Learners | 3 |
| ED 450 Authorization Specialty and Classroom Management | 3 |
| ED 498 Student Teaching | 10-12 |

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

| | |
|---|--------------|
| Professional Education Core | 48 |
| Early Childhood Teaching Authorization | 60-63 |

Note: Test requirements: Passing score on CBEST and MSAT. Required courses to partially fulfill the BA/BS and Basic Graduation requirements are: MTH 211, 212, 213. Recommended sequence and elective to fulfill LACC requirements in laboratory science and social science are: Laboratory Science: BI 101, ES 104 and ES 106. Social Science: two courses from one of the following sequences: (HST 101, 102, 103) or (HST 104, 105, 106) or (HST 201, 202, 203) or (GEOG 105, 106, 107) and for the elective: PSY 218 or PSY 201.

| | |
|----------------------------|----------|
| Creative Arts | 9 |
|----------------------------|----------|

| |
|---|
| MUE 318 Music for the Classroom Teacher |
| ARE 433 Art Education (Prereq: A 115) |
| Choose one |
| D 491 Creative Dance for Children (Prereq: D 180, 181, 182) |
| TA 240 Creative Dramatics for Teachers |

| | |
|---------------------|----------|
| Health | 9 |
|---------------------|----------|

| |
|------------------------------------|
| HE 325 Nutrition |
| HE 415 Child and Adolescent Health |
| Choose one |
| HE 367 Human Sexuality |
| HE 462 Contemporary Health Issues |
| HE 466 Drugs and Alcohol |

| | |
|----------------------------|------------|
| Language Arts | 7-8 |
|----------------------------|------------|

| |
|---------------------------------------|
| LING 210 Introduction to Linguistics |
| Choose one |
| ENG 254 Survey of American Literature |
| LING 215 Structure of English I |
| PHL 433 Philosophy for Children |
| WR 440 Teaching of Writing |

| | |
|----------------------------------|-----------|
| Mathematics/Science | 10 |
|----------------------------------|-----------|

| |
|--|
| MTH 213 Foundations of Elementary Mathematics III (Prereq: MTH 211 and 212)) |
| MTH 396 Elementary Problem Solving (Prereq: MTH 213) |
| Choose one |
| GS 311 Biological Science for Elementary Schools |
| GS 312 Physical Science for Elementary Schools |
| GS 313 Earth Science for Elementary Schools |

| | |
|---------------------------------|----------|
| Physical Education | 9 |
|---------------------------------|----------|

| | |
|---|---|
| PE 246 Teaching Movement Concepts and Skills to Children | 1 |
| PE 433 Physical Education in the Elementary School | 3 |
| PE 434 Elementary Physical Education Teaching Practicum * | 1 |
| Choose one | 1 |
| PE 170 Teaching Games & Physical Activities to Children | |
| PE 171 Teaching Educational Gymnastics (K-12) | |
| PE 172 Teaching Dance and Rhythmic Activities to Children | |
| Choose one | 3 |
| PE 310 Motor Learning | |
| PE 415 Lifespan Motor Development | |
| * Prerequisites: PE 246, PE 433. | |

| | |
|-------------------------|-------------|
| Psychology | 8-10 |
|-------------------------|-------------|

| |
|---|
| Prerequisite: PSY 201 or PSY 218 |
| PSY 311 Developmental Psychology |
| Choose one or two |
| PSY 349 Introduction to Behavior Modification |
| PSY 390 Theories of Learning |
| PSY 463 The Maladjusted Child |
| PSY 480 Infancy and Childhood |
| PSY 481 Middle and Late Childhood |

| | |
|-----------------------------|------------|
| Social Science | 8-9 |
|-----------------------------|------------|

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

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

| | |
|--|--------------|
| Professional Education Core | 48 |
| Early Childhood/Elementary Authorizations | 67-74 |

Note: Test requirements: Passing score on CBEST and MSAT. Required courses to partially fulfill the BA/BS and Basic Graduation requirements are: MTH 211, 212, 213. Recommended sequence and elective to fulfill LACC requirements in laboratory science and social science are: Laboratory Science: BI 101, ES 104 and ES 106. Social Science: two courses from one of the following sequences: (HST 101, 102, 103) or (HST 104, 105, 106) or (HST 201, 202, 203) or (GEOG 105, 106, 107) and for the elective: PSY 218 or PSY 201.

| | |
|---------------------------------------|-----------|
| Humanities/Language Arts | 11 |
|---------------------------------------|-----------|

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|--------------------------------------|
| LING 215 Structure of English I |
| WR 440 Teaching of Writing |
| Choose one |
| PHL 433 Philosophy for Children |
| SP 112 Interpersonal Communication |
| SP 321 Influencing through Argument |
| SP 322 Persuasion |
| SP 326 Communication and Controversy |

| | |
|----------------------------------|-----------|
| Mathematics/Science | 14 |
|----------------------------------|-----------|

| |
|---|
| MTH 213 Foundations of Elementary Mathematics III (Prereq: MTH 211 and 212) |
| MTH 396 Elementary Problem Solving (Prereq: MTH 213) |
| Choose one |
| BI 102 General Biology |
| ES 105 Earth System Science II |
| Choose one |
| GS 311 Biological Science for Elementary Schools |
| GS 312 Physical Science for Elementary Schools |
| GS 313 Earth Science for Elementary Schools |

Social Science..... 12

Choose at least three courses from two or more areas:

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

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

Choose option A or B below

- A. HE 351 Elementary School Health
PE 433 Physical Education in Elementary School
Choose one
 - HE 415 Child and Adolescent Health
 - PE 310 Motor Development and Learning
 - PE 415 Lifespan Motor Development
 Choose two
 - ARE 433 Art Education (Prereq: A 115)
 - MUE 318 Music for the Classroom Teacher ~or~
 - MUE 320 Introduction to Orff-Schulwerk
 - D 491 Creative Dance for Children (Prereq: D180,181,182,183)
 - TA 240 Creative Dramatics
- B. HE 351 Elementary School Health
PE 433 Physical Education in Elementary School
Choose three
 - ARE 433 Art Education (Prereq:A115)
 - MUE 318 Music for the Classroom Teacher ~or~
 - MUE 320 Introduction to Orff-Schulwerk
 - D 491 Creative Dance for Children (Prereq: D180,181,182,183)
 - TA 240 Creative Dramatics

Choose two areas below..... 18

Creative Arts..... 9

Choose one of the following

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

Dance 9

- Prereq: D 180, 181, 182
- D 491 Creative Dance for Children
- One technique sequence - ballet, jazz, tap, or world dance
- Choose one
 - D 357 Dance in Musical Theater
 - D 451 Dance Production



Music 9

Select nine credit hours, at least three credit hours with MUE prefix:

- MUE 318 Music for the Classroom Teacher
- MUE 320* Introduction to Orff-Schulwerk
- MUE 425** Orff-Schulwerk Level I
- MUE 430† Technology in Music Education
- MUS 101-108 Choral or Instrumental Ensemble
- MUS 111 Beginning Musicianship
- MUS 181 Class Voice
- MUS 211/211L Musicianship I
- MUS 234, 235 Guitar Class
- * offered as a one-week summer intensive only
- ** offered as a two-week summer intensive only
- † offered Summer Session only

Theatre 9

- TA 240 Creative Dramatics (unless used to meet another requirement)
- TA 414 Children's Theatre
- Choose one (two if TA 240 already taken) from the following:
 - TA 110 Introduction to Theatre
 - TA 250 Basic Movement & Vocal Development
 - TA 251 Elements of Acting
 - TA 253 Production Workshop
 - TA 244 Technical Theatre: Scenecraft
 - TA 245 Technical Theatre: Lighting
 - TA 246 Technical Theatre: Costuming
 - TA 252 Technical Theatre: Makeup
 - TA 350 Advanced Creative Dramatics: Puppetry
 - TA 353 Advanced Production Workshop
 - TA 442 Using Creative Dramatics to Teach Across the Curriculum

Modern Language 9

French, Spanish, or German beyond second year or 203 equivalent

Language Arts 7-8

LING 210 Introduction to Linguistics

Choose one

- ENG 205, 206 Survey of British Literature
- ENG 254 Survey of American Literature
- ENG 385 Folklore
- ENG 387 Mythology
- ENG 389 Minority Literature
- LING 370 Discourse and Text
- SP 321 Argumentation
- SP 322 Persuasion
- SP 325 Intercultural Communication
- SP 326 Communication and Controversy

Mathematics..... 9

Choose three

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

Science 9-10

Choose one of the following:

Earth Science 9-10

Choose three

- GS 351 Elements of Astronomy
- ES 390 Basic Meteorology
- ES 331 Introduction to Oceanography
- ES 473 Environmental Geology (4)

Life Science..... 9

Choose three

- BI 357 General Ecology OR BI 370 Environmental Science
- BI 312 Animal Behavior
- BI 317 Vertebrate Natural History
- BI 321 Systematic Field Botany

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|--|------------|
| BI 361 Marine Biology | |
| BI 451 Invertebrate Zoology | |
| BI 458 Field Biology | |
| BI 471 Whales, Dolphins and Porpoises | |
| BI 474 Entomology | |
| <i>Environmental Science</i> | 9 |
| CH 371 Environmental Chemistry | |
| ES 473 Environmental Geology | |
| Choose one | |
| BI 357 General Ecology | |
| BI 370 Environmental Science | |
| Social Science | 8-9 |
| Choose one of the following: | |
| <i>Anthropology</i> | 9 |
| Choose three (at least one upper-division) | |
| ANTH 213 Introduction to Language and Culture | |
| ANTH 214 Introduction to Physical Anthropology | |
| ANTH 215 Introduction to Archaeology | |
| ANTH 216 Introduction to Cultural Anthropology | |
| ANTH 310 World Prehistory | |
| ANTH 311 Human Evolution | |
| ANTH 312 Social Anthropology | |
| ANTH 380 Peoples and Cultures of Africa | |
| ANTH 494 Northwest Indian Cultures | |
| <i>Community Crime Prevention</i> | 8 |
| Choose two | |
| CJ 213 Survey of the U.S. Criminal Justice System | |
| CJ 214 Survey of the U.S. Juvenile Justice System | |
| CJ 241 Introduction to Community Crime Prevention | |
| CJ 440 Community Crime Prevention Studies | |
| <i>Juvenile Justice System</i> | 8 |
| Choose two | |
| CJ 213 Survey of the U.S. Criminal Justice System | |
| CJ 214 Survey of the U.S. Juvenile Justice System | |
| CJ 451 Juvenile Delinquency: Prevention and Control | |
| CJ 463 Juvenile Issues | |
| <i>Economics</i> | 8 |
| Choose two | |
| EC 318 Money and Banking | |
| EC 319 Public Finance | |
| EC 440 International Trade | |
| <i>Geography</i> | 8 |
| Choose two | |
| GEOG 105 Introductory Physical Geography | |
| GEOG 106 Introductory Economic Geography | |
| GEOG 107 Introductory Cultural Geography | |
| ~or~ | |
| If above already taken for LACC - one course from two of the following three areas | |
| <i>Cultural</i> | 4 |
| GEOG 411 Cultural Geography | |
| GEOG 413 Urban Geography | |
| GEOG 433 Political Geography | |
| <i>Regional</i> | 4 |
| GEOG 310 World Regional Geography | |
| GEOG 313 The Pacific Northwest | |
| GEOG 314 The Pacific Rim | |
| GEOG 420 The West and the American Imagination | |
| GEOG 421 The Changing American West | |
| GEOG 432 Geography of Africa | |
| GEOG 451 South Asia | |
| GEOG 463 Geography of Mexico and Central America | |
| <i>Environmental</i> | 4 |
| GEOG 380 Environmental Conservation | |
| GEOG 410 Global Issues | |
| GEOG 425 Urban Planning and Policy | |
| <i>History</i> | 8 |
| <i>United States History</i> | 8 |
| Any two upper-division United States History courses. | |
| <i>European History</i> | 8 |
| Any two upper-division European History courses. | |

| | |
|---|-------------|
| <i>Latin American History</i> | 8 |
| Any two upper-division Latin American History courses. | |
| <i>Asian History</i> | 8 |
| Any two upper-division Asian History courses. | |
| <i>Political Science</i> | 9 |
| <i>Basic Political Science</i> | 9 |
| PS 201 American National Government | |
| PS 202 State and Local Government ~or~ PS 203 International Relations | |
| One upper-division Political Science Course | |
| <i>American Government</i> | 9 |
| Choose three | |
| PS 201 American National Government | |
| PS 414 Political Parties, Pressure Groups and Elections ~OR~ | |
| PS 419 American Presidential Elections | |
| PS 426 Federalism and Intergovernmental Relations | |
| PS 469 Congress and the Presidency | |
| <i>State and Local Government</i> | 9 |
| PS 201 American National Government | |
| PS 202 State and Local Government | |
| Choose one | |
| PS 409 Practicum: Administrative Internship | |
| PS 410 Political Science Internship | |
| PS 424 Policy making in the States | |
| PS 426 Federalism and Intergovernmental Relations | |
| PS 490 Community Politics | |
| <i>International Relations</i> | 9 |
| PS 203 International Relations | |
| Choose two | |
| PS 303 Politics and Governments of Europe | |
| PS 460 Governments and Politics of Asia | |
| PS 463 Governments and Politics of Developing Nations | |
| PS 493 International Organizations | |
| PS 497 American Foreign Relations | |
| <i>Psychology</i> | 8-10 |
| PSY 311 Developmental Psychology | |
| Choose one or two | |
| PSY 334 Social Psychology | |
| PSY 349 Introduction to Behavior Modification | |
| PSY 443 Group Processes | |
| PSY 463 The Maladjusted Child | |
| PSY 480 Infancy and Childhood | |
| PSY 481 Middle and Late Childhood | |
| PSY 482 Adolescence | |
| <i>Sociology</i> | 9 |
| Choose three | |
| SOC 338 Sociology of the Family | |
| SOC 360 Sociology of Gender | |
| SOC 390 Sociology of Education | |
| SOC 437 Sociology of Race/Ethnic Relations | |
| Environmental Studies | 8-10 |
| GEOG 380 Environmental Conservation | |
| HST 470 Environmental History | |
| Choose one or two additional courses | |
| EC 436 Environmental Economics and Public Policy | |
| GEOG 425 Urban Planning and Policy | |
| HST 478 Pacific Northwest History | |
| PS 446 Land Resource Politics and Policy | |
| PS 447 Environmental Politics and Policy | |
| PS 449 Environmental Values and Political Action | |
| SP 439 Contemporary American Public Address Communication | |
| Gender Studies | 9-10 |
| Choose three | |
| SSC 201 Introduction to Gender Studies | |
| ANTH 370 Women in Cross-cultural Perspective | |
| A 405 Art History: Women in Art | |
| D 310 Women in Dance and Music: 1800-Present | |
| HST 410 Gender Issues in History | |
| HST 411 Gender Issues in History | |
| PS 435 Women and Politics | |
| PSY 492 Psychology of Women | |
| SOC 360 Sociology of Gender | |

Legal Studies 9

PS 201 American National Government
 PS 202 State and Local Government
 PS 479 Constitutional Law

Health/Physical Education 9

PE 246 Teaching Movement Concepts and Skills to Children
 PE 434 Elementary Physical Education Teaching Practicum (Prereq: PE 245, PE 433)

HE 325 Nutrition

Choose one

HE 415 Child and Adolescent Health

PE 310 Motor Learning

PE 415 Lifespan Motor Development

Choose one

PE 170 Teaching Games and Physical Activities to Children

PE 171 Teaching Educational Gymnastics (K-12)

PE 172 Teaching Dance and Rhythmic Activities to Children

Physical Education 9

PE 246 Teaching Movement Concepts and Skills to Children
 PE 301 Basic Exercise Science
 PE 434 Elementary Physical Education Teaching Practicum (Prereq: PE 245, PE 433)

Choose one

PE 310 Motor Learning

PE 415 Lifespan Motor Development

Upper-division physical education elective

Choose one

PE 170 Teaching Games and Physical Activities to Children

PE 171 Teaching Educational Gymnastics (K-12)

PE 172 Teaching Dance and Rhythmic Activities to Children

Health 9

HE 325 Nutrition

HE 415 Child and Adolescent Health

Choose one

HE 462 Contemporary Health Issues

HE 466 Drugs and Alcohol

HE 367 Human Sexuality

HE 491 Stress Management

ELEMENTARY/MIDDLE LEVEL AUTHORIZATIONS

(Grade 3 through Grade 10 in an elementary or middle level school only)

Professional Education Core 48**Elementary/Middle Level Authorizations 62-68**

HE 415 Child and Adolescent Health 3

Note: Test requirements: Passing score on CBEST and MSAT. Required courses to partially fulfill the BA/BS and Basic Graduation requirements are: MTH 211, 212, 213. Recommended sequence and elective to fulfill LACC requirements in laboratory science and social science are: Laboratory Science BI 101, ES 104 and ES 106. Social Science: two courses from one of the following sequences: (HST 101, 102, 103) or (HST 104, 105, 106) or (HST 201, 202, 203) or (GEOG 105, 106, 107) and for the elective: PSY 218 or PSY 201.

Humanities/Language Arts 11

LING 215 Structure of English I

WR 440 Teaching of Writing

Choose one

PHL 433 Philosophy for Children

SP 112 Interpersonal Communication

SP 321 Influencing through Argument

SP 322 Persuasion

Mathematics 12-13

MTH 213 Foundations of Elementary Mathematics III (Prereq: MTH 211 and 212)

MTH 396 Elementary Problem Solving (Prereq: MTH 213)

Choose one

MTH 111 College Algebra

MTH 292 College Algebra for Elementary Teachers (Prereq: MTH 213)

Choose one

MTH 392 Introduction to Abstract Algebra (Prereq: MTH 213)

MTH 393 Probability & Statistics for Elementary Teachers (Prereq: MTH 212)

MTH 394 Introduction to Geometry (Prereq: MTH 213)

MTH 395 Elementary Integrated Mathematics (Prereq: MTH 396)

MTH 398 Elementary School Mathematics (Prereq: MTH 391 and MTH 396)

Science 13

BI 102 General Biology

ES 105 Earth System Science II

Choose one

GS 311 Biological Science for Elementary Schools

GS 312 Physical Science for Elementary Schools

GS 313 Earth Science for Elementary Schools

Social Science 12

Choose courses in two different areas:

ANTH 310, 311, 312, 313, 360, 463, 494

CJ 214, 241, 451, 463

EC 201, 202

SSC 201, SOC 360, HST 410, 411, ANTH 370

GEOG 105, 106, 107

HST 201, 202, 203, 478

PS 201, 202, 203

SOC 223, 225, 338, 360, 437

Choose one of the following options 12**French 12**

FR 331 French Pronunciation and Phonetics

Choose one

FR 431 French Culture and Civilization

FR 432 French Culture and Civilization

FR 433 French Culture and Civilization

Two electives beyond FR 303

German 12

GL 331 German Pronunciation and Phonetics

Choose one

GL 340 German Culture and Civilization I

GL 341 German Culture and Civilization II

GL 342 Deutsche Landeskunde

Two electives beyond GL 303

Spanish 12

SPAN 350 Spanish Pronunciation and Phonetics

Choose one

SPAN 338 Hispanic Culture and Civilization: Spain

SPAN 339 Hispanic Culture and Civilization: Latin America

SPAN 340 Hispanic Culture and Civilization: Mexico

Two electives beyond SPAN 303

Art 12

A 115 (if taken for LACC then take any 100 or 200 level art class)

A 130 Beginning Drawing

Any 100 or 200 Level Art Class

ARE 433 Art Education

Music 12

Select twelve credit hours, at least 3 credit. hours. with MUE prefix:

MUE 318 Music for the Classroom Teacher

MUE 320* Introduction to Orff-Schulwerk

MUE 425** Orff-Schulwerk Level I

MUE 430† Technology in Music Education

MUS 101-108 Choral or Instrumental Ensemble

MUS 111 Beginning Musicianship

MUS 181 Class Voice

MUS 211/211L Musicianship I

MUS 234, 235 Guitar Class

* offered as a one-week summer intensive only

** offered as a two-week summer intensive only

† offered Summer Session only

| | |
|--|--------------|
| Theatre | 12 |
| TA 240 Creative Dramatics | |
| TA 414 Children's Theatre | |
| TA 364 Play Direction | |
| Choose one | |
| TA 244 Technical Theatre: Scenecraft | |
| TA 245 Technical Theatre: Lighting | |
| TA 246 Technical Theatre: Costuming | |
| TA 252 Technical Theatre: Makeup | |
| Dance | 12 |
| D 180, 181, 182 Beginning Modern Dance I-III | |
| Elective technique sequence from ballet, jazz, tap, or world dance | |
| D 491 Creative Dance for Children | |
| Choose one | |
| D 357 Dance in Musical Theatre | |
| D 451 Dance Production | |
| Language Arts | 11-12 |
| ENG 223 Introduction to Literary Study | |
| LING 210 Introduction to Linguistics | |
| Choose one | |
| ENG 204, 205, 206 Survey of British Literature | |
| ENG 253, 254 Survey of American Literature | |
| ENG 385 Folklore | |
| ENG 387 Mythology | |
| ENG 389 Minority Literature | |
| LING 370 Discourse and Text | |
| PHL 433 Philosophy for Children | |
| SP 250 Listening | |
| SP 321 Argumentation | |
| SP 322 Persuasion | |
| Science | 12 |
| ES 351 Geology for Educators | |
| GS 351 Elements of Astronomy | |
| GS 390 Basic Meteorology | |
| GS 331 Oceanography | |
| Mathematics | 12 |
| Choose four (cannot be same courses used to meet other requirements) | |
| MTH 292 College Algebra for Elementary Teachers | |
| MTH 392 Introduction to Abstract Algebra | |
| MTH 393 Probability & Statistics for Elementary Teachers | |
| MTH 394 Introduction to Geometry | |
| MTH 395 Elementary Integrated Mathematics | |
| MTH 398 Elementary School Mathematics | |
| ED 475 Innovation in General Mathematics Education | |
| CSE 436 LOGO as a Learning Tool | |
| Anthropology | 12 |
| Choose four (at least two upper-division) | |
| ANTH 213 Introduction to Language and Culture | |
| ANTH 214 Introduction to Physical Anthropology | |
| ANTH 215 Introduction to Archaeology | |
| ANTH 216 Introduction to Cultural Anthropology | |
| ANTH 310 World Prehistory | |
| ANTH 311 Human Evolution | |
| ANTH 312 Social Anthropology | |
| ANTH 380 Peoples and Cultures of Africa | |
| ANTH 463 Culture and Education | |
| ANTH 494 Northwest Indian Cultures | |
| Community Crime Prevention | 12 |
| CJ 213 Introduction to Criminal Justice | |
| CJ 241 Introduction to Community Crime Prevention | |
| CJ 440 Community Crime Prevention Studies | |
| Juvenile Justice System | 12 |
| CJ 213 Introduction to Criminal Justice | |
| CJ 451 Youth, Crime and Society | |
| CJ 463 Juvenile Issues | |

| | |
|---|-----------|
| Economics | 12 |
| EC 318 Money and Banking | |
| EC 319 Public Finance | |
| EC 436 Environmental Economics and Public Policy | |
| EC 440 International Trade | |
| Cultural Geography | 12 |
| GEOG 411 Cultural Geography | |
| GEOG 413 Urban Geography | |
| GEOG 433 Political Geography | |
| Regional Geography | 12 |
| Choose any three | |
| GEOG 310 World Regional Geography | |
| GEOG 313 The Pacific Northwest | |
| GEOG 314 The Pacific Rim | |
| GEOG 420 The West and the American Imagination | |
| GEOG 421 The Changing American West | |
| GEOG 432 Geography of Africa | |
| GEOG 451 South Asia | |
| GEOG 463 Geography of Mexico and Central America | |
| Environmental Geography | 12 |
| GEOG 380 Environmental Conservation | |
| GEOG 410 Global Issues | |
| GEOG 425 Urban Planning and Policy | |
| General Geography | 12 |
| Three upper-division courses pre-approved by a geography advisor. | |
| United States History | 12 |
| Three upper-division United States History courses. | |
| European History | 12 |
| Three upper-division European History courses. | |
| Latin American History | 12 |
| Three upper-division Latin American History courses. | |
| Asian History | 12 |
| Three upper-division Asian History courses. | |
| Basic Political Science | 12 |
| PS 201 American National Government | |
| Choose one | |
| PS 202 State and Local Government | |
| PS 203 International Relations | |
| Two upper-division Political Science courses | |
| American Government | 12 |
| PS 201 American National Government | |
| PS 426 Federalism and Intergovernmental Relations | |
| PS 469 Congress and the Presidency | |
| Choose one | |
| PS 414 Political Parties, Pressure Groups, and Elections | |
| PS 419 American Presidential Elections | |
| State and Local Government | 12 |
| PS 201 American National Government | |
| PS 202 State and Local Government | |
| Choose two | |
| PS 409 Practicum: Administrative Internship | |
| PS 410 Political Science Internship | |
| PS 424 Policy making in the States | |
| PS 426 Federalism and Intergovernmental Relations | |
| PS 490 Community Politics | |
| International Relations | 12 |
| PS 203 International Relations | |
| Choose three | |
| PS 303 Politics and Governments of Europe | |
| PS 460 Governments and Politics of Asia | |
| PS 463 Governments and Politics of Developing Nations | |

- PS 493 International Organizations
PS 497 American Foreign Relations

Psychology 11-14

- PSY 311 Developmental Psychology
Choose two or three
PSY 334 Social Psychology
PSY 349 Introduction to Behavior Modification
PSY 443 Group Processes
PSY 463 The Maladjusted Child
PSY 480 Infancy and Childhood
PSY 481 Middle and Late Childhood
PSY 482 Adolescence

Sociology 12

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

Environmental Studies 12

- GEOG 380 Environmental Conservation
HST 470 Environmental History
Choose two
EC 436 Environmental Economics and Public Policy
GEOG 425 Urban Planning and Policy
HST 478 Pacific Northwest History
PS 446 Land Resource Politics and Policy
PS 447 Environmental Politics and Policy
PS 449 Environmental Values and Political Action
SP 439 Contemporary American Public Addresses and Communication

Gender Studies 12

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

Legal Studies 12

- PS 201 American National Government
PS 202 State and Local Government
PS 479 Constitutional Law
PS 480 Administrative Law

Physical Education 12

- PE 246 Teaching Movement Concepts and Skills to Children
PE 301 Basic Exercise Science
PE 433 Physical Education in the Elementary School
PE 434 Elementary Physical Education Teaching Practicum (Prereq: PE 246, PE 433)
Choose one
PE 170 Teaching Games and Physical Activities to Children
PE 171 Teaching Educational Gymnastics (K-12)
PE 172 Teaching Dance and Rhythmic Activities to Children

- Choose one
PE 310 Motor Learning
PE 415 Lifespan Motor Development

Health 12

- HE 250 Personal Health
HE 325 Nutrition
HE 466 Drugs and Alcohol
Choose one
HE 367 Human Sexuality
HE 462 Contemporary Health Issues
HE 491 Stress Management

Health and Physical Education Combination 12

- HE 250 Personal Health
HE 325 Nutrition
PE 246 Teaching Movement Concepts and Skills to Children
PE 433 Physical Education in the Elementary School
PE 434 Elementary Physical Education Teaching Practicum (Prereq: PE 246, PE 433)
Choose one
PE 170 Teaching Games and Physical Activities to Children
PE 171 Teaching Educational Gymnastics (K-12)
PE 172 Teaching Dance and Rhythmic Activities to Children

MIDDLE LEVEL/HIGH SCHOOL AUTHORIZATIONS

(Grade 5 through Grade 12 in a middle level or high school only)

Professional Education Core 48

Middle Level/High School Teaching Authorizations 52-85

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

ENGLISH (BA only)

Professors—Cornelia Paraskevas, Thomas Rand. *Associate Professors*—Kit Andrews, Ann Bliss, Carol Harding, David Hargreaves, Gavin Keulks Marjory Lange, Uma Shrestha, Curtis Yehmert. *Assistant Professors*—Ronald Brooks, Henry Hughes, Susan Kirtley, Katherine Schmidt.

Note: For LACC literature requirements, English majors and Language Arts Secondary Teaching majors should take ENG 107 and ENG 108; ENG 109 is also recommended.

English/Language Arts Common Core 37

- ENG 223 Introduction to Literary Study 4
ENG 204, 205, 206 Survey of British Literature 12
ENG 253, 254 Survey of American Literature 8
ENG 301 Shakespeare 4
LING 210 Introduction to Linguistics 4
LING 215 Structure of English I 4
HUM 450 Senior Portfolio 1

BA in English/Literature 68-69

- Common Core 37
Four 300-level literature courses 16
ENG 415 Topics in Theory and Criticism 4
Two 400-level literature courses 8
One upper-division elective in Humanities 3-4

BA in English/Linguistics 67-69

- Common Core 37
LING 312 Language and Society 4
LING 370 Discourse and Text 4
Three 400-level linguistics courses 12
One upper-division writing course 4
Two upper-division Humanities electives 6-8

BA in English/Writing 67-69

- Common Core 37
Two 300-level writing classes* 7-8

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|--|-------|
| Three different 400-level writing classes for a minimum of | 12 |
| Three upper-division Humanities electives | 11-12 |

*may include TA 330 Script Writing

| | |
|--|-----------|
| Literature Minor | 20 |
| ENG 223 Introduction to Literary Study | 4 |
| Approved upper-division literature courses | 16 |

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|---|-----------|
| Linguistics Minor | 20 |
| LING 210 Introduction to Linguistics | 4 |
| LING 215 Structure of English I | 4 |
| Approved upper-division linguistics courses | 12 |

| | |
|--|--------------|
| Writing Minor | 19-20 |
| ENG 223 or WR 222 | 4 |
| Approved upper-division writing courses* | 15-16 |

*may include TA 330 Script Writing

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

ENTREPRENEURSHIP

Associate Professor—Martha Sargent.

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|--|-----------|
| Entrepreneurship Minor | 18 |
| BA 310 Principles of Marketing | 3 |
| ENT 320 Accounting and Finance for Entrepreneurs | 3 |
| ENT 330 Planning and Creating New Ventures | 3 |
| ENT 350 Small Business Management | 3 |
| ENT 460 Entrepreneurship in Action | 3 |
| Choose three from the following one-credit courses | 3 |
| ENT 380 Entrepreneurs Today | |
| ENT 381 Creativity and Entrepreneurs | |
| ENT 382 Innovation and Strategy | |
| ENT 383 Entrepreneurs and Society | |

ENVIRONMENTAL STUDIES

Professor—Mark Henkels. Associate Professors—Stephen Taylor, Jeffrey Templeton, Mark Van Steeter. Assistant Professor—Emily Plec.

| | |
|--|--------------|
| Environmental Studies Minor | 28-31 |
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|-------------------------------------|----------|
| Core Courses | 8 |
| HST 470 Environmental History | 4 |
| BI 357 General Ecology ~ or~ | |
| BI 370 Environmental Science | 4 |

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|---|--------------|
| Foundation Courses | 14-15 |
| Social Sciences: select one course from any two disciplines | |
| 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 |
| PS 447 Environmental Politics and Policy | 3 |
| PS 449 Environmental Values and Political Action | 3 |
| SP 280 Environmental Communication | 3 |

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| Earth Sciences | |
| CH 371 Environmental Chemistry | 3 |
| ES 473 Environmental Geology | 4 |

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| Electives: Select two courses approved by minor advisor | 6-8 |
| 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 Biology | 4 |

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| BI 451 Invertebrate Zoology | 4 |
| BI 471 Entomology | 4 |
| CH 310 Geochemistry | 3 |
| CH 412 Advanced Inorganic Chemistry | 3 |
| EC 436 Environmental Economics and Public Policy | 4 |
| ES 322 Geomorphology and Aerial Photography Interpretation | 4 |
| ES 331 Introduction to Oceanography | 3 |
| ES 390 Basic Meteorology | 3 |
| ES 431 Paleobiology | 4 |
| ES 492 GIS Applications in Earth Science | 3 |
| ES 453 Geology of Pacific Northwest | 4 |
| ES 454 Vulcanology | 3 |
| ES 460 Energy and Mineral Resources | 3 |
| ES 476 Hydrology | 3 |
| GEOG 240 Map and Air Photo Interpretation | 4 |
| GEOG 340 Cartography | 4 |
| GEOG 385 Quantitative Methods in Geography | 4 |
| GEOG 391 Biogeography | 4 |
| GEOG 393 Soils | 4 |
| GEOG 440 Geographic Information Systems | 4 |
| GEOG 490 Climatology | 4 |
| HST 407 Nuclear Landscapes | 4 |
| HST 476 US West to 1900 | 4 |
| HST 477 US West in the 20th Century | 4 |
| HST 478 Pacific Northwest History | 4 |
| PS 409 Administrative Practicum | 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 |

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

FIRE SERVICES ADMINISTRATION

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

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

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

WOU has established cooperative agreements with other institutions and agencies throughout Oregon and several other states. The participation of these other organizations provides various distance education opportunities for individuals to work towards a BA or BS in Fire Services Administration. Participating institutions include: National Fire Academy, Eastern Oregon University, Oregon Department of Public Safety Standards and Training, Alaska Commission on Post Secondary Education, Washington State Higher Education Coordinating Board, and several community colleges throughout the U.S. For more information on how these agreements may help the student in higher education pursuits, please contact: Division of Extended Programs, 345 N. Monmouth Ave., Monmouth, OR 97361; 1-800-451-5767; email: extend@wou.edu; or Internet: www.wou.edu/extendedprograms.

FRENCH

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|--|-----------|
| French Teacher Education Major | 52 |
| (52 hours beyond first year language) | |
| FR 201,202,203 Second Year French | 12 |
| FR 301,302,303 Introduction to French Composition & Conversation | 12 |
| FR 331 French Pronunciation and Phonetics | 3 |
| FR 416 Language Teaching Practicum | 2 |
| Choose two | 6 |
| FR 431 French Culture and Civilization | |
| FR 432 French Culture and Civilization | |
| FR 433 French Culture and Civilization | |
| Choose two | 6 |
| FR 311, 312, 313 Intro to French Literature | |
| FR 411, 412, 413 French Literature | |
| FR 423, 424 Studies in French Literature | |
| Electives (upper-division) | 11 |
| French Minor | 15 |
| Approved upper-division hours in French. | |

GENDER STUDIES

Professor—Kimberly Jensen.

| | |
|---|--------------|
| Gender Studies Minor | 26-28 |
| HST 410 Gender Issues Part I | 4 |
| HST 411 Gender Issues Part II | 4 |
| SOC 360 Sociology of Gender | 3 |
| Elective Courses | 15-18 |
| Choose from at least two divisions from the following: | |
| A 405 Art History: Women in Art | |
| ANTH 340/SOC 340 Mothers and Daughters | |
| ANTH 370 Women in Cross-Cultural Perspective | |
| ANTH 375 Women Anthropologists | |
| CA 310 Women in Dance and Music: 1800-Present | |
| ENG 445/545 Women Writers | |
| HE 467 Human Sexuality | |
| HST 318 Women in the Greco Roman World | |
| HST 333 Women and the Family in the Middle Ages | |
| HST 462 American Voices | |
| HST 465 Health, Medicine and Gender in Historical Perspective | |
| HST 496 Women in Indian Society | |
| HST 497 Women in Japanese Society | |
| HST 498 Women in Chinese Society | |
| PS 435 Women and Politics | |
| PS 436/536 Gender in Politics | |
| PSY 492/592 Psychology of Women | |
| SOC 338 Sociology of the Family | |
| SOC 437 Sociology of Race/Ethnic Relations | |
| SOC 440/ANTH 440 Women and Development | |
| SOC 460 Feminist Theories | |
| SP 435 Rhetoric of the Women's Movement | |
| SPAN 445 Hispanic Women Writers | |
| SSC 201 Introduction to Gender Studies | |
| SSC 403 Research/Internship | |

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

GEOGRAPHY

Professor—Michael McGlade., Associate Professors—Sriram Khe, Mark Van Steeter. Assistant Professor—Shaun Huston.

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|---|-----------|
| Geography Major | 72 |
| GEOG 105, 106, 107 Introductory Geography | 12 |
| GEOG 240 Map and Air Photo Interpretation | 4 |
| GEOG 440 Geographic Information Systems (GIS) | 4 |

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|---|----|
| GEOG 495 History and Philosophy of Geography | 4 |
| Choose one course from each of the following three groups | 12 |
| <i>Physical Geography</i> | |
| GEOG 391 Biogeography | |
| GEOG 392 Physical Geography | |
| GEOG 393 Soils Geography | |
| GEOG 490 Climatology | |
| <i>Human Geography</i> | |
| GEOG 207 Geography and Film | |
| GEOG 411 Cultural Geography | |
| GEOG 413 Urban Geography | |
| GEOG 425 Urban Planning and Policy | |
| GEOG 433 Political Geography | |
| <i>Regional Geography</i> | |
| GEOG 310 World Regional | |
| GEOG 314 The Pacific Rim | |
| GEOG 370 Human Migration | |
| GEOG 420 The West and the American Imagination | |
| GEOG 421 The Changing American West | |
| GEOG 432 Geography of Africa | |
| GEOG 451 South Asia | |
| GEOG 463 Geography of Mexico and Central America | |

For the B.S. in Geography:

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|---|----|
| GEOG 321 Field Geography | 4 |
| GEOG 385 Quantitative Methods in Geography | 4 |
| Electives in Geography (planned with advisor) | 12 |
| Approved electives (planned with advisor) | 16 |

Note: For any BS degree, students must complete 12 hours in Math, Computer Science, and/or Statistics. For a BS degree in Geography, students must take the following courses: MTH 111 (or other Math course above 111 with consent of instructor), GEOG 385, CS 121 and CS 122.

For the B.A. in Geography:

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|---|----|
| Electives in Geography (planned with advisor) | 20 |
| Approved electives (planned with advisor) | 16 |

Note: For any BA degree, students must complete MTH 105 or above and CS 101 or above.

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|--|-----------|
| Geography Minor | 28 |
| GEOG 105, 106, 107 Introductory Geography | 12 |
| Choose one | 4 |
| GEOG 321 Field Geography | |
| GEOG 440 Geographic Information Systems (GIS) | |
| GEOG 495 History and Philosophy of Geography | |
| Any three upper-division Geography courses | 12 |

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|---|-----------|
| Planning Minor | 28 |
| GEOG 105, 106 Introductory Geography | 8 |
| GEOG 413 Urban Geography | 4 |
| GEOG 425 Urban Planning and Policy | 4 |
| Choose one | 4 |
| GEOG 240 Map and Air Photo Interpretation | |
| GEOG 440 Geographic Information Systems (GIS) | |
| Choose one | 4 |
| GEOG 370 Human Migration | |
| GEOG 380 Environmental Conservation | |
| GEOG 411 Cultural Geography | |
| Upper-division elective in Geography | 4 |

GERMAN

Associate Professor—Gudrun Hoobler.

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

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|--|-----------|
| German Teacher Education Major | 52 |
| (52 hours beyond first year language) | |
| GL 201, 202, 203 Second Year German | 12 |
| GL 301 Intermediate Composition in German | 3 |
| GL 302 Intermediate Spoken German | 3 |
| GL 303 Intermediate Composition and Conversation | 3 |

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| GL 331 German Pronunciation/Phonetics | 3 |
| Choose two | 6 |
| GL 340, 341 German Culture and Civilizations I/II | |
| GL 342 Deutsche Landeskunde | |
| Choose two | 6 |
| GL 411, 412 German Literature | |
| GL 423 Studies in German Language/Literature | |
| GL 441 German Drama | |
| GL 416 Language Teaching Practicum | 2 |
| Electives (upper-division) | 14 |

HEALTH

Professors—Jerry Braza, Linda Stonecipher. *Assistant Professors*—Jessica Wolf Henderson, Peggy Pedersen.

Health Major 61-64

| | |
|---|----|
| Common Health Core | 23 |
| HE 325 Nutrition | 3 |
| HE 350 Introduction to Health Careers | 3 |
| HE 409 Health Practicum | 2 |
| HE 415 Child and Adolescent Health | 3 |
| HE 434 Diseases | 3 |
| HE 462 Contemporary Health Issues | 3 |
| HE 471 Program Planning, Methods and Evaluation | 3 |
| HE 475 Epidemiology | 3 |

Select one of the following three tracks:

| | |
|--|-------|
| Mind/Body Track | 41-42 |
| HE 211 Techniques of Relaxation | 3 |
| HE 409 Practicum | 2 |
| HE 420 Healthy Relationships | 3 |
| HE 480 Eastern Minds/Western Ways | 3 |
| HE 481 Mind/Body Health | 3 |
| HE 484 Art of Mindful Living | 3 |
| HE 485 Bioethics and Public Health | 3 |
| HE 491 Stress Management | 3 |
| PSY 217 Introduction to Research Methods | 4 |
| PSY 483 Adulthood and Aging | 4 |
| PHIL 261 Metaphysics: Theory of Being | 3 |
| PHIL 263 Philosophy of the Mind | 3 |
| Select one of the following | 3-4 |
| PE 310 Motor Learning | |
| PE 371 Kinesiology | |
| PE 415 Motor Development | |
| PE 473 Physiology of Exercise | |



| | |
|-----------------------------------|---|
| Select one of the following | 1 |
| PE 143 Yoga | |
| PE 144 Energy Yoga | |
| PE 145 Tai Chi | |
| PE 147 Karate | |

Interdisciplinary Health Track 41

| | |
|---|-------|
| HE 367 Human Sexuality | 3 |
| HE 409 Health Practicum | 2 |
| HE 465 International Health | 3 |
| HE 491 Stress Management | 3 |
| Select five of the following | 15-17 |
| HE 429 Health and Social Services | 3 |
| HE 420 Healthy Relationships | 3 |
| PS 350 Introduction to Public Policy | 3 |
| PSY 328 Mental Health | 4 |
| PSY 334 Social Psychology | 4 |
| PSY 349 Introduction to Behavior Modification | 4 |
| SOC 338 Sociology of the Family | 3 |
| SP 211 Introduction to Mass Communication | 3 |
| Electives: health or other courses with approval of advisor | 12 |

Health Professional Track 39

| | |
|---|---|
| HE 327 Community and Public Health | 3 |
| HE 409 Health Practicum | 4 |
| HE 429 Health and Social Services | 3 |
| HE 420 Healthy Relationships | 3 |
| HE 465 International Health | 3 |
| HE 485 Bioethics and Public Health | 3 |
| BI 318 Elements of Microbiology | 4 |
| SP 312 Public Relations and Communication | 3 |
| PS 350 Introduction to Public Policy | 3 |
| PSY 217 Introduction to Research Methods | 4 |
| Electives: health or other courses with approval of advisor | 6 |

Prerequisites: BI 102, BI 103, BI 334, BI 335, PSY 201, PSY 202.

Note: BI 102, BI 103, BI 334 can be used for the LACC science requirement; PSY 201 can be used for the LACC social science elective.

BS graduation requirements for health majors: MTH 111 (or higher), CS 121, CS 122 and HE 475W.

Health Teaching Major 62

| | |
|---|---|
| HE 252 First Aid, CPR and Safety | 3 |
| HE 325 Nutrition | 3 |
| HE 367 Human Sexuality | 3 |
| HE 415 Child and Adolescent Health | 3 |
| HE 429 Health and Social Services | 3 |
| HE 420 Healthy Relationships | 3 |
| HE 421 AIDs and STDs | 3 |
| HE 433 School Health Program | 3 |
| HE 434 Diseases | 3 |
| HE 462 Contemporary Health Issues | 3 |
| HE 466 Drugs and Alcohol | 3 |
| HE 475 Epidemiology | 3 |
| HE 481 Mind/Body Health | 3 |
| HE 491 Stress Management | 3 |
| PSY 311 Developmental Psychology | 4 |
| PSY 328 Mental Health | 4 |
| PSY 349 Introduction to Behavior Modification | 4 |
| Approved Electives | 8 |

Prerequisites: BI 102, BI 103, BI 334, BI 335, PSY 201, PSY 202.

Note: BI 102, BI 103, BI 334 can be used for the LACC science requirement; PSY 201 can be used for the LACC social science elective.

BS graduation requirements for health majors: MTH 111 (or higher), CS 121, CS 122 and HE 475W.

Health Minor 27

The health minor should be planned with a health advisor. The health minor consists of 27 hours of courses with a HE prefix, of which at least 15 credits must be upper-division.

HISTORY

Professors—Max Geier, Kimberly Jensen, Narasingha Sil, John Rector.
Associate Professors—Bau Hwa Hsiieh. *Assistant Professors*—David Doellinger, Ben Lowe.

History Major 72

| | |
|--|----|
| HST 101, 102, 103 History of Western Civilization ~or~ | |
| HST 104, 105, 106 World History | 12 |
| HST 201, 202, 203 History of the United States (choose 2) ~or~ | |
| HST 211 and HST 212 | 8 |
| HST 420 Philosophies of History | 4 |
| HST 499 Senior Seminar | 4 |

Select at least two courses each from four of the five areas below 44

Consult a History Department advisor 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 advisor, 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.

Europe/Russia

| | |
|--|--|
| HST 304,305,306 English History | |
| HST 315 Ancient Near East and Egypt | |
| HST 316 Ancient Greece | |
| HST 317 Ancient Rome | |
| HST 318 Women in the Greco-Roman World | |
| HST 319 Aristophanes' Athens | |
| HST 320 Cicero & the Politics of the Late Republic | |
| HST 321 Biography and Empire | |
| HST 322 Cities of Vesuvius: Pompeii, Herculaneum & Stabiae | |
| HST 325 Archaeology of the Biblical World | |
| HST 330 Early Middle Ages | |
| HST 331 High Middle Ages | |
| HST 332 Late Middle Ages | |
| HST 333 Women and Family in the Middle Ages | |
| HST 334 The Byzantine Empire | |
| HST 335 The Crusades | |
| HST 423 The Renaissance | |
| HST 424 The Reformation | |
| HST 425 Early Modern Europe | |
| HST 431 England Under the Tudors and Stuarts | |
| HST 437, 438, 439 History of Modern German | |
| HST 440 Modern France: Revolution and Napoleon | |
| HST 441 Modern France: The Nineteenth Century | |
| HST 442 Modern France: The Twentieth Century | |
| HST 443 Nineteenth Century Europe | |
| HST 444 Twentieth Century Europe: The Two World Wars | |
| HST 445 Twentieth Century Europe: Postwar Period | |
| HST 447, 448, 449 History of Russia/Eastern Europe | |
| HST 452, 453 History of Spain & Portugal | |
| HST 454 History of Modern Italy | |
| HST 485 British Constitutional History | |

North American Studies

| | |
|--|--|
| HST 351 Mexico and the Caribbean | |
| HST 436 Mexico Since Independence | |
| HST 455 Colonial America | |
| HST 457 Jacksonian America | |
| HST 458 Civil War & Reconstruction | |
| HST 459 Business America and Progressivism | |
| HST 460, 461 Multicultural America in Historical Perspective | |
| HST 462 American Voices: Autobiography, Biography and Memoir in American History | |
| HST 463 America and the World Wars | |
| HST 464 Cold War America | |
| HST 465 Health, Medicine and Gender in Historical Perspective | |
| HST 468 Canada: to Confederation (1867) | |
| HST 469 Canada: Since Confederation | |
| HST 470 Environmental History | |
| HST 476 U.S. West to 1900 | |
| HST 477 U.S. West in the Twentieth Century | |
| HST 478 Pacific Northwest History | |
| HST 486 North American Constitutional History | |

Comparative/Methods

| | |
|--|--|
| HST 318 Women in the Greco-Roman World | |
| HST 319 Aristophanes' Athens | |
| HST 320 Cicero & the Politics of the Late Republic | |
| HST 321 Biography and Empire | |
| HST 322 Cities of Vesuvius: Pompeii, Herculaneum & Stabiae | |
| HST 325 Archaeology of the Biblical World | |
| HST 333 Women and Family in the Middle Ages | |
| HST 334 The Byzantine Empire | |
| HST 335 The Crusades | |
| HST 401 History and the Internet | |
| HST 410/411 Gender Issues in History | |
| HST 416 Archival Science | |
| HST 417 Oral History | |
| HST 418 Historical Editing | |
| HST 419 Introduction to Public History | |
| HST 460/461 Multicultural America in Historical Perspective | |
| HST 462 American Voices: Autobiography, Biography and Memoir in American History | |
| HST 465 Health, Medicine and Gender in Historical Perspective | |
| HST 470 Environmental History | |
| HST 478 Pacific Northwest History | |
| HST 485 British Constitutional History | |
| HST 486 North American Constitutional History | |
| HST 491 History of Inter-American Relations | |
| HST 492 World Problems | |

Africa/Latin America

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

East and West Asia

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

History Minor 28

| | |
|---|----|
| Choose an elective in United States History | 4 |
| Choose an elective in Western European History | 4 |
| Choose an elective in World History | 4 |
| Choose a method or topics elective | 4 |
| Three additional electives in any two areas above | 12 |

Note: 16 hours of the minor must be upper-division. World history includes any course on Asia, Latin America, Canada, Africa, or Eastern Europe. Methods and topics courses include HST 318, 321, 333, 335, 407, 410, 411, 417, 419, 420, 451, 452, 462, 465, 470, 491, 492, 496, 497, 498 and other courses approved by History Department advisor.

HUMANITIES

Humanities Major 64

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

Humanities Minor 15

Approved upper-division hours in Humanities.

INFORMATION SYSTEMS

| | |
|--|--------------|
| Information Systems Major | 66-69 |
| BA 211 Fundamentals of Accounting I | 3 |
| BA 310 Principles of Marketing | 3 |
| BA 361 Organizational Behavior | 3 |
| CS 161 Survey of Computer Science | 4 |
| CS 162 Computer Science I | 5 |
| CS 260 Computer Science II | 5 |
| CS 340 Ethics and Information Management | 3 |
| CS 350 Network Administration | 3 |
| CS 420 Database Management | 3 |
| CS 425 System Analysis and Design | 3 |
| CS 453 Data Mining and Data Warehousing | 3 |
| IS 270 Applied Operating Systems | 3 |
| IS 320 Data Structures | 3 |
| IS 409 Internship | 3-6 |
| IS 421 Database Administration | 3 |
| IS 431 Web Based Application Development | 3 |
| IS 452 Internet | 3 |
| IS 483 Systems Administration | 3 |
| MTH 231 Elements of Discrete Mathematics | 3 |
| MTH 243 Introduction to Probability and Statistics | 4 |

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

INTEGRATED SCIENCE

| | |
|--|-----------|
| Integrated Science Teacher Education Major | 62 |
| CH 221, 222, 223 General Chemistry | 12 |
| Choose one sequence | 12 |
| PH 201, 202, 203 General Physics | |
| PH 211, 212, 213 General Physics with Calculus | |
| ES 331 Introduction to Oceanography | 3 |
| ES 351 Geology for Educators | 3 |
| ES 390 Basic Meteorology | 3 |
| MTH 112 Elementary Functions | 4 |
| GS 314 Classroom & Laboratory Resources in Science | 2 |
| GS 351 Elements of Astronomy | 3 |
| Choose one | 4 |
| ES 431 Paleobiology | |
| ES 450 Introduction to Petrology | |
| ES 453 Geology of the Pacific Northwest | |
| Choose one | 3 |
| CH 310 Geochemistry | |
| CH 320 Introduction to Forensic Science | |
| CH 360 Nuclear Chemistry | |
| CH 371 Environmental Chemistry | |
| Choose one | 4-5 |
| BI 321 Systematic Field Botany | |
| BI 331 General Microbiology | |
| BI 357 General Ecology | |
| Upper-division electives in Science | 8-9 |
| (courses must be approved by your science advisor) | |

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

INTERDISCIPLINARY STUDIES

| | |
|--------------------------------------|---------------|
| Interdisciplinary Major | 54-120 |
|--------------------------------------|---------------|

The major must include study from two or more academic areas with a minimum of 27 hours in each and a minimum of 48 upper-division hours in the major.

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

INTERNATIONAL STUDIES

| | |
|--|--------------|
| International Studies Major | 65-66 |
| (The major should include 45 hours of upper-division courses.) | |
| International Studies Core | 18-19 |
| Choose at least three hours in each discipline | |
| ANTH 312 Social Anthropology | 3 |
| GEOG 310 World Regional Geography | 4 |
| GEOG 410 Global Issues | 4 |
| GEOG 433 Political Geography | 4 |
| HST 492 World Problems | 4 |
| PS 203 Introduction to International Relations | 3 |
| PS 492 Ideologies of the Twentieth Century | 3 |
| PS 493 International Organizations | 3 |
| SOC 400 International Development | 3 |
| SOC 427 Revolutionary Social Movements | 3 |

| | |
|---|-----------|
| Modern Language Specialization | 30 |
|---|-----------|

(Approved course work in French, German, Japanese or Spanish- does not include credit for first-year level courses. Students need to consult an advisor in their language.)

| | |
|--|-----------|
| Social Science Specialization | 17 |
|--|-----------|

(Choose one of the study areas below)

| | |
|-----------------------------|----|
| <i>French Studies</i> | 17 |
|-----------------------------|----|

| | |
|--|--|
| ANTH 216 Cultural Anthropology | |
| GEOG 426 Geography of Europe | |
| PS 462 Politics and Government of Europe | |
| Choose two | |

| | |
|-------------------------------------|--|
| HST 442 Modern France: 20th Century | |
| HST 450 Modern France: 19th Century | |
| HST 451 Modern France: | |

| | |
|-----------------------------|----|
| <i>German Studies</i> | 17 |
|-----------------------------|----|

| | |
|--|--|
| ANTH 216 Cultural Anthropology | |
| GEOG 426 Geography of Europe | |
| PS 462 Politics and Government of Europe | |
| Choose two | |

| | |
|-----------------------------------|--|
| HST 437 History of Modern Germany | |
| HST 438 History of Modern Germany | |
| HST 439 History of Modern Germany | |

| | |
|----------------------------|----|
| <i>Asian Studies</i> | 17 |
|----------------------------|----|

| | |
|--|--|
| ANTH 216 Cultural Anthropology | |
| GEOG 314 The Pacific Rim | |
| PS 460 Politics and Government of Asia | |
| Choose two | |

| | |
|--|--|
| HST 391 History of East Asia - Traditional China | |
| HST 392 History of East Asia - Traditional Japan | |
| HST 393 Modern East Asia | |

| | |
|-------------------------------------|----|
| <i>Latin American Studies</i> | 17 |
|-------------------------------------|----|

| | |
|-------------------------------------|--|
| ANTH 216 Cultural Anthropology | |
| GEOG 461 Geography of South America | |
| Choose one | |

| | |
|---|--|
| PS 497 American Foreign Relations | |
| HST 491 History of Inter-American Relations | |

| | |
|--|--|
| Choose two | |
| HST 350 Pre-Colombian and Colonial Latin America | |
| HST 351 Mexico and Caribbean Since Independence | |
| HST 352 South America Since Independence | |
| HST 453 History of Spain | |
| HST 490 20th Century Latin America | |

Note: WOU requires a minimum grade point average of 2.5 in the 63-hour International Studies major and a minimum GPA of 2.0 in all university work. A study abroad and/or internship experience (3-12 credit hours) is highly recommended. Contact the office of the Dean of Liberal Arts and Sciences for further information.

| | |
|--|-----------|
| International Studies Minor | 27 |
|--|-----------|

Choose one of the following emphases

| | |
|---|----|
| A. Modern Language/Culture Emphasis | |
| Choose any 12 hours from International Studies Core | 12 |
| SP 325 Intercultural Communication | 3 |
| Culture and Civilization (in specific language courses) | 3 |

Modern Language (beyond second-year college courses) 9

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

LANGUAGE ARTS (BA only)

Note: For LACC literature requirements, English majors and Language Arts Secondary Teaching majors should take ENG 107 and ENG 108; ENG 109 is also recommended.

Language Arts Teacher Education Major 73
Common Core 36
 ENG 223 Introduction to Literary Study 4
 ENG 204, 205, 206 Survey of British Literature 12
 ENG 253, 254 Survey of American Literature 8
 ENG 301 Shakespeare 4
 LING 210 Introduction to Linguistics 4
 LING 215 Structure of English I 4

Literature 16
 Two 300-level literature courses 8
 Two 400-level literature courses 8

Linguistics 4
 LING 450 Grammar and Writing 4

Writing 8
 WR 440 Teaching of Writing 4
 One upper-division elective in linguistics or writing 4

Communication 9
 SP 112 Interpersonal Speech Communication 3
 Choose two (at least one must be upper-division) 6
 SP 239 Oral Interpretation
 SP 211 Introduction to Mass Communication
 SP 250 Listening
 SP 321 Argumentation
 SP 322 Persuasion
 SP 323 Groups Discussion and Leadership
 SP 325 Intercultural Communication

LATIN AMERICAN STUDIES

Professors—Maureen Dolan, John Rector.

Latin American Studies Minor 27
 HST 350 Pre-Columbian and Colonial Latin America 4
 SOC 450 Latin American Societies 3
 Choose one 4
 HST 351 Mexico and the Caribbean Since Independence
 HST 352 South America Since Independence
 Choose one 4
 GEOG 461 South America
 GEOG 463 Geography of Mexico and Central America
 Electives 12
 (Choose courses from at least two departments)
 ANTH 492 Middle American Cultures
 EC 417 Development Economics
 GEOG 370 Human Migration
 GEOG 461 South America
 GEOG 463 Geography of Mexico and Central America
 HST 351 Mexico and the Caribbean Since Independence
 HST 352 South America Since Independence
 HST 407 Topical Courses on Latin America
 HST 436 Mexico Since Independence
 HST 490 20th Century Latin America
 HST 491 History of Inter-American Relations
 PS 463 Governments and Politics of Developing Nations
 SOC 350 Food and Hunger

SOC 400 International Development
 SOC 407 Topical Courses on Latin America
 SOC 427 Revolutionary Social Movements
 SOC 440 Women and Development
 SPAN 339 Hispanic Culture and Civilization: Latin America
 SPAN 340 Hispanic Culture and Civilization: Mexico
 SPAN 361 Hispanic Poetry
 SPAN 362 Hispanic Drama
 SPAN 363 Hispanic Drama
 SPAN 370 Introduction to Latin American Literature
 SPAN 371 Introduction to Latin American Literature
 SPAN 441 20th Century Latin American Literature
 SPAN 442 20th Century Latin American Literature
 SPAN 443 20th Century Latin American Literature
 SPAN 445 Hispanic Women Writers
 SPAN 491 Studies in Latin American Literature

LAW ENFORCEMENT

*Professor—Stephen Gibbons. Associate Professor—William Brown.
 Assistant Professors—Vivian Amantana, Terry Gingerich.*

Law Enforcement Major 72

Core Criminal Justice Courses* 32
 CJ 213 Introduction to Criminal Justice 4
 CJ 319 Ethics and Leadership in Criminal Justice 4
 CJ 327 Research Methods in Criminal Justice 4
 CJ 450 Criminology 4
 CJ 407 Seminar: Community Crime Prevention 4
 CJ 409 Practicum: Community Crime Prevention 12

Law Enforcement Major 20

CJ 313 History of American Law Enforcement 4
 CJ 331 Police and the Community 4
 CJ 351 Police Organization and Administration 4
 CJ 451 Youth Crime and Society 4
 CJ 452 Criminal Procedure 4

Electives from Criminal Justice and/or Social Science 20

Criminal Justice Electives
 CJ 241 Introduction to Community Crime Prevention 4
 CJ 440 Community Crime Prevention 4
 CJ 321 Principles of Forensic Investigations 4
 CJ 403 Field Study 4
 CJ 406 Independent Study 1-4
 CJ 423 Management of Law Enforcement Organizations 4
 CJ 424 Law Enforcement Planning 4
 CJ 435 Gender, Crime, and Justice 4
 CJ 436 Minorities, Crime, Social Policy and Social Control 4
 CJ 456 Contemporary Issues in Criminal Justice 4
 CJ 463 Juvenile Issues 4
 CJ 499 Studies in Community Crime Prevention 4

Note: Formal admission is required for all students seeking the BA/BS in Law Enforcement. Normally, students will apply for admission to the Law Enforcement major at the end of the freshman year, or in the case of transfer students, upon admission to the university. Prior to application for admission to the Law Enforcement major, applicants must complete CJ 213 and achieve a sophomore standing (45 or more credit hours). Students will be required to complete WR 115 and WR 135. Students must earn a grade of B or above in both WR 115 and WR 135 prior to admission to the program. All transfer English classes must be 3.0 or higher to substitute for WR 115 or WR 135. Students must also have an overall GPA of 2.67 in order to be admitted into the Law Enforcement Major.

* Core courses are required for all students majoring in Law Enforcement, Corrections, or Community Crime Prevention.

LEGAL STUDIES

Professor—Mark Henkels.

Legal Studies Minor 27-29

| | |
|---|-----|
| BA 230 Intro to Business Law | 3 |
| PS 201 American Government | 3 |
| PS 202 State and Local Government | 3 |
| PS 479 Constitutional Law | 3 |
| PS 480 Administrative Law | 3 |
| PS 484 American Jurisprudence | 3 |
| PS 485 Legal Research and Writing | 3 |
| Choose two | 6-8 |
| ANTH 475 Anthropological Approaches to Law | |
| BA 211 Fundamentals of Accounting I | |
| BA 212 Fundamentals of Accounting II | |
| CJ 213 Introduction to Criminal Justice | |
| CJ 452 Criminal Procedure | |
| HST 304 English History | |
| HST 305 English History | |
| HST 485 British Constitutional History | |
| PHL 103 Introduction to Logic | |
| PHL 253 Social and Political Philosophy | |
| PHL 380 Philosophy of Law | |
| PS 409 Administrative Internship | |
| PS 410 Legislative/Political Internship | |
| SP 321 Influencing through Argument | |
| SP 326 Communication and Controversy: Freedom of Speech in the US | |
| SP 327 Communication in the Legal Field | |

MATHEMATICS

Professor—Michael Ward. Associate Professors—Hamid Behmard, Laurie Burton. Assistant Professors—Maria Fung, Klay Kruczek, Carol Overdeep.

Mathematics Major 72

| | |
|---|-----|
| MTH 251 Calculus I | 5 |
| MTH 252 Calculus II | 5 |
| MTH 253 Calculus III Sequences and Series | 3 |
| MTH 254 Multivariate Calculus | 5 |
| MTH 280 Introduction to Proof | 3 |
| (MTH 280 may be waived for qualified transfer students) | |
| MTH 311 Advanced Calculus I | 4 |
| MTH 312 Advanced Calculus II | 4 |
| MTH 341 Linear Algebra I | 4 |
| MTH 344 Group Theory | 3 |
| MTH 345 Ring Theory | 3 |
| MTH 365 Mathematical Probability | 3 |
| MTH 366 Mathematical Statistics | 3 |
| MTH 403 Senior Project | 1-4 |
| Choose One | 3 |
| MTH 410 Advanced Topics: Analysis | |
| MTH 420 Advanced Topics: Applied Mathematics | |
| MTH 430 Advanced Topics: Geometry | |
| MTH 440 Advanced Topics: Algebra | |
| MTH 460 Advanced Topics: Probability and Statistics | |
| Upper-division Electives in Mathematics | 16 |
| CS 162 Computer Science I | 5 |

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

Computer Science/Mathematics Major 106-107

| | |
|---|---|
| MTH 251 Calculus I | 5 |
| MTH 252 Calculus II | 5 |
| MTH 253 Calculus III Sequences and Series | 3 |
| MTH 254 Multivariate Calculus | 5 |
| MTH 280 Introduction to Proof | 3 |
| (MTH 280 may be waived for qualified transfer students) | |
| MTH 341 Linear Algebra I | 4 |
| MTH 344 Group Theory | 3 |
| MTH 345 Ring Theory | 3 |
| MTH 355 Discrete Mathematics | 3 |
| MTH 365 Mathematical Probability | 3 |

| | |
|--|-------|
| MTH 366 Mathematical Statistics | 3 |
| Choose four electives | 12-13 |
| MTH 311 Advanced Calculus I | |
| MTH 314 Differential Equations I | |
| MTH 346 Number Theory | |
| MTH 351 Introduction to Numerical Analysis | |
| MTH 414 Differential Equations II | |
| MTH 420 Advanced Topics: Applied Mathematics | |
| MTH 441 Linear Algebra II | |
| MTH 451 Numerical Analysis | |
| MTH 460 Advanced Topics: Probability & Statistics | |
| CS 161 Survey of Computer Science | 4 |
| CS 162 Computer Science I | 5 |
| CS 260 Computer Science II | 5 |
| CS 262 Programming Languages | 2 |
| CS 271 Computer Organization | 4 |
| CS 311 Data Structures I | 3 |
| CS 313 Data Structures II | 3 |
| CS 315 Theory of Programming Languages | 3 |
| CS 345 Theory of Computation I | 3 |
| CS 372 Operating Systems | 3 |
| CS 420 Data Management Systems | 3 |
| CS 425 Systems Analysis & Design | 3 |
| CS 430 Software Implementation & Testing | 3 |
| CS 406 Senior Seminar | 1 |
| Choose nine hours from one of the following elective sequences | 9 |
| A. Computational Theory | |
| CS 440 Analysis of Algorithms | 3 |
| CS 445 Theory of Computation | 3 |
| CS 447 Compiler Design | 3 |
| CS 449 Topics in Computational Theory | 3 |
| B. Software Engineering | |
| CS 470 Operating Systems- Advanced Topics | 3 |
| CS 471 Metrics and Testing | 3 |
| CS 473 Human Machine Interfaces | 3 |
| CS 474 Current Systems | 3 |
| CS 475 Applied Computational Intelligence | 3 |
| CS 479 Topics in Software Engineering | 3 |
| C. Systems Management | |
| CS 450 Network Fundamentals | 3 |
| CS 451 Management of Information Systems | 3 |
| CS 452 Internet Communications | 3 |
| CS 453 Data Mining and Data Warehousing | 3 |
| CS 459 Topics in Systems Management | 3 |

Note: 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

| | |
|---|----|
| MTH 251 Calculus I | 5 |
| MTH 252 Calculus II | 5 |
| MTH 253 Calculus III Sequences and Series | 3 |
| MTH 254 Multivariate Calculus | 5 |
| MTH 280 Introduction to Proof | 3 |
| (MTH 280 may be waived for qualified transfer students) | |
| MTH 311 Advanced Calculus I | 4 |
| MTH 341 Linear Algebra I | 4 |
| MTH 344 Group Theory | 3 |
| MTH 345 Ring Theory | 3 |
| MTH 365 Mathematical Probability | 3 |
| MTH 366 Mathematical Statistics | 3 |
| MTH 337 Geometry | 3 |
| MTH 346 Number Theory | 3 |
| MTH 355 Discrete Structures | 3 |
| Upper-division Electives in Mathematics | 10 |
| (300/400 level mathematics classes selected with your math advisor) | |
| CS 162 Computer Science I | 5 |

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

Mathematics Minor 25-27

MTH 251 Calculus I 5
 MTH 252 Calculus II 5
 MTH 253 Calculus III or MTH 254 Multivariate Calculus 3-5
 Approved upper-division electives in mathematics 12
 (Determined with advisor and in relation to the major)

Note: Mathematics minors must have a grade of C- or better in courses that are used to satisfy the minor requirements.

MILITARY SCIENCE

(Army ROTC)

Military Science Minor 27

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

Choose 18 hours

MS 111, 112, 113 Adventure Training 3
 MS 211, 212, 213 Military Science II 6
 MS 311, 312, 313 Military Science III 9
 MS 314 Advanced Summer Camp 6
 MS 411, 412, 413 Military Science IV 9

Choose one course from each of the three categories: 9

History/Political Science

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

Any Computer Science course offered at WOU

Any Writing or Speech course offered at WOU

Note: Students interested in obtaining an officer's commission may contact the

Army ROTC department. Classes may be taught at WOU or Oregon State University in Corvallis. Further information about Army ROTC scholarships and

other aspects of the program may be obtained from Western Oregon University, Military Science Department, MOD 107, Monmouth, OR 97361, (503) 838-8090 or 838-8280; or contact Oregon State University, Army ROTC, 201 McAlexander Field House, Corvallis, OR 97331, (541) 737-3511.

AEROSPACE STUDIES (Air Force ROTC)

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

NAVAL SCIENCE (Naval ROTC)

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

MUSIC

Professors—Diane Baxter, Thomas Bergeron. Associate Professors—Kevin Helleppie, Solveig Holmquist, Kevin Walczyk. Assistant Professors—Keller Coker, Sylvain Frémaux.

BA/BS Music 60

Theory 27
 MUS 211/211L, 212/212L, 213/213L Music Theory I, II, III 12
 MUS 311/311L, 312/312L, 313/313L Music Theory IV, V, VI 15
History/Ethnomusicology 18
 MUS 360, 361, 362 Music History 9
 MUS 363, 364 Ethnomusicology I and II 6
 MUS 366 Music Since 1950 3
Performance 6
 MUS 320, and 321 or 322 Conducting 6
Professional Development 9
 MUS 345 Business of Music 3
 MUS 405 Senior Seminar 3
 MUS 406 Individual Study (3 terms) 3

MUS 250 Concert Attendance (9 terms) 0

Bachelor of Music in Contemporary Music 120

Contemporary Music Core 89
Theory 27
 MUS 211/211L, 212/212L, 213/213L Music Theory I, II, III 12
 MUS 311/311L, 312/312L, 313/313L Music Theory IV, V, VI 15
History/Ethnomusicology 18
 MUS 360, 361, 362 Music History 9
 MUS 363, 364 Ethnomusicology I and II 6
 MUS 366 Music Since 1950 3
Performance 38
 Ensembles 12
 MUP 100, 200, 300 Music Performance 18
 MUS 320, and 321 or 322 Conducting 6
 MUS 331 Improvisation 2
Professional Development 6
 MUS 345 Business of Music 3
 MUS 405 Senior Seminar 3
 MUS 250 Concert Attendance (9 terms) 0

Electives 31

MUS 304 Musical Theatre Production 3
 MUS 310 Women in Music 3
 MUS 330 Rhythmic Awareness 2
 MUS 331, 332, 333 Improvisation 6
 MUS 341 Piano Pedagogy 2
 MUS 342 Vocal Pedagogy 3
 MUS 365 Jazz Style & Analysis 3
 MUS 399 Special Studies 3
 MUS 414, 415, 416 Jazz Theory/Arranging 6
 MUS 418 Contemporary Composition 3
 MUS 421 Electronic Music I 3
 MUS 422 Electronic Music II 3
 MUS 423 Scoring for Film & TV 3
 MUS 424 Vocal Literature 3
 MUS 455 Lyric Dictation 3
 MUS 460 Special Topics in Music History 3
 MUP 400 Advanced Private Study 12
 MUE 425 Orff-Schulwerk Level I 6

Bachelor of Music in Contemporary Music/Musical Theatre Emphasis 120

Music Block 90
Theory 27
 MUS 211/211L, 212/212L, 213/213L Music Theory I, II, III 12
 MUS 311/311L, 312/312L, 313/313L Music Theory IV, V, VI 15
History 12
 MUS 360, 361, 362 Music History 9
 MUS 366 Music Since 1950 3
Performance 41
 Ensembles 12
 MUP 100, 200, 300 Music Performance 18
 MUS 320 Conducting 3
 MUS 104/304 Musical Theatre Production 6
 MUS 331 Improvisation 2
Professional Development 6
 MUS 345 Business of Music 3
 MUS 405 Senior Seminar 3
 MUS 250 Concert Attendance (9 terms) 0
Electives 4
 MUS 304 Musical Theatre Production 3
 MUS 310 Women in Music 3
 MUS 321, 322 Conducting 6
 MUS 330 Rhythmic Awareness 2
 MUS 331, 332, 333 Improvisation 6
 MUS 341 Piano Pedagogy 2
 MUS 342 Vocal Pedagogy 3
 MUS 363, 364 Ethnomusicology 6
 MUS 365 Jazz Style & Analysis 3
 MUS 399 Special Studies 3

| | |
|---|----|
| MUS 414, 415, 416 Jazz Theory/Arranging | 6 |
| MUS 418 Contemporary Composition | 3 |
| MUS 419 Music & Technology | 3 |
| MUS 421 Electronic Music I | 3 |
| MUS 422 Electronic Music II | 3 |
| MUS 423 Scoring for Film & TV | 3 |
| MUS 424 Vocal Literature | 3 |
| MUS 455 Lyric Dictation | 3 |
| MUS 460 Special Topics in Music History | 3 |
| MUP 400 Advanced Private Study | 12 |

Theatre/Dance Block 30

Theatre Arts 18

| | |
|--|---|
| TA 250 Movement & Voice | 3 |
| TA 251 Elements of Acting | 3 |
| TA 252 Makeup | 3 |
| TA 310 Elements of Acting II | 3 |
| TA 353 Advanced Workshop - Musical | 3 |
| TA 421 American Theatre | 3 |

Dance 12

| | |
|--|---|
| D 185, 186, 187 Beginning Ballet | 3 |
| D 188, 189, 190 Beginning Jazz | 3 |
| D 196, 197, 198 Beginning Tap | 3 |
| D 357 Dance in Musical Theatre | 3 |

Note: All music majors are required to enroll in a major ensemble and performance studies each term they are a full-time student on campus. Music majors must pass a proficiency examination in piano.

Music Minor 27

| | |
|---|----|
| MUS 211/211L, 212/212L, 213/213L Musicianship I | 12 |
| Contracted upper-division music electives | 15 |

PHILOSOPHY

Associate Professors—Susan Daniel, Mark Perlman.

Philosophy Major 63

| | |
|--|----|
| PHL 101 and 102 Introduction to Philosophy | 6 |
| PHL 103 Introduction to Logic | 3 |
| PHL 251 Ethics | 3 |
| PHL 262 Epistemology: Theory of Knowledge | 3 |
| Choose one | 3 |
| PHL 261 Metaphysics: Theory of Being | |
| PHL 263 Philosophy of Mind | 3 |
| PHL 282 Philosophy of Art | 3 |
| Choose one | 3 |
| R 201 Introduction to the World's Religions: Eastern | |
| R 460 Comparative Religion | 3 |
| PHL 311 Ancient Philosophy | 3 |
| PHL 313 Medieval and Renaissance Philosophy | 3 |
| PHL 314 Modern European Philosophy | 3 |
| PHL 316 Contemporary Philosophy | 3 |
| PHL 405 Senior Tutorial in Philosophy | 3 |
| Electives in Philosophy, Religious Studies and approved Humanities courses | 24 |
| <i>(Upper-division courses must total 36 hours minimum)</i> | |

Philosophy Minor 27

| | |
|--|---|
| 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 | 3 |
| 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 |
| <i>(Upper-division courses must total 15 hours minimum.)</i> | |

PHYSICAL EDUCATION

Professor— Marita Cardinal. Associate Professors—Jon Carey, Brian Caster. Assistant Professors—Robert Hautala, Judith Lovre, Gay Timken.

Physical Education Major 69

Physical Education Major Core 40

| | |
|--|---|
| HE 252 First Aid, CPR and Safety | 3 |
| HE 325 Nutrition | 3 |
| PE 230 Foundations of Exercise Science | 3 |
| PE 310 Motor Learning | 3 |
| PE 359 Care and Prevention of Athletic Injuries* | 4 |
| PE 371 Kinesiology* | 4 |
| PE 440 Legal Issues in Physical Education and Sport | 3 |
| PE 444 Adaptive Physical Activity | 3 |
| PE 446 Measurement and Evaluation | 3 |
| PE 470 Social & Psychological Aspects of Physical Activity & Sport | 3 |
| PE 473 Physiology of Exercise* | 4 |
| PE 483 Biomechanical Analysis* | 4 |

*Prerequisites: BI 334 & 335.

Professional Tracks (Select One)

Track #1-Pre-Education Non-Licensure 29

| | |
|---|---|
| PE 171 Teaching Educational Gymnastics (K-12) | 1 |
| PE 217 Teaching Weight Training & Conditioning | 2 |
| PE 218 Teaching Aerobic Fitness | 2 |
| PE 240 Teaching Dance in Secondary Schools | 3 |
| PE 241 Teaching Court Sports in Secondary Schools | 3 |
| PE 242 Teaching Field Sports in Secondary Schools | 3 |
| PE 243 Teaching Lifetime Activities in Secondary Schools | 3 |
| PE 343 Organization & Administration of Physical Education ~or~ | |
| PE 375 Athletics: Coaching & Administration | 3 |
| PE 433 Physical Education in the Elementary School ~or~ | |
| PE 496 Secondary Teaching Methods | 3 |
| PE 445 Physical Education Curriculum | 3 |
| Choose one Aquatics course (minimum Aquatics II) | 1 |
| Choose one Outdoor Recreation Course | 1 |
| Choose one Eastern Arts course | 1 |

Track #2- Sport and Recreation Leadership 29

| | |
|---|----|
| PE 320 Fitness & Recreation Programs for General Population | 3 |
| PE 343 Organization & Administration of Physical Education | 3 |
| PE 361 Coaching Youth Sports | 2 |
| PE 373 Recreational Sports Management | 3 |
| PE 375 Athletics: Coaching & Administration | 3 |
| PE 409 Practicum in Sport or Recreation | 2 |
| EC 333 Economics of Professional Sports* ~or~ | |
| EC 334 Economics of Collegiate Sports* ~or~ | |
| PSY 415 Psychology of Sport** | 4 |
| Select a combination of the following (with advisor approval) | 10 |
| Coaching Theory Courses | |
| Professional Activity (Teaching) Courses | |
| Physical Activities | |
| One Additional Practicum (2 credits maximum) | |
| * Prerequisite: EC 201 & 202 | |
| **Prerequisite: PSY 201 & 202 | |

Track #3- Fitness Leadership/Management 29

| | |
|---|-----|
| PE 161 Aquatics II* ~or~ | |
| PE 162 Fitness Swim* | 1 |
| PE 217 Teaching Weight Training & Conditioning | 2 |
| PE 218 Teaching Aerobic Fitness | 2 |
| PE 320 Fitness and Recreation Programs for General Population | 3 |
| PE 343 Organization and Administration of Physical Education ~or~ | |
| PE 373 Recreational Sports Management | 3 |
| PE 409 Practicum in Fitness Industry | 2 |
| Select a combination of the following (with advisor approval)** | 4-7 |
| Coaching Theory Courses | |
| Professional Activity (Teaching) Courses | |
| Physical Activities | |
| One Additional Practicum (2 credits maximum) | |

Select one of the following groups

| | | |
|----|---|---|
| A. | BA 101 Introduction to Business | 3 |
| | Choose one | 3 |
| | BA 217 Accounting for Non-Accountants | |
| | BA 211 Fundamentals of Accounting I | |
| | Choose one | 3 |
| | BA 310 Principles of Marketing | |
| | BA 390 Management | |
| B. | PSY 349 Introduction to Behavior Modification | 4 |
| | PSY 423 Interviewing and Appraisal | 4 |
| | Choose one | 4 |
| | PSY 443 Group Processes | |
| | PSY 445 Organizational Psychology | |

* Prerequisite: Aquatics I

**Students choosing Business sequence, take 7 activity credits; students choosing Psychology sequence, take 4 activity credits.

NOTE: It is recommended that students take BI 102, 103 and BI 334, 335, to fulfill the Natural Science requirement in the LACC. BI 334 and 335 are prerequisites for several major core classes and divisional electives. See course descriptions for specific prerequisite requirements. Students electing to complete the BS degree in Physical Education will meet the math, computer science and statistics requirements by completing the following courses: MTH 111 (or higher), CS 121 and 122 (or higher), PE 446.

Physical Education Teaching Major 66
Middle/Secondary Emphasis**

Science Core 28

| | |
|---|---|
| HE 252 First Aid, CPR and Safety ~or~ | |
| HE 353 First Aid & CPR Instructor Lab | 3 |
| HE 325 Nutrition | 3 |
| PE 310 Motor Learning | 3 |
| PE 359 Care and Prevention of Athletic Injuries* | 4 |
| PE 371 Kinesiology* | 4 |
| PE 470 Social & Psychological Aspects of Physical Activity & Sport | 3 |
| PE 473 Physiology of Exercise* | 4 |
| PE 483 Biomechanical Analysis* | 4 |

*Prerequisites: BI 334, 335

Professional Education Core 18

| | |
|---|---|
| PE 343 Organization & Administration of Physical Education ~or~ | |
| PE 375 Athletics: Coaching & Administration | 3 |
| PE 440 Legal Issues in Physical Education and Sport | 3 |
| PE 444 Adaptive Physical Activity | 3 |
| PE 445 Physical Education Curriculum | 3 |
| PE 446 Measurement and Evaluation | 3 |
| PE 496 Secondary Teaching Methods | 3 |

Professional Activity Core 20

| | |
|--|---|
| PE 171 Teaching Educational Gymnastics (K-12) | 1 |
| PE 217 Teach: Weight Training and Conditioning | 2 |
| PE 218 Teaching Aerobic Fitness | 2 |
| PE 240 Teaching Dance in Secondary Schools | 3 |
| PE 241 Teaching Court Sports in Secondary Schools | 3 |
| PE 242 Teaching Field Sports in Secondary Schools | 3 |
| PE 243 Teaching Lifetime Activities in Secondary Schools | 3 |
| Choose one Aquatics course (Aquatics II or higher) | 1 |
| Choose one Outdoor Recreation course | 1 |
| Choose one Eastern Arts course | 1 |

** If student chooses the Early Childhood, Elementary and/or Middle authorization(s) instead of High School, course substitutions can be made for several of the required courses in the Physical Education Teaching Major (with advisor approval).

Adding Early Childhood and/or Elementary Physical Education Authorization

For each authorization added, student will select a minimum of 9 credits comprised of a combination of the following courses (with advisor approval):

| | |
|---|---|
| PE 170 Teaching Games & Physical Activities to Children | 1 |
| PE 171 Teaching Educational Gymnastics (K-12) | 1 |
| PE 172 Teaching Dance & Rhythmic Activities to Children | 1 |
| PE 246 Teaching Movement Concepts & Skills to Children | 1 |
| PE 415 Lifespan Motor Development | 3 |

| | |
|---|---|
| PE 433 Physical Education in the Elementary School | 3 |
| PE 434 Elementary Physical Education Teaching Practicum | 1 |
| PSY218 Psychological Foundations of Education | 3 |
| PE 409 Student Teaching Practicum/Work Sample | 3 |

NOTE: It is recommended that students take BI 102, 103 and BI 334, 335, to fulfill the Natural Science requirement in the LACC. BI 334 and 335 are prerequisites for several major core classes and divisional electives. See course descriptions for specific prerequisite requirements. Students electing to complete the BS degree in Physical Education will meet the math, computer science and statistics requirements by completing the following courses: MTH 111 (or higher), CS 121 and 122 (or higher), PE 446.

Physical Education Minor 27

| | |
|---|----|
| PE 230 Foundations of Exercise Science | 3 |
| Electives selected from PE offerings as approved by advisor | 24 |
| Of these 24 credits, a minimum of 15 credits must be upper division courses (300-400 level) with a maximum of two credits of "coaching theory" courses counted toward the UD minimal requirement. | |

Sports Leadership Minor 27

| | |
|---|---|
| HE 252 First Aid, CPR and Safety | 3 |
| PE 361 Coaching Youth Sports | 2 |
| PE 375 Athletics: Coaching and Administration | 3 |
| PE 359 Care and Prevention of Athletic Injuries | 3 |
| PE 301 Basic Exercise Science | 3 |
| PE 310 Motor Learning | 3 |
| PSY 415 Psychology of Sport | 4 |
| Activity course | 1 |
| Choose one | 6 |
| Three coaching classes ~or~ | |
| Two coaching classes and a 2-hour practicum | |

PHYSICS

Associate Professor—Willaim Schoenfeld.

Physics Minor 27

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

POLITICAL SCIENCE

Professors—Edwin Dover, Mark Henkels. Assistant Professor—Mary Pettenger.

Political Science Major 72

| | |
|--|---|
| PS 201 American National Government | 3 |
| PS 202 State and Local Government | 3 |
| PS 203 International Relations | 3 |
| PS 350 Introduction to Public Policy | 3 |
| PS 351 Introduction to Public Administration | 3 |
| PS 352 Introduction to Comparative Politics | 3 |

Choose two in International Relations and Comparative Politics

| | |
|--|--|
| PS 460 Governments and Politics of Asia | |
| PS 461 Politics and Governments of Post-Communist States | |
| PS 462 Politics and Governments of Europe | |
| PS 463 Governments and Politics of Developing States | |
| PS 478 Political Fiction | |
| PS 481 International Law | |
| PS 492 Ideologies of the Twenty-first Century | |
| PS 493 International Organizations | |
| PS 497 American Foreign Relations | |
| (depending on content, PS 199, 399, 406, 407, 409, 410) | |

Choose two in Administration and Political Processes

| | |
|---|--|
| PS 325 Democracy in Theory and Practice | |
| PS 414 Political Parties, Pressure Groups and Elections | |
| PS 415 Politics and Psychology | |
| PS 416 Politics and Communication | |

| | |
|---|---|
| PS 419 American Presidential Elections | |
| PS 426 Federalism and Intergovernmental Relations | |
| PS 454 Public Personnel Administration | |
| PS 466 Governmental Budgeting | |
| PS 469 Congress and the Presidency | |
| PS 490 Community Politics | |
| PS 495 Public Sector Labor Relations | |
| (and depending on content, PS 199, 399, 406, 407, 409, 410) | |
| Choose two in Public Policy and Law | 6 |
| PS 423 Issues in National Policy | |
| PS 424 Policy making in the States | |
| PS 430 Aging Society | |
| PS 435 Women and Politics | |
| PS 436 Gender and Politics | |
| PS 445 Introduction to Policy Analysis | |
| PS 446 Land Resource Politics and Policy | |
| PS 447 Environmental Politics and Policy | |
| PS 449 Environmental Values and Political Action | |
| PS 479 Constitutional Law | |
| PS 480 Administrative Law | |
| PS 484 American Jurisprudence | |
| PS 485 Legal Research and Writing | |
| (depending on content, PS 199, 399, 406, 407, 409, 410) | |

| | |
|---|----|
| Electives in Political Science | 12 |
| Electives in Social Science/Political Science | 24 |

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

| | |
|---|-----------|
| Political Science Minor | 27 |
| PS 201 American National Government | 3 |
| PS 202 State and Local Government | 3 |
| PS 203 International Relations | 3 |
| PS 350 Introduction to Public Policy | 3 |
| PS 351 Introduction to Public Administration | 3 |
| PS 352 Introduction to Comparative Politics | 3 |
| Upper-division electives in Political Science | 9 |

PREPROFESSIONAL STUDIES

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

Dental Hygiene 98-101

Recommended course work is listed below; students should consult with advisor for program-specific options.

First Year

| | |
|--|-------|
| ANTH 216 Introduction to Cultural Anthropology | 3 |
| Choose one of the following sequences | 12-15 |
| BI 101, 102, 103 General Biology | |
| BI 211, 212, 213 Principles of Biology | |
| CH 104, 105, 106 Introductory Chemistry | 12 |
| PSY 201 General Psychology | 4 |
| SP 111 Fundamentals of Speech | 3 |
| WR 135 English Composition | 3 |
| Physical Education activity courses | 3 |
| Electives | 8 |

Second Year

| | |
|---|---|
| BI 318 Microbiology for the Health Sciences | 4 |
| HE 250 Personal Health | 3 |

| | |
|----------------------------------|----|
| HE 325 Nutrition | 3 |
| PH 201, 202, 203 General Physics | 12 |
| SOC 225 Social Problems | 3 |
| Writing Elective | 6 |
| Humanities courses | 6 |
| Electives | 14 |

Note: Many programs require math proficiency exams at the time of entry.

Pre-dentistry and Pre-medicine

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

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

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

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

First Year

| | |
|--|----|
| WR 135 English Composition | 3 |
| BI 211, 212, 213 Principles of Biology | 12 |
| CH 221, 222, 223 General Chemistry | 12 |
| MTH 111 College Algebra | 4 |
| MTH 112 Elementary Functions | 4 |
| MTH 251 Calculus I | 5 |
| SP 111 Fundamentals of Speech | 3 |
| Physical Education activity courses | 3 |
| Electives | 4 |

Second Year

| | |
|--------------------------------------|----|
| CH 334, 335, 336 Organic Chemistry | 12 |
| Sequence in Psychology | 9 |
| Sequence in Literature | 9 |
| MTH 252 Calculus II | 5 |
| PH 201, 202, 203 General Physics | 12 |
| PE 131 Individual Health and Fitness | 2 |
| Electives | 3 |

Third Year

| | |
|--|----|
| Sequence in Social Science | 9 |
| BI 334, 335 Human Anatomy and Physiology | 8 |
| BI 341 Genetics | 4 |
| CH 450, 451 Biochemistry | 6 |
| Courses counting toward a major | 21 |

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 and take additional course work in the following areas: accounting, economics, history, political science, philosophy, psychology, sociology, speech, and writing. For more specific information on an appropriate course of study see the prelaw advisor, who is assigned by the Social Science Division.

Admission to law schools is highly competitive. Applicants are usually expected to achieve an undergraduate GPA of at least 3.00 and perform well on the Law School Admission Test (LSAT), although strength in one of these areas may compensate for weakness in the other. The LSAT should be taken early in the senior year. More information about preparatory materials is available from the prelaw advisor.

Premedical Technology-Clinical Lab Science

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

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

Interested students should contact WOU's Premedical Technology advisor for information on recommended elective courses.

First Year

| | |
|--|----|
| BI 211, 212, 213 Principles of Biology | 12 |
| CH 221, 222, 223 General Chemistry | 12 |
| WR 135 English Composition | 3 |
| Writing Elective | 3 |
| Humanities and/or Social Science electives | 9 |

Second Year

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

Third Year

| | |
|---|----|
| BI 331 General Microbiology | 5 |
| BI 432 Immunology | 4 |
| BI 334, 335, 336 Anatomy and Physiology (recommended) | 12 |
| CH 451, 452 Biochemistry (recommended) | 6 |
| MTH 243 Statistics (recommended) | 4 |
| Humanities and/or Social Science electives | 9 |

Also Recommended

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

Pre-nursing 96

First Year

| | |
|---|----|
| BI 102, 103 General Biology | 10 |
| MTH 111 College Algebra | 4 |
| CH 104, 105, 106 Introduction Chemistry | 12 |
| HE 325 Nutrition | 3 |
| WR 135 English Composition | 3 |
| WR 321 Business and Technical Communication | 3 |
| WR 323 Intermediate Exposition | 3 |
| English Literature | 3 |
| PSY 201 General Psychology | 4 |
| Electives | 3 |

Second Year

| | |
|--|---|
| ANTH 216 Introduction to Cultural Anthropology | 3 |
| BI 318 Microbiology for the Health Sciences | 4 |
| BI 334, 335 Human Gross Anatomy and Physiology | 8 |
| BI 336 Human Histology & Physiology | 4 |
| MTH 243 Introduction to Probability and Statistics | 4 |
| PSY 202 General Psychology | 4 |
| PSY 311 Developmental Psychology | 4 |
| SOC 223 Theoretical Foundations of Sociology | 3 |
| SP 111 Fundamentals of Speech | 3 |
| SP 112 Interpersonal Speech Communication | 3 |
| Social Science Elective | 3 |
| Arts, Literature, or Humanities Electives | 9 |

Pre-occupational Therapy 66

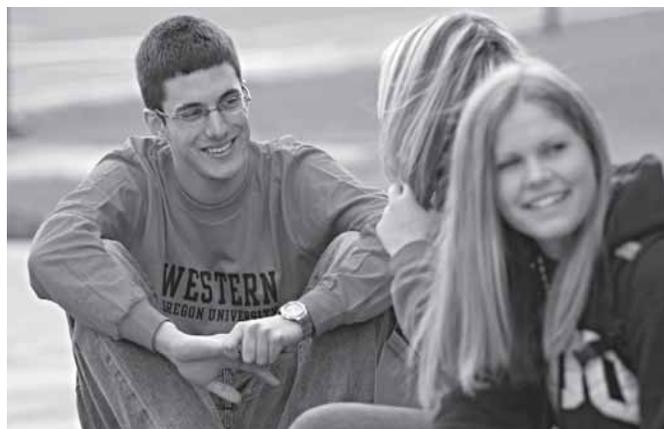
| | |
|--|---|
| Applied Art | 9 |
| BI 211, 212 Principles of Biology | 8 |
| BI 334, 335 Human Gross Anatomy and Physiology | 8 |
| CS 101 Computers and Society | 2 |
| GS 409 Practicum | 2 |
| MTH 111 College Algebra | 4 |
| MTH 112 Elementary Functions | 4 |
| PH 201 General Physics | 4 |
| PSY 201, 202 General Psychology | 8 |
| PSY 217 Introduction to Research Methods | 4 |
| PSY 311 Developmental Psychology | 4 |
| PSY 450 Abnormal Psychology | 3 |
| SOC 223 Theoretical Foundations of Sociology | 3 |
| SP 111 Fundamentals of Speech | 3 |
| Choose one | 4 |
| PSY 467 Quantitative Methods | |
| MTH 243 Introduction to Probability and Statistics | |

Pre-optometry 110

| | |
|--|----|
| BI 211, 212, 213 Principles of Biology | 12 |
| BI 331 General Microbiology | 5 |
| BI 334, 335 Human Gross Anatomy and Physiology | 8 |
| BI 336 Human Histology and Physiology | 4 |
| CH 221, 222, 223 General Chemistry | 12 |
| CH 334, 335, 336 Organic Chemistry | 12 |
| CH 450 Biochemistry I (recommended) | 3 |
| PH 201, 202, 203 General Physics | 12 |
| MTH 251 Calculus I | 5 |
| Approved course in statistics | 4 |
| PSY 201, 202 General Psychology | 8 |
| WR 135 English Composition | 3 |
| Writing Electives | 6 |
| Electives in Social Science and Humanities | 18 |

Pre-physician Assistant

WOU offers the courses required to apply for admission to Pacific University's or Oregon Health Science University's Physician Assistant (PA) Programs. The OHSU PA program requires a Bachelor of Science degree and at least one year of health care experience involving direct patient contact prior to admission. The OHSU PA program is a rigorous



and comprehensive 26 month course of full time study leading to a Masters of Physician Assistant Studies. Admission is extremely competitive. Therefore, students should arrange their courses so that they may receive a Bachelor's degree of their choice from WOU.

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

| | |
|---|----|
| <i>First Year</i> | 53 |
| English composition | 3 |
| Humanities electives | 9 |
| Social Science electives | 9 |
| MTH 111 College Algebra | 4 |
| BI 211, 212, 213 General Biology | 12 |
| CH 221, 222, 223 General Chemistry | 12 |
| Electives depending on major | 4 |
| <i>Second Year</i> | 51 |
| MTH 243 Statistics | 4 |
| English Composition | 3 |
| BI 334, 335 Human Anatomy and Physiology | 8 |
| BI 336 Human Histology and Physiology | 4 |
| BI 331 General Microbiology | 5 |
| General or Developmental Psychology | 3 |
| Electives depending on major | 24 |
| <i>Third and Fourth Years</i> | |
| 300 or 400 level courses in Organic Chemistry and Biochemistry are recommended by OHSU and required by Pacific University Complete requirements for a BS at WOU | |

Pre-pharmacy 91-96

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

| | |
|--|----|
| <i>First Year</i> | |
| CH 221, 222, 223 General Chemistry | 12 |
| EC 201 Introduction to Microeconomics | 4 |
| MTH 111 College Algebra | 4 |
| MTH 112 Elementary Functions | 4 |
| MTH 251 Calculus I | 5 |
| PSY 201 General Psychology | 4 |
| SP 111 Fundamentals of Speech | 3 |
| WR 135 English Composition | 3 |
| WR 321 Business and Technical Communications | 3 |
| Social Science Elective | 3 |

| | |
|--|----|
| <i>Second Year</i> | |
| BI 211, 212, 213 Principles of Biology | 12 |
| CH 334, 335, 336 Organic Chemistry | 12 |
| HE 252 First Aid, CPR and Safety | 3 |
| Social Science Electives | 6 |
| LACC Electives | 12 |

| | |
|--|----|
| <i>Third Year</i> | |
| BI 331 Microbiology | 5 |
| BI 334, 335 Human Gross Anatomy and Physiology | 8 |
| BI 336 Human Histology and Physiology | 4 |
| BI 388 Cell Biology | 4 |
| PH 201, 202, 203 General Physics | 12 |
| LACC Electives | 16 |

Pre-physical Therapy 87-88

| | |
|--|----|
| BI 211, 212, BI 213 Principles of Biology | 12 |
| BI 331 General Microbiology | 5 |
| BI 334, 335 Human Gross Anatomy and Physiology | 8 |
| BI 336 Human Histology & Physiology | 4 |
| CH 221, 222, 223 General Chemistry | 12 |
| CH 334, 335, 336 Organic Chemistry* | 12 |
| GS 409 Practicum (100 hours) | 3 |
| MTH 111 College Algebra | 4 |
| MTH 112 Elementary Functions | 4 |
| PH 201, 202, 203 General Physics | 12 |

| | |
|--|-----|
| PSY 201, 202 General Psychology | 8 |
| PSY 450 Abnormal Psychology | 3 |
| Choose one | 3-4 |
| PSY 467 Quantitative Methods | |
| MTH 243 Introduction to Probability and Statistics | |

* No longer required by *most* physical therapy programs.

Pre-podiatry 152

| | |
|--|----|
| <i>First Year</i> | |
| WR 135 English Composition | 3 |
| BI 211, 212, 213 Principles of Biology | 12 |
| CH 221, 222, 223 General Chemistry | 12 |
| MTH 111 College Algebra | 4 |
| MTH 112 Elementary Functions | 4 |
| MTH 251 Calculus I | 5 |
| SP 111 Fundamentals of Speech | 3 |
| Physical Education activity courses | 3 |
| Electives | 4 |

| | |
|--|----|
| <i>Second Year</i> | |
| Writing Elective | 3 |
| Sequence in Psychology | 9 |
| Sequence in Literature | 9 |
| CH 312, 313 Quantitative Analysis | 8 |
| MTH 252 Calculus II | 5 |
| PH 211, 212, 213 General Physics | 12 |
| PE 131 Individual Health and Fitness | 2 |
| Electives | 6 |

| | |
|---|----|
| <i>Third Year</i> | |
| Choose one | 3 |
| WR 323 Intermediate Exposition | |
| WR 414 Advanced Composition | |
| Sequence in Social Science | 9 |
| BI 324 Comparative Vertebrate Anatomy | 4 |
| BI 331 General Microbiology | 5 |
| BI 341 Genetics | 3 |
| BI 434 Comparative Animal Physiology | 4 |
| CH 334, 335, 336 Organic Chemistry | 12 |
| Electives | 9 |

Pre-veterinary Medicine

| | |
|--|----|
| <i>First Year</i> | |
| WR 135 English Composition | 3 |
| BI 211, 212, 213 Principles of Biology | 12 |
| CH 221, 222, 223 General Chemistry | 12 |
| MTH 112 Elementary Functions | 4 |
| SP 111 Fundamentals of Speech | 3 |
| Sequence in Literature or Social Science | 9 |
| Philosophy or Religion Course | 3 |
| PE 131 Individual Health and Fitness | 2 |

| | |
|--|----|
| <i>Second Year Through Fourth Year</i> | |
| BI 341 Genetics | 4 |
| CH 334, 335, 336 Organic Chemistry | 12 |
| CH 450,451 Biochemistry I & II | 6 |
| PH 201, 202, 203 General Physics | 12 |
| Upper-division Biology courses that include laboratory | 6 |

Students seeking to enter the College of Veterinary Medicine at Oregon State University should plan to complete their bachelors degree at WOU. The science courses required for admission, which are incorporated into the above listing, fit readily into the Biology major.

PSYCHOLOGY

Professors—Joel Alexander, Eric Cooley, Kathryn Thompson, Tamina Toray. *Associate Professors*—David Foster, Chehalis Strapp. *Assistant Professors*—Lauren Roscoe, Robert Winningham.

| | |
|---|-----------|
| Psychology Major | 52 |
| (36 of these 52 hours must be upper division courses with PSY prefix) | |
| PSY 201, 202 General Psychology | 8 |

| | | |
|-----------|---------------------------------------|----|
| PSY 217 | Introduction to Research Methods | 4 |
| PSY 311 | Developmental Psychology | 4 |
| PSY 334 | Social Psychology | 4 |
| PSY 360 | Cognitive Psychology | 4 |
| PSY 467 | Quantitative Methods | 4 |
| PSY 468 | Research Methods in Human Behavior | 4 |
| Electives | (Chosen with an advisor's assistance) | 20 |

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

Students earning a BS degree in Psychology are also required to take at least 12 hours of Math/Computer Science/Statistics courses according to the following specifications: PSY 467, PSY 468, any Math course above MTH 105 with the exception of MTH 243, and any CS course above CS 101* or PSY 481.*

Psychology Minor.

The psychology minor should be planned with a psychology advisor. The psychology minor consists of 27 hours of courses with a PSY prefix, of which at least 15 hours must be upper-division. PSY 201 and PSY 202 are required for the psychology minor.

PUBLIC POLICY AND ADMINISTRATION

Professors—Philip Conn, Ed Dover, Mark Henkels.

Public Policy and Administration Major 75

| | | |
|------------|---|---|
| PS 201 | American National Government | 3 |
| PS 202 | State and Local Government | 3 |
| PS 350 | Introduction to Public Policy | 3 |
| PS 351 | Introduction to Public Administration | 3 |
| PS 454 | Public Personnel Administration | 3 |
| PS 466 | Governmental Budgeting | 3 |
| PS 480 | Administrative Law | 3 |
| EC 201 | Introduction to Microeconomics | 4 |
| EC 202 | Introduction to Macroeconomics | 4 |
| CS 121 | Computer Applications | 2 |
| CS 122 | Introduction to Computer Science for Non-Majors | 3 |
| Choose one | | 3 |
| BA 361 | Organizational Behavior | |
| BA 390 | Management | |
| WR 321 | Business and Technical Writing | 4 |
| SP 324 | Business and Professional Speaking | 3 |
| SOC 334 | Self and Society ~or~ | |
| SOC 327 | Introduction to Social Research | 3 |

Choose a minimum of 27 hours from one of the following areas of concentration:

Corrections/Law Enforcement Concentration

| | | |
|------------|--|-----|
| CJ 213 | Introduction to Criminal Justice | 4 |
| CJ 241 | Introduction to Community Crime Prevention | 4 |
| CJ 451 | Youth, Crime and Society | 4 |
| CJ 453 | Penology | 4 |
| CJ 454 | Parole and Probation | 4 |
| PS 424 | Policy Making in the States | 3 |
| PS 426 | Federalism and Intergovernmental Relations | 3 |
| PS 479 | Constitutional Law | 3 |
| PS 490 | Community Politics | 3 |
| SOC 454 | Deviant Behavior | 3 |
| PS 409/410 | Practicum or Internship | 3-6 |

Management Concentration

| | | |
|--------|--------------------------|---|
| BA 315 | Financial Management I | 3 |
| BA 316 | Financial Management II | 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 |
| BA 494 | Business Ethics | 3 |
| PS 423 | Issues in National Policy | 3 |
| PS 424 | Policy Making in the States | 3 |
| PS 426 | Federalism and Intergovernmental Relations | 3 |
| PS 445 | Introduction to Policy Analysis | 3 |
| PS 495 | Public Sector Labor Relations | 3 |
| SP 320 | Communication in Organizations | 3 |
| BA/PS 409/410 | Practicum or Internship | 3-6 |

Human Resources Concentration

| | | |
|------------|--|-----|
| BA 361 | Organizational Behavior | 3 |
| SOC 420 | Political Sociology | 3 |
| EC 444 | Labor Economics | 4 |
| PSY 423 | Interviewing and Appraisal | 4 |
| PSY 443 | Group Processes | 4 |
| PSY 445 | Organizational Psychology | 4 |
| PSY 446 | Strategic Human Resources Planning | 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 | Chican@/Latin@ Studies | 3 |
| SOC 436 | Native American/Asian American Studies | 3 |
| SP 320 | Communication in Organizations | 3 |
| SP 323 | Group Discussion and Leadership | 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 435 | Women and Politics | 3 |
| PS 495 | Public Sector Labor Relations | 3 |
| PS 409/410 | Practicum or Internship | 3-6 |

International Concentration

| | | |
|-------------------|---|-----|
| ANTH/SOC 440 | Women and Development | 3 |
| HST 492 | World Problems | 4 |
| PS 203 | International Relations | 3 |
| PS 352 | Introduction to Comparative Politics | 3 |
| PS 481 | International Law | 3 |
| SOC 350 | Food and Hunger | 3 |
| SOC 400 | International Development | 3 |
| GEOG 106, 107 | Introductory Geography | 8 |
| Choose one or two | | 4-8 |
| GEOG 211 | Geography of U.S. and Canada | |
| GEOG 310 | World Regional | |
| GEOG 313 | The Pacific Northwest | |
| GEOG 314 | The Pacific Rim | |
| GEOG 370 | Human Migration | |
| GEOG 410 | Global Issues | |
| GEOG 411 | Cultural Geography | |
| GEOG 412 | Selected topics | |
| GEOG 417 | Advanced Economic Geography | |
| GEOG 418 | International Trade and Transportation | |
| GEOG 426 | Geography of Europe | |
| GEOG 432 | Geography of Africa | |
| GEOG 451 | South Asia | |
| GEOG 461 | South America | |
| GEOG 463 | Mexico and Central America | |
| Choose one or two | | 3-6 |
| PS 460 | Governments and Politics of Asia | |
| PS 461 | Politics and Governments of Post-Communist States | |
| PS 462 | Politics and Governments of Europe | |
| PS 463 | Governments and Politics of Developing States | |
| PS 492 | Ideologies of the Twenty-first Century | |
| PS 493 | International Organizations | |
| PS 497 | American Foreign Relations | |
| Choose one or two | | 3-6 |
| BA 484 | International Management | |
| BA 485 | International Finance | |
| BA 486 | International Marketing | |
| GEOG/PS 409/410 | Practicum or Internship | 3-6 |

State and Federal Government Concentration

| | |
|---|-----|
| PS 414 Political Parties, Pressure Groups and Elections | 3 |
| PS 416 Politics and Communication | 3 |
| PS 419 American Presidential Elections | 3 |
| PS 423 Issues in National Policy | 3 |
| PS 424 Policy Making in the States | 3 |
| PS 426 Federalism and Intergovernmental Relations | 3 |
| PS 430 Aging Society: Policy Dimensions | 3 |
| PS 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 479 Constitutional Law | 3 |
| PS 490 Community Politics | 3 |
| PS 495 Public Sector Labor Relations | 3 |
| PS 409/410 Practicum or Internship | 3-6 |
| SOC 420 Political Sociology | 3 |
| SOC 430 Political Economy as Social Theory | 3 |

City and County Government Concentration

Chemeketa Community College students who have completed the Associate of Applied Science in Building Inspection Technology and who meet all admission requirements, will be accepted by Western Oregon University as transfer students for a bachelor's degree in Public Policy and Administration with a concentration in City and County Government and a minor in Social Science.

| | |
|---|-----|
| BA 450 State and Local Government Finance | 3 |
| *BLD 155 Building Department Administration | 3 |
| (*Course offered at Community College) | |
| CJ 331 Police and Community | 3 |
| Choose one or two | 4-8 |
| GEOG 105 Introductory Physical Geography | |
| GEOG 106 Introductory Economic Geography | |
| GEOG 107 Introductory Cultural Geography | |
| GEOG 321 Field Geography | |
| GEOG 240 Map and Air Photo Interpretation | 4 |
| GEOG 340 Cartography | 4 |
| GEOG 413 Urban Geography | 4 |
| GEOG 425 Urban Planning and Policy | 4 |
| GEOG 440 Geographic Information Systems | 4 |
| PS 424 Policy Making in the States | 3 |
| PS 426 Federalism and Intergovernmental Relations | 3 |
| PS 430 The Aging Society: Policy Dimensions | 3 |
| PS 445 Introduction to Policy Analysis | 3 |
| PS 490 Community Politics | 3 |
| PS 495 Public Sector Labor Relations | 3 |
| SSC 407 Seminar (could be an institute-type course) | 3 |
| SOC 330 Urban Sociology | 3 |
| SOC 415 Community Organizing | 3 |
| SOC 416 Community Action | 3 |
| PS/GEOG/SSC 409/410 Practicum or Internship | 3-6 |

Note: For the BS degree in Public Policy and Administration, students may take any combination of Math/Computer Science/Statistics courses as long as it included at least one Math course beyond MTH 105. Please note that CS 121 and SOC 327 are required for the major. These may be used to satisfy the BS requirement.*

Public Policy and Administration Minor 27

| | |
|---|---|
| PS 201 American National Government | 3 |
| PS 202 State and Local Government | 3 |
| PS 350 Introduction to Public Policy | 3 |
| PS 351 Introduction to Public Administration | 3 |
| PS 454 Public Personnel Administration | 3 |
| PS 466 Governmental Budgeting | 3 |
| PS 480 Administrative Law | 3 |
| Choose one | 3 |
| BA 361 Organizational Behavior | |
| BA 390 Management | |
| Electives in Public Policy and Administration | 3 |

Building Codes Minor 27

| | |
|---|---|
| BLD 153 Building Codes III | 3 |
| BLD 154 Dwelling Construction Under the UBC | 3 |

| | |
|---|----|
| BLD 280 Cooperative Work Experience | 3 |
| FRP 172 Fire Codes and Ordinances | 3 |
| Upper-division Social Science courses | 15 |

SOCIAL SCIENCE

Professor—Max Geier.

Social Science Major 72

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

Social Science Minor 27

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

Social Science Teacher Education Major 60-61

Requires a minimum of 30 upper-division credit hours.

| | |
|--|-------|
| United States History | 8 |
| Any Non-Anglo America regional geography course ~or~ | |
| GEOG 313 The Pacific Northwest | 4 |
| Choose one | 4 |
| GEOG 380 Environmental Conservation | |
| GEOG 410 Global Issues | |
| GEOG 411 Cultural Geography | |
| GEOG 413 Urban Geography | |
| GEOG 433 Political Geography | |
| Choose any two economics courses | 6 |
| PS 201 American National Government | 3 |
| Choose one | 3 |
| PS 202 State and Local Government | |
| PS 203 International Relations | |
| Choose six hours in two of the following disciplines | 12 |
| 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, Sociology.

Note: Education majors must complete the following as part of their LACC requirement: PSY 218 (or PSY 225 if already taken), HST 101, 102, and 103 or HST 104, 105, 106 or GEOG 105, 106, 107. A GPA of 2.75 is required in the above course work in order to be recommended for student teaching. Students must complete a minimum of 12 to 15 hours on the WOU campus.

SOCIOLOGY

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

Sociology Major 72

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

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

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

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

SPANISH (BA ONLY)

Professors—Eduardo González-Viaña, Cheryl Strand. *Assistant Professor*—Gianna Martella.

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

| | |
|---|-----------|
| Spanish Minor | 15 |
| Approved upper-division courses in Spanish. | |

| | |
|--|-----------|
| Spanish Teacher Education Major | 53 |
| (53 hours beyond first year language) | |
| SPAN 201, 202, 203 Second Year Spanish | 12 |
| SPAN 301, 302, 303 Intermediate Spanish Composition and Conversation | 12 |

| | |
|--|----|
| <i>Bilingual/heritage speakers of Spanish may replace Intermediate Spanish Composition and Conversation with SPAN 317, 318 and 319, Spanish for Bilingual/Heritage Speakers.</i> | |
| SPAN 350 Spanish Pronunciation/Phonetics | 3 |
| Choose one | 3 |
| SPAN 338 Hispanic Civilization and Culture: Spain | |
| SPAN 339 Hispanic Civilization and Culture: Latin America | |
| Choose one | 3 |
| SPAN 340 Civilization and Culture of Mexico | |
| SPAN 342 Introduction to Chican@ Life and Culture | |
| SPAN 416 Spanish Teaching Practicum | 2 |
| Choose six Spanish electives | 18 |
| (three must be 400 level) | |
| SPAN 320 Business Spanish | |
| SPAN 328 Introduction to Chican@ Literature | |
| SPAN 361 Hispanic Poetry | |
| SPAN 362 Hispanic Drama | |
| SPAN 363 Hispanic Novel | |
| SPAN 370 Introduction to Latin American Literature | |
| SPAN 371 Introduction to Latin American Literature | |
| SPAN 380 Applied Linguistics | |
| SPAN 401, 402, 403 Advanced Spanish Composition and Conversation | |
| SPAN 411 Spanish Literature I: Medieval | |
| SPAN 412 Spanish Literature II: Golden Age | |
| SPAN 413 Spanish Literature III: 18th and 19th Century | |
| SPAN 414 Spanish Literature IV: Generation of 1898 | |
| SPAN 415 Spanish Literature V: 20th Century | |
| SPAN 441, 442, 443 20th Century Latin American Literature | |
| SPAN 445 Hispanic Women Writers | |
| SPAN 480 History of the Spanish Language | |
| SPAN 490 Studies in Spanish Literature | |
| SPAN 491 Studies in Latin American Literature | |

SPECIAL EDUCATION/REHABILITATION COUNSELING

Professors—Hank Bersani, Hilda Rosselli, Joseph Sendelbaugh. *Associate Professors*—Robert Brownbridge, Cheryl Davis, Linda Keller, Mickey Pardeew, Mary Scarlato. *Assistant Professors*—Beverly Cannon, Elisa Maroney, Julia Smith.

| | |
|---|-----------|
| Special Education/Rehabilitation Counseling Minor | 27 |
| SPED 200 Intro to Careers in Special Education and Rehabilitation * | 3 |
| SPED 418 Survey of Special Education * | 3 |
| RC 461 Disability and its Effects on the Individual | 3 |
| INT 420 Deaf History: Social and Cultural Issues | 3 |
| Choose electives from the following: | 15 |
| SPED 409 Practicum | |
| SPED 420 Introduction to Curriculum and Instructional Planning | |
| SPED 447 Partnerships in Special Education | |
| RC 440 Medical Aspects of Disability and Rehabilitation | |
| ED 448 Developmentally Appropriate Practices | |
| ED 467 Language Development and Reading | |
| ED 485 Early Childhood Educator | |
| Choose up to two American Sign Language Classes (optional) | |
| SPED 101 ASL I | |
| SPED 102 ASL II | |
| SPED 103 ASL III | |
| SPED 201 ASL IV | |
| SPED 202 ASL V | |
| SPED 203 ASL VI | |

Other courses as approved by an advisor

*SPED 200 and 418 should be the first courses taken in this minor.

SPEECH COMMUNICATION

Professor—Molly Mayhead. *Associate Professors*—Claire Ferraris, Frank Nevius. *Assistant Professors*—Nick Backus, Emily Plec.

| | |
|---|-----------|
| Speech Communication Major | 57 |
| Choose three | 9 |
| SP 112 Interpersonal Communication | |
| SP 120 Communicative Voice and Articulation | |
| SP 250 Effective Listening | |

| | |
|--|----|
| SP 325 Intercultural Communication | |
| SP 431 Nonverbal Communication | |
| Choose four | 12 |
| SP 239 Oral Interpretation | |
| SP 320 Communication in Organizations | |
| SP 321 Influencing Through Argument | |
| SP 322 Persuasion | |
| SP 323 Group Discussion and Leadership | |
| SP 324 Business and Professional Speaking | |
| Choose three | 9 |
| SP 326 Communication and Controversy: Freedom of Speech | |
| SP 412 The Criticism of Public Discourse | |
| SP 327 Communication in the Legal Field | |
| SP 432 Rhetoric of Western Thought | |
| SP 435 Rhetoric of the Women's Movement | |
| SP 439 Contemporary American Public Address | |
| Choose four | 12 |
| SP 211 Introduction to Mass Media | |
| SP 236 Contemporary Issues in American Broadcasting | |
| SP 342 Media Literacy | |
| SP 343 Communication and Information Technology | |
| SP 426 Language of the Mass Media | |
| Electives | 15 |
| Electives in Speech, Writing, and those courses with HUM prefixes (HUM 409 Internship, not to exceed 6 hours). Students are encouraged to take WR 321, Business and Professional Writing, as a writing elective. | |

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

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

TECHNOLOGICAL APPLICATIONS (SCIENCE)

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

| | |
|---|-----------|
| Technological Applications Minor | 27 |
| Choose one sequence | 12 |
| CH 104, 105, 106 Introductory Chemistry | |
| PH 201, 202, 203 General Physics | |
| GS 361 Energy and Resources in Perspective | 3 |
| G 460 Geology of Mineral Resources | 3 |
| G 476 Water Resources | 3 |
| Upper-division science or mathematics electives | 6 |

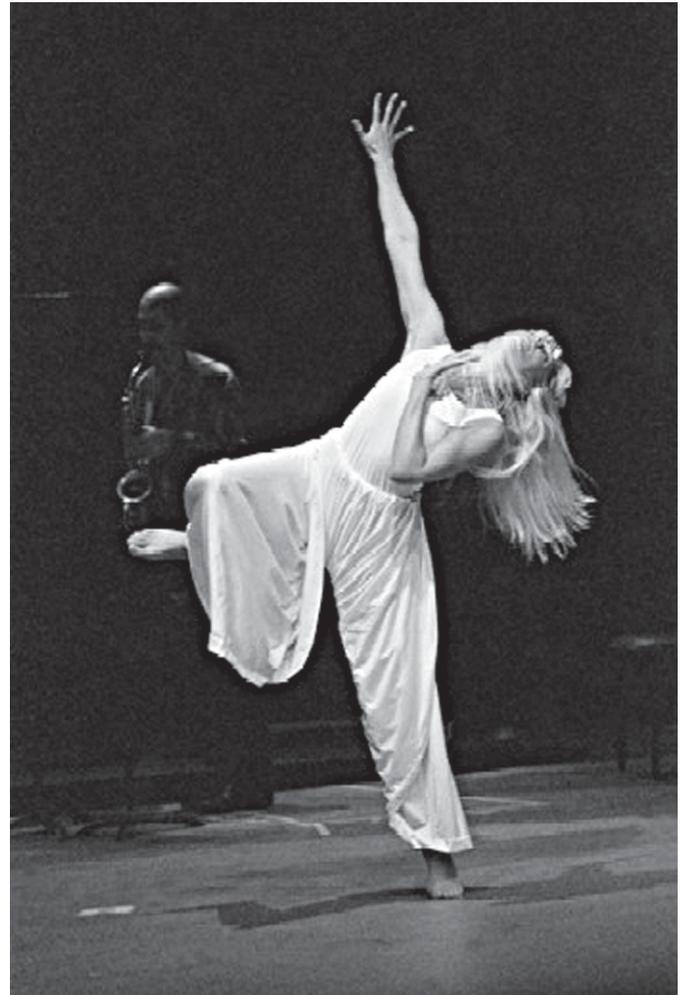
THEATRE ARTS

*Associate Professors—*Scott Grim, David Janoviak. *Assistant Professors—*Don Naggiar, Michael Phillips.

| | |
|---|-----------|
| Theatre Arts Major | 72 |
| TA 165 Production Dynamics | 3 |
| TA 166 Text Analysis and Scene Study | 3 |
| TA 167 Play Reading | 3 |
| Choose two of the following | 6 |
| TA 244 Technical Theatre: Scenecraft | |
| TA 245 Technical Theatre: Lighting | |
| TA 246 Technical Theatre: Costuming | |
| TA 247 Technical Theatre: Sound | |
| TA 252 Technical Theatre: Makeup | |
| TA 251 Elements of Acting ~or~ | |
| TA 265 Acting I | 3 |
| TA 253 Production Workshop | 3 |
| TA 301 History of the Theatre (Greece through 1650) | 3 |
| TA 302 History of the Theatre (1650-1850) | 3 |
| TA 303 History of the Theatre (1850 to Present) | 3 |
| TA 353 Advanced Production Workshop | 3 |
| TA 364 Play Direction | 3 |
| TA 444 Theory and Criticism of Theatre Arts | 3 |

| | |
|---|----|
| TA 406 Independent Study | 1 |
| Choose elective Theatre classes (at least 9 upper-division) | 18 |
| Choose electives from other allied fields in the creative arts | 12 |
| <i>Note: Students seeking the BS degree must complete the following: CS 121, MTH 111 and either CS 122 or CS 340.</i> | |

| | |
|---|-----------|
| Theatre Minor | 27 |
| TA 110 Introduction to Theatre | 3 |
| TA 251 Elements of Acting | 3 |
| Choose two | 6 |
| TA 244 Technical Theatre: Scenecraft | |
| TA 245 Technical Theatre: Lighting | |
| TA 246 Technical Theatre: Costuming | |
| TA 247 Technical Theatre: Sound | |
| TA 252 Technical Theatre: Makeup | |
| Choose one | 3 |
| TA 301 History of Theatre (Greece through 1650) | |
| TA 302 History of Theatre (1650-1850) | |
| TA 303 History of Theatre (1850-Present) | |
| TA 353 Advanced Production Workshop | 3 |
| Upper-division electives in Theatre | 9 |



Graduate Studies

WESTERN OREGON
UNIVERSITY

GRADUATE STUDIES

Joseph Sendelbaugh, Director

PROGRAMS

MA/MS in Correctional Administration

MA in Teaching (MAT)

Health
Humanities
Mathematics
Science
Social Science

MA in Teaching: Initial Licensure
High School Authorization

MS in Education (MS Ed)

Continuing Oregon Licensure or Standard Oregon
Licensure or No Licensure
Information Technology
Special Education
Teacher Preparation: Deaf Education

MS in Rehabilitation Counseling

Rehabilitation Counseling
Rehabilitation Counseling: Deafness

Non-degree, graduate level licensure programs

Early Intervention/Special Education
Handicapped Learner (Standard Endorsement)
Special Educator

Endorsements

Bilingual/ESOL Education
Early Childhood Education
Reading

PROGRAM OBJECTIVES

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

The graduate faculty consists of the President and Provost of WOU, the academic deans, the director of graduate programs, the Colleges' graduate coordinators and members of the faculty who have been named by their divisions and approved by the director of graduate studies.

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

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

ADMISSION PROCEDURES

All persons wishing to enroll at WOU at the graduate level must be admitted to the university by the Admissions Office. Admission to the university as a graduate student does not constitute acceptance as a candidate for a master's degree.

To apply for admission to WOU's graduate study, students must complete the following steps:

- Submit a completed Application for Graduate Admission form and the nonrefundable and nontransferable \$50 application fee.
- Supply to the Admissions Office sealed official transcripts from all institutions attended.
- Present one unofficial copy of the current teaching license held, if the application is for a professional education program.
- Performance on the Miller Analogies Test or the general Graduate Record Examination (verbal/quantitative/analytical scores) may be required.
- A health history report is required of all new full time students.
- International students must provide proof of proficiency in the English language. Graduate admission requires a TOEFL score of 550 (computer score 213). Students who have earned a Bachelor's degree from WOU must still submit at least a 550 TOEFL (213 CBT) score for graduate admission.

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

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

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

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

All documents become the property of the university and are nonreturnable. The university reserves the right to deny credit for course work completed before a student is officially admitted for graduate study.

OFF-CAMPUS, EVENING AND SUMMER SESSION STUDENTS

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

CLASSIFICATION

The Admissions Office admits and classifies eligible students on the basis of their undergraduate grade point average and declaration of intent in the application for admission.

Qualified students seeking a degree are classified either as regular or probationary graduate students. All students must be classified as regular before being admitted to degree candidacy.

A student will be admitted as a regular graduate student if he/she intends to complete a planned program leading to a master's degree or a graduate licensure program and meets all of the following requirements:

- holds a bachelor's degree from a four-year accredited institution as defined by the American Association of Collegiate Registrars and Admissions Officers; AND
- has a grade-point average of not less than 3.00 for the last 60 semester hours or 90 quarter hours of undergraduate work attempted in the bachelor's degree program; OR
- has submitted a passing score of at least 40 on the Miller Analogies Test (MAT) or an average score of 450 on the Verbal and Quantitative Sections and minimum 3.5 on the Analytical Writing Section of the General Text of the Graduate Record Examination (GRE).

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

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

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

FILING A PLAN OF STUDY

All graduate students must file a plan of study. This plan will list all courses needed for a particular degree. The plan must be signed by the graduate student and advisor(s). A plan of study is required for financial aid. The plan should be submitted to the Graduate Office as early as possible, and in most cases no later than the student's second term of study.

CANDIDACY

Candidacy is required at approximately the time a graduate student reaches the midpoint of his/her program of study. It must be done after the first twelve (12) credit hours have been completed and before beginning the last fifteen (15) credit hours of study. Candidacy is the final acceptance by the university of a graduate student into his/her degree program. A graduate student cannot complete his/her final exit evaluation without first being accepted as a candidate. Additional candidacy information and forms are available at www.wou.edu/graduate.

FINAL EXIT EVALUATION

All graduate students must complete one or more final exit evaluations. The type of exit evaluation is determined when the graduate degree is approved. Common exit evaluations consist of written comprehensive examination, thesis, portfolio, field studies, and professional projects or combinations of two exit evaluations. The Graduate Office will determine the type of exit evaluation(s) based on the graduate student's plan of study.

Candidates who elect to write a thesis in lieu of the final written comprehensive examination must follow the procedures outlined in the [Guidelines for the Development of a Master's Degree Thesis, Professional Project, or Field Study](#) which can be found on the web at: www.wou.edu/graduate. Copies are also available in the Graduate Office. A final oral examination will be required of all candidates who elect alternative research in lieu of the final written comprehensive examinations. The oral examination accompanying alternative research is not limited to the thesis, field study, portfolio, or professional project, but may cover any aspect of the candidate's program.

A special fee is required when engaged in any phase of research such as developing or collecting data, 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.

Some divisions at WOU require comprehensive written examinations based on course work in the student's content area in addition to the completion of thesis, field study, professional project, or portfolio.

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

A candidate is eligible to complete final evaluations only after being admitted to candidacy for the master's degree, and all course work has been completed or the candidate is in the final term of enrollment. All incomplete grades must be changed to a letter grade before a student will be allowed to take his/her comprehensive examination. Examinations are offered each winter, spring and summer term.

GRADUATE COURSE NUMBERING SYSTEM

500-599: courses that are usually assigned dual numbers at both the 400 and 500 level and have both graduate and undergraduates in attendance.

500M-599M: courses are open to master's degree students or non-admitted students who have completed a bachelor's degree from a recognized university or college.

All master's degree programs must have at least half of all course work numbered with the 500M-599M designation.

GRADUATE GRADING SYSTEM

The following grading scale is employed at the graduate level:

| | | |
|----------|---|-----------------------------|
| A = 4.0 | } | Excellent |
| A- = 3.7 | | |
| B+ = 3.3 | } | Normal graduate performance |
| B = 3.0 | | |
| B- = 2.7 | | |
| C+ = 2.3 | } | Below graduate standards |
| C = 2.0 | | |
| C- = 1.7 | | |
| D+ = 1.3 | } | Failure |
| D = 1.0 | | |
| D- = 0.7 | | |
| F = 0.0 | | |

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)
- W – Withdrawn
- X – No grade received/no basis for grade

Although grades of C+, C, and C- are below the graduate standard, up to eight (8) hours may be counted as credit toward a master's degree if the course(s) was/were taken through Western Oregon University. Grades below a B cannot be transferred into a WOU graduate program from another accredited university or college.

The graduate student must always maintain a B (3.0 GPA) average on the courses fulfilling the degree requirements (courses listed on the student's Graduate Plan of Study). A department/program can establish more rigorous policies concerning the use of "C" grades in a degree program and/or overall minimum GPA requirements. Grades of D or F indicate unacceptable work and carry no graduate credit. A graduate student whose overall GPA falls below 3.0 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 advisor or program coordinator. A grade of P/NC can be used by only a limited number of degree programs that have received special authorization and which can be counted as credit toward a graduate degree.

PROCEDURES FOR GRADUATE STUDY

Admission to the University—complete before enrolling

- Application for admission and transcripts are filed with the Director of Admissions.
- A copy of the teaching license or petition for waiver, when applicable, is necessary.
- Miller Analogies Test or general Graduate Record Examination scores may be required.

Enrollment in Graduate-Level Programs—complete during first term on campus

- Complete requirements for admission as a regular graduate student.
- Departmental and program entrance requirements must be satisfied when applicable.
- The proposed program plan must be completed with the assistance of the appropriate advisor and submitted to the Graduate Office for final approval, including the thesis proposal, if applicable. **This should be completed during the second term of on-campus course work.**

NOTE: The steps listed above must be completed by graduate students seeking additional endorsements or licensure.

Admission to Candidacy for a Master's Degree—initiate during first full-time enrollment

- References from three faculty members who taught courses included in the approved master's program must be filed with the Graduate Office.
- An application for candidacy form must be filed with the Graduate Office.
- At least 12 hours of the approved program must have been completed on campus.

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

Final Evaluation Procedures—apply one term prior to completion of final course work

- Application for completion of master's degree must be filed with the Graduate Office one term prior to completion of final course work.
- Final evaluation procedures must be completed, either written examinations or alternative evaluations.

Conferring of Degree

- Degrees are conferred at the June commencement following completion of degree requirements.

Special Regulations Concerning Incomplete Grades

1. The instructor of a course has the final decision regarding the appropriateness and willingness to award a grade of *incomplete*.
2. A graduate student with more than nine (9) hours of uncleared incomplete course work (except for student teaching, internship, thesis, field study, and/or professional project) will have a hold placed on registration until a petition has been submitted to the Director of Graduate Studies and a remediation plan approved.
3. A student requesting a grade of *incomplete* and the course instructor issuing a grade of *incomplete* must both sign a contract that specifies:
 - a. the course assignments remaining to be submitted to remove the grade of *incomplete*; and
 - b. a timeline for completion of course requirements.
4. 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.
5. 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.
6. The Graduate Studies Office will not allow students to sit for their final comprehensive examination until past *incomplete* grades have been cleared.

Regulations Concerning Withdrawals

Withdrawals from a course must be initiated by the graduate student. It is the student's responsibility to withdraw properly by the deadlines as established by the Registrar's Office.

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

Withdrawal from a Course:

1. The student must complete an add-drop form, obtain the necessary signatures, and return the form to the Registrar's Office before the end of the sixth week of the term. The student may withdraw from any course without responsibility for a grade and no entry will be made on the student's permanent scholastic record.
2. After the sixth week of the term, students can no longer withdraw from a class. A medical emergency or other catastrophic event are the only exceptions permitting withdrawal after the sixth week.

Withdrawal from the University:

1. The student must complete an application for withdrawal from the University, obtain the necessary signatures, and return the form to the Registrar's Office before the end of the sixth week of the term.

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

Regulations Concerning "X" Grades

A student who does not attend class or turn in course assignments will receive a grade of "X", which indicates that there is no basis for assigning a grade. Students who receive an "X" in any course will have to register for the course again to receive credit.

A student who has participated in a course but has failed to complete essential work or attend examinations, and who has not communicated with the instructor, will be assigned a "D" or "F" or whatever grade the work has earned.

ACADEMIC LOAD

The full time course load for graduate students is nine (9) graduate credits, including course work portfolio, professional project, field study, or thesis. The maximum course load for graduate students is sixteen (16) credits with any combination of courses (graduate or undergraduate) during fall, winter, or spring term. Nine (9) 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 Western Oregon University.

CONTINUING REGISTRATION

WOU does not require a graduate student to be continually registered during each term as he/she progresses through a master's degree. A special fee is required when engaged in any phase of research such as developing or collecting data, preparing for final examinations, or any aspects of a thesis, field study or professional project development in which university facilities or library resources are used and the student is not registered for graduate courses. The non-registered continuing student fee is assessed through the Business Office.

SPECIAL LIMITATIONS ON SPECIAL ARRANGEMENT ("O") COURSES

A maximum of fifteen (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 advisor. Fifteen credit hours of 506, 506M, 507, 507M, 508, 508M, 509, and 509M courses may be included in a program. Additionally, there is a limit of nine (9) credit hours of any one number.

TRANSFER CREDITS

Any transfer credit used in a master's degree program must be documented with an official sealed transcript from an accredited university. All transfer course work must be approved by the student's advisor and should be submitted and approved early in the student's program. Only graduate level course work acceptable to the granting institution for master's degree programs and graded A or B can be transferred. The maximum transfer credit accepted toward a master's degree program is 15.

Credits from non-accredited colleges and universities cannot be used in a master's program.

SPECIAL CASE SITUATION FOR UNDERGRADUATE STUDENTS

Undergraduate students within 12 quarter hours of completing all requirements for the bachelor's degree, but not including students 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 500M-599M courses. Petition forms to reserve graduate courses are available from the Registrar's Office.

CHALLENGING A COURSE

Graduate courses cannot be challenged. If a graduate student has extensive background in an academic area, the graduate student's advisor can determine other graduate courses that can be substituted for the course in question on the plan of study. A substitution form must be submitted to the Graduate Office.

TIME LIMIT TO COMPLETE MASTER'S DEGREES

Course work and requirements for a master's degree program must be completed within a period of five years. This includes all residence credit, all applicable transfer credit and required final evaluation. If a thesis, field study, professional project, or portfolio is involved, it is to be completed within the five-year limit. A petition requesting use of credits earned between five and seven years prior to completion of the degree program may be approved by the Graduate Studies Committee.

APPLICATION TO GRADUATE

Each candidate must file an *Application for Completion of the Master's Degree* with the Graduate Office. This application also serves as the application to complete the final evaluation procedures. This form must be submitted at least ten weeks before the date the student wishes to complete his/her degree. Additional general information is available on the web at: www.wou.edu/graduate.

CONFERRING OF DEGREES

All courses with marks of "I" (incomplete) from previous terms must be finished and the grades filed with the Registrar's Office before the end of the term in which program requirements are expected to be completed, or graduation will be delayed until a later term. Incompletes received in the final term must be finished and the grades recorded in the Registrar's Office within three weeks after the end of the final term, or the diploma will be invalidated. The diploma for the master's degree will be conferred at the June commencement subsequent to the completion of all degree requirements.

MA/MS IN CORRECTIONAL ADMINISTRATION

The Master of Arts and Master of Science in Correctional Administration degree programs are currently under revision and a new degree title has been proposed. The proposed degree program will move from a focus in administration to a stronger emphasis in preparing students for a wide range of advanced professional positions in criminal justice agencies. Revisions are also designed to provide academic credentials necessary to teach at the community college level, and provide the necessary preparation for those students who desire to further their education at the doctoral level.

All students interested in this program should contact the program coordinator for the latest up-to-date information.

| | |
|---|-----------|
| Professional Core | 24 |
| CJ 512M Research in Criminal Justice | 4 |
| CJ 517M Criminal Justice Administration & Organizational Behavior | 4 |
| CJ 519M Ethics and Leadership in Criminal Justice Organizations | 4 |
| Select three courses from the following | 12 |
| CJ 516M Community-based Corrections | |
| CJ 518M Theory of Criminal Law | |
| CJ 520M Offender Treatment | |
| CJ 521M Human Resource Management in Criminal Justice | |
| CJ 522M Strategic Planning in Criminal Justice | |
| CJ 556M Contemporary Issues in Criminal Justice | |
| CJ 560M Theory and Research in Crime and Delinquency | |

Requirements for the two program options include study in professional, social, or behavioral sciences. Professional areas of study available at the graduate level at WOU are in education. Graduate social and behavioral sciences available at WOU include psychology, geography, history, and criminal justice. The program option decision, as well as the course of study within those options, should be made in consultation with a graduate faculty advisor.

| | |
|--|-----------|
| Academic Studies Program | 45 |
| Professional Core | 24 |
| Supporting area in professional, behavioral or social science | 12 |
| Supporting area in second professional, behavioral or social science ... | 9 |
| Professional Studies Program | 45 |
| Professional Core | 24 |
| Thesis/Field Study or On-Site Management Experience | 9 |
| Supporting area in professional, behavioral or social science | 12 |

NOTE: Formal admission is required for all students seeking the MA/MS in Criminal Justice. Students must meet all application requirements for graduate admission plus submit a letter to the criminal justice faculty explaining why they are seeking a graduate degree and how it meets their professional goals. In addition, three letters of reference are required, at least two from professors familiar with the candidate's academic abilities.

MASTER OF ARTS IN TEACHING: STANDARD LICENSURE OR NO LICENSE

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

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

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

| | |
|---|-----------|
| Master of Arts in Teaching (MAT) | 45 |
| Professional Education Courses | 15 |
| Academic Area | 30 |
| <i>This portion of the total program is to be approved by a designated advisor in terms of the student's needs and requirements in the academic areas listed below.</i> | |
| Health 30 | |
| <i>(At least one-half of the courses must be at the 500M level)</i> | |
| Required core | 15 |
| HE 515 Child and Adolescent Health | |
| HE 520 Healthy Relationships | |
| HE 525 Current Issues in Nutrition | |
| HE 575 Epidemiology | |
| HE 507 Seminar | |
| Electives in health or related areas | 15 |
| Humanities (Language Arts) | 30 |
| <i>(At least one-half of the courses must be at the 500M level)</i> | |
| Course in criticism | 3 |
| Course in language | 3 |
| Course in writing | 3 |
| Course in literature | 3 |
| Electives in Language Arts | 18 |
| Mathematics | 30 |
| Required core | 9 |
| MTH 538M Transformational Geometry | |
| MTH 547M or 548M Abstract Algebra | |
| MTH 581M Foundations of Math | |
| Choose two | 6 |
| MTH 537 Topology | |
| MTH 541 Linear Algebra II | |
| MTH 552M Numerical Analysis | |
| MTH 547M or 548M Abstract Algebra | |
| Elective in Mathematics or related areas (at least 6 in Mathematics) | 15 |
| Science | 30 |
| <i>Thirty hours leading to a concentration in Biology, or Integrated Science, or a combination of Biology and Integrated Science.</i> | |
| Social Science | 30 |
| Required Core | 6 |
| HST 520 Philosophies of History and HST 507M Seminar: History ~or~ | |
| GEOG 507 Seminar | |
| Electives in History/Geography/Social Science | 24 |

MASTER OF ARTS IN TEACHING: INITIAL LICENSURE

The Master of Arts in Teaching: Initial Licensure degree at WOU is designed for individuals who hold a bachelor's degree in a subject area and wish to pursue licensure in teaching. The program culminates in a Master's degree and initial licensure at the high school level only. The objective of the program is to provide in-depth preparation in the theory and pedagogy of teaching. WOU's College of Education accepts applicants on a competitive basis for each cohort. Visit the MAT Program website at www.wou.edu/mat for application materials.

The MAT: Initial Licensure is a 57 credit hour program of prescribed courses.

Students obtaining the Master of Arts: Initial Licensure degree must, within 6 years, meet the requirements for and obtain a

Continuing License.

| | |
|--|-----------|
| MAT: Initial Licensure | 57 |
| ED 515M Foundations of Education: Critical Theory | 3 |
| PSY 522M Adolescent Development for Educators | 3 |
| ED 518M Multiple Intelligences and Multicultural Education | 3 |
| CSE 510 Computers in Education | 3 |
| ED 509M MAT: Preservice Practicum | 3 |
| ED 509M MAT: Field Based Practicum | 3 |
| ED 516M MAT: Student Teaching | 5 |
| ED 521M Teacher as Researcher: Action Research | 3 |
| ED 524M Special Populations Seminar | 1 |
| ED 525M Classroom Discipline and Management | 3 |
| ED 527M Assessment of Teaching and Learning | 3 |
| ED 539M Curriculum and Planning: Work Sample Methodology | 3 |
| ED 551M Critical Literacy and Metacognition Across Content Areas ... | 3 |
| ED 561M Leadership Project | 3 |
| ED 569M Pedagogical Content Knowledge | 1 |
| ED 577M Integrated Methods | 2 |
| ED 595M Applied Research Seminar: Leadership Project | 2 |
| ED 597M Student Teaching | 10 |

MASTER OF SCIENCE IN EDUCATION

CONTINUING, STANDARD LICENSURE, OR NO LICENSURE

All Authorization Levels

The Master of Science in Education: Continuing or Standard Licensure degree is designed for individuals who hold Initial or Basic Licensure in Oregon and who plan to meet the requirements for Continuing or Standard Licensure in order to be employed as licensed teachers. A non-licensure program is also available.

This degree consists of 45 credit hours of approved graduate-level courses in a combination of education and advanced content/specialty courses. The credits are distributed as follows:

- A minimum of 18 credit hours in the Professional Education Core
- 21 hours of coursework in advanced content/specialty from the following programs: (Not all content areas available for every authorization level)
 - Bilingual/English as a Second Language
 - Creative Arts for Teachers
 - Drama/Theatre
 - Educational Media
 - Early Childhood Education
 - Early Childhood/Elementary Interdisciplinary Studies
 - Elementary Interdisciplinary Studies (Standard License only)
 - Elementary/Middle Interdisciplinary Studies
 - English
 - Health
 - Integrated Science
 - Mathematics
 - Middle Level Education
 - Modern Languages: French, German, Spanish
 - Physical Education
 - Reading
 - Social Science
 - Special Education
 - Talented and Gifted Emphasis
- Six hours Advanced Proficiency Documentation or electives

M.S. in Education: Continuing or Standard Licensure **45**

| | |
|--|-----------|
| Professional Education Core | 18 |
| Foundations (Choose one) | 3 |
| ED 560M Contemporary Foundation of Education | |
| ED 546M Philosophy of Education | |
| Research | 6 |
| ED 512M Quantitative Research in Education | |
| ED 534M Qualitative Research in Education | |
| Technology (Choose one) | 3 |
| CSE 520 Computer as a Management Tool* | |
| CSE 524 Internet for Educators* | |
| CSE 525 Creating an Internet Website* | |
| LIB 586M Emerging Information Technology | |
| <i>*Note: If the course selected in this section is not designated as an "M" course, the candidate must take another 3 credit course, probably in the Content/Specialty courses, that does have the "M" designation.</i> | |
| Classroom Climate (Choose one) | 3 |
| ED 529M The Classroom Teacher/Counselor | |
| ED 554M Personalizing Classroom Climate | |
| Learning and Human Development (Choose one) | 3 |
| PSY 520M Learning and Memory for Instruction | |
| PSY 521M Developmental Psychology: Concepts and Applications | |

Advanced Content/Specialty 21

This portion of the degree is often planned by faculty in Liberal Arts and Sciences and the faculty in Education. Students may continue graduate-level work in their academic areas ~OR~ additional endorsement courses may be added. Students seeking to complete a new authorization level or endorsement within the 21 credit hours portion of the program are required to complete a 90 clock hour practicum in the appropriate authorization level or endorsement.

Advanced Proficiency Documentation 6

Advanced Proficiency is required only for students seeking a continuing license. Students not seeking a continuing license may take 6 credit hours of electives as approved by the advisor.

This course is designed as a minimum year long on-the-job demonstration of competency. The student-candidate must be employed as a teacher in an early childhood, elementary, middle level, high school or special education setting. This documentation, prepared by the student with the guidance of faculty members and peer teachers, is designed to demonstrate the student's ability to teach and work with others at an advanced level of performance. Activities and requirements specifically address Teacher Standards and Practices Commission requirements for Continuing License as well as National Council for Accreditation of Teacher Education, National Board for Professional Teaching Standards, and Northwest Commission on Colleges and Universities.

Note: Interested candidates should contact the College of Education, Field Placement Office for current updates.

Note: Some divisions may require a comprehensive examination in addition to the College of Education requirements for the degree.

INFORMATION TECHNOLOGY

The program leads to a Master of Science in Education degree with a specialization in Information Technology. The program prepares students who wish to specialize in computer applications in education and training. Graduates usually aspire to positions in government, industry or public agencies.

Enrollment in this program is limited. Any student interested in this program must meet with Dr. Dana Ulveland before any coursework is taken.

SPECIAL EDUCATION

The Master of Science in Education: Special Education requires a minimum of 45 graduate credits of which the majority are in Special Education. Students entering this program may include content from teaching endorsement programs such as the Special Educator Endorsement Programs, or the Early Intervention Special Education Endorsement Programs. They may have, but are not required to have, prior teaching licensure.

In addition to admission to graduate study at WOU, the student must be admitted to a specific Special Education program of study. This includes completion of the CBEST or the PPST, a program application and interview, and documentation of experience with children or youth. To contact the department, (503)838-8322 V/TTY or special@wou.edu.

M.S. in Education: Special Education (minimum University requirement) 45

(Courses may be part of the Special Educator Endorsement, the Early Intervention/Early Childhood Special Education Endorsement, or the Standard Handicapped Learner Endorsement Programs.)

TEACHER PREPARATION: DEAF EDUCATION

The Teacher Preparation: Deaf Education (TPD) program is designed to reflect an American Sign Language/English approach to the education of deaf and hard of hearing children in various school settings. All students admitted to this graduate program must meet the entrance standards established by both the University and College of Education and demonstrate American Sign Language proficiency by taking the ASLPI test. The TPD program requires practicum or student teaching at all four levels of teacher authorization (early childhood, elementary, middle school and high school). Final student teaching is done in the area of specialization. All TPD core courses are taught in ASL.

TPD: Option I is designed for teachers who hold or are eligible to hold a valid teaching license. Six quarters of training are required to complete the program.

TPD: Option II is designed for students who do not hold a teaching license. Seven quarters are required to complete this program.

M.S. in Education: Teacher Preparation: Deaf Education 74-85

Professional Education Core (Option I) Previously Licensed Teachers 6

| | |
|--|---|
| ED 546M Philosophy of Education ~or~ | |
| PSY 520M Learn/Memory for Instruction | 3 |
| TPD 540M Educational Research and Scholarly Writing: DHH | 3 |

Professional Education Core (Option II only) No Previous Teaching License 17

| | |
|--|---|
| ED 546M Philosophy of Education ~or~ | |
| PSY 520M Learn/Memory for Instruction | 3 |
| PSY 588 Theories/Development ~or~ | |
| PSY 521M Developmental Psychology: Concepts and Applications | 3 |
| SPED 509M Practicum in General Education | 2 |
| SPED 520 Introduction to Curriculum and Instructional Planning | 3 |
| CSE 510 Computers in Education ~or~ | |
| TPD 507M Seminar | 3 |
| TPD 540M Educational Research and Scholarly Writing: DHH | 3 |

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|---|-----------|
| Common Deaf Education Core (Both Options I and II) | 67 |
| SPED 518 Survey of Special Education | 3 |
| SPED 546M Law and Special Education..... | 3 |
| SPED 571M Intro to Early Intervention/Early Childhood Spec Ed | 3 |
| SPED 572M Transition Planning and Programming..... | 3 |
| TPD 507M Seminar: Professional Development | 1 |
| TPD 509M Practicum I: Observation | 1 |
| TPD 509M Practicum II: Academic/Functional | 2 |
| TPD 509M Practicum III: Academic/Functional..... | 3 |
| TPD 539M Student Teaching: Deaf/Hard of Hearing..... | 15 |
| TPD 541M Diag/Presc Tch: Deaf/Hard of Hearing | 3 |
| TPD 542M Curr Dev/Instruct Methods for Deaf/Hard of Hearing | 3 |
| TPD 556 First/Second Lang Acquisition: Deaf/Hard of Hearing..... | 3 |
| TPD 557M ASL/English Teaching Methods: Deaf/Hard of Hearing | 3 |
| TPD 562M Assessment Procedures: DHH pre-K-12 | 3 |
| TPD 576M Past and Present Issues in Deaf Education..... | 3 |
| TPD 578M Speech Development in Deaf/Hard of Hearing | 3 |
| TPD 579M Meth of Teaching Math & Science: Deaf/Hard of Hearing 3 | |
| TPD 580M Language and Literacy: Deaf/Hard of Hearing..... | 3 |
| TPD 581 Contrastive Linguistic Analysis: ASL/English | 3 |
| TPD 593M Audiological Measurements & Technology | 3 |

MASTER OF SCIENCE IN REHABILITATION COUNSELING

The Rehabilitation Counselor Education program at WOU was established on the belief that individuals who are Deaf and/or have disabilities have a right to lead fulfilling, independent and productive lives. Trained professionals are an important component to the realization of this right. To that end, the faculty is dedicated to preparing rehabilitation professionals who are skilled in advocating for and with persons who are Deaf and/or have disabilities and who are competent counselors knowledgeable about the development and dissemination of innovative and culturally sensitive rehabilitation practices and policies.

Rehabilitation Counseling is offered at the graduate level only. Preparation consists of a two-year sequential program that integrates academic knowledge and theory with closely supervised counseling practice. The program is designed to prepare counselors to work with persons who are Deaf or who have some type of physical or mental disability. Graduates are prepared for positions in a variety of agencies where the counselor is part of a team of specialists providing comprehensive services to persons of disability. Employment opportunities that are within the scope of training include: vocational rehabilitation counselor, case manager with a vendor who serves vocational rehabilitation clients, community services coordinator for adults with disabilities, disabled student services, client advocate, and group or supported living coordinator.

The program emphasizes five major academic components:

- Individual and group counseling theory and technique;
- The influence of career selection and personal independence on the daily lives of persons with disabilities;
- The social and psychological impact of disability, social/cultural differences, and/or deafness on an individual and family;
- The federal, state, and private service delivery systems for persons with disabilities; and,
- Self-awareness on the part of the counselors-in-training.

The program offers two tracks: 1) the general Rehabilitation Counseling (RC) track offers a wide range of experiences with persons who have a variety of disabilities; 2) the Rehabilitation

Counseling with the Deaf (RCD) emphasis maintains a national reputation, and is one of only five national programs in rehabilitation deafness. The two tracks share several core classes, but those students specializing in deafness are assigned to a specifically focused practicum and internship experiences coupled with additional required courses.

The program is accredited by the Council on Rehabilitation Education (CORE). All students must complete at least 72 graduate credits of study. Training begins with the fall term each year and requires a minimum of seven sequential terms and includes one Summer term. Most full-time students complete the program by June of their second year.

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|---|-----------|
| M.S. in Rehabilitation Counseling | 72 |
| RC 509M Practicum in Rehabilitation Counseling | 9 |
| RC 510M Rehabilitation Counseling Internship | 15-18 |
| RC 540 Medical Aspects in Rehabilitation..... | 3 |
| RC 551M Theory and Techniques of Rehab. Counseling I | 3 |
| RC 552M Theory and Techniques of Rehab. Counseling II | 3 |
| RC 553M Theory and Techniques of Rehab. Counseling III | 3 |
| RC 555M Social and Cultural Counseling in Rehabilitation | 3 |
| RC 561 Disability & Its Effect on Individual Behavior | 3 |
| RC 562M Measurement and Assessment Procedures in Deafness and Rehabilitation | 3 |
| RC 564M Introduction to Rehabilitation Process | 3 |
| RC 565M Placement & Use of Comm Resources in Rehab. | 3 |
| RC 571M Group Procedures | 3 |
| RC 590 Professional Issues in Deafness Rehabilitation (RCD only) | 3 |
| RC 596M Issues/Case Management | 3 |
| ED 512M Quantitative Research in Education | 3 |
| SPED 572M Transition Planning and Programming..... | 3 |
| Electives | 6-9 |

Note: All RC 509M/510M sections will be P/NC grading only. A "P" grade represents work of at least "B" level.

Required Support Rehabilitation Counseling Deafness (RCD) Emphasis

Students in the deafness rehabilitation emphasis in addition to Internship experiences with clients who are deaf may also take:

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|---|-----|
| RC 507M Seminars: Special Topics in Deafness Rehabilitation | 1-3 |
| RC 590M Professional Issues/Deafness | 3 |
| TPD 593M Audiological Measurements & Technology | 3 |

All RCD students must demonstrate American Sign Language competency.

NON-DEGREE LICENSURE PROGRAMS

The program requirements listed in this catalog fulfill the requirements for the Oregon Teacher License that were in effect at the time this catalog was printed. Legal responsibility and authority for the licensing of teachers in the State of Oregon are vested in the Oregon Teacher Standards and Practices Commission. Candidates seeking an Oregon Teacher License must satisfy the rules and regulations in effect at the time of application for licensure.

GENERAL REGULATIONS

Scope of Program. The planned program must total a minimum of 45 credit hours and may include both upper-division and graduate-level courses. At least 12 hours of 500M level graduate courses must be utilized in the program.

Transfer Credit. Not more than 24 hours of approved credit may be transferred from other accredited institutions. Credits earned through correspondence study will not apply to the program.

Time Limit. Only those courses completed within a period of five years before the actual completion of the program will apply. This includes all residence and transfer credit. However, credit earned between five and seven years prior to completion of the program may be approved by petition.

Residence Requirement. At least 21 credit hours must be completed on the WOU campus.

Maximum Load. A maximum load in a regular term is 16 credit hours unless a petition to carry an overload has been approved by the Registrar prior to or during the week of registration.

PROCEDURES

Teachers planning to accomplish licensure through a non-degree program should:

- Complete procedures to be admitted to the university as a graduate student.
- Initiate procedures through the Graduate Office to plan a program with an advisor.
- File an approved program contract with the Graduate Office. At least 24 credit hours of the official program must be completed after approval of the program.
- Upon completion of program requirements, initiate change-of-license procedures with the College of Education.

EARLY INTERVENTION/SPECIAL EDUCATION I & II

The Early Intervention/Special Education Program focuses on the special educational needs of children from birth to age 8; and strategies for meeting those needs.

The Initial License and Endorsement Program in Early Intervention and Special Education I and II can lead to either an endorsement added to an elementary or special education license; or a license in special education. A program advisor can discuss in more detail information regarding licensing requirements.

Students completing any of these endorsements, with advisor approval, may also complete an M.S. in Education program with a specialization in either Early Childhood Education or Special Education.

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|--|-----------|
| EI/SE Endorsement - I | 21 |
| Early Intervention Core | 12 |
| SPED 571M Introduction to Early Inter/Early Childhood Spec Ed..... | 3 |
| SPED 577M Assessment, Curriculum and Intervention Strategies in Early Intervention/Early Childhood Special Education3 | |
| SPED 509M Practicum: Early Intervention/Early Childhood Special Education ~or~ | |
| SPED 510M Internship EI/ECSE | 6 |

Students having an Elementary Education Endorsement or Special Education license will complete nine credits from:

| | |
|---|----------|
| Special Education Core | 9 |
| Courses selected with consent of advisor. ~or~ | |
| Early Childhood Core | 9 |
| Courses selected with consent of advisor. | |

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|---|-----------|
| EI/SE Endorsement II | 46 |
| Early Intervention Core | 16 |
| SPED 571M Intro to Early Intervention/Early Childhood Special Ed.... | 3 |
| SPED 577M Assessment, Curriculum and Intervention Strategies in Early Intervention/Early Childhood Special Education | 3 |

| | |
|--|---|
| SPED 507M Seminar: Professional Development FSFE | 1 |
| SPED 509M Practicum: Early Intervention/Early Childhood Special Education ~or~ | |
| SPED 510M Internship EI/ECSE | 6 |
| SPED 546M Law and Special Education | 3 |

| | |
|---|----------|
| Special Education Core | 9 |
| Courses selected with consent of advisor. | |

| | |
|---|----------|
| Early Childhood Core | 9 |
| Courses selected with consent of advisor. | |

| | |
|---|-----------|
| Final Supervised Field Experience: EI/ECSE | 12 |
| SPED 539M Final Supervised Field Experience ~or~ | |
| SPED 510 M Internship EI/ECSE | |

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|--|-----------|
| Standard Endorsement in Early Intervention and Special Education I & II | 15 |
| SPED 582M Contemporary Issues: Special Education | 3 |
| Electives (selected with program advisor) | 12 |

HANDICAPPED LEARNER

The Handicapped Learner Standard Add-on Endorsement Program may be completed as part of a Master's degree or non-degree fifth-year program. All candidates must hold or be eligible to hold an Oregon Basic or Standard teaching license. Candidates for a Master's degree also must meet the general graduate program requirements.

| | |
|--|-----------|
| Handicapped Learner Standard Endorsement | 15 |
| SPED 572M Transition and Self-determination | 3 |
| SPED 590M Intelligence Testing and Reporting | 3 |
| Choose one | 3 |
| SPED 584M Emotional and Behavioral Disabilities | |
| SPED 586M Autism: Issues and Strategies | |
| Elective Courses | 6 |
| <i>Six credits of additional graduate courses in Special Education as approved by the program advisor. These courses cannot be from the student's Basic Handicapped Learner Endorsement Program.</i> | |

SPECIAL EDUCATOR

The Special Educator initial endorsement program prepares teachers to work with students with mild disabilities and students with severe disabilities. The Oregon Teachers Standards and Practices Commission (TSPC) requires each student to be authorized to teach at one of two age-level authorizations: (1) early childhood/elementary or (2) middle school/high school. All endorsement course work taken at the 500 level can be included in the M.S. in Education: Special Education degree.

The Special Educator I program is designed for teachers who hold or are eligible to hold a valid initial teaching license. Six quarters of full-time training are required to complete the program.

The Special Educator II program is designed for students who do not hold a teaching license. Six quarters of full-time training are required to complete this program.

| | |
|---|-----------|
| Common Core (Special Educator I and II) | 35 |
| SPED 407/507 Tools for Graduate School | 2 |
| SPED 418/518 Survey of Special Education | 3 |
| SPED 420/520 Introduction to Curriculum and Instructional Planning3 | |
| SPED 522M Academic Remediation I | 3 |
| SPED 523M Behavior Support | 3 |
| SPED 525M Assessment for Instruction | 3 |
| SPED 528M Academic Remediation II | 3 |
| SPED 532M Medical Aspects of Low Incidence Disabilities | 3 |
| SPED 533M Low Incidence Disabilities Methods | 3 |

| | | |
|-----------|-------------------------------------|---|
| SPED 536M | Managing Communication Systems..... | 3 |
| SPED 542M | Standardized Assessment | 3 |
| SPED 546M | Law and Special Education..... | 3 |

In addition to the common 35 hour core, each student must take Special Educator I or Special Educator II courses as specified below:

Special Educator I

| | | |
|---|---|-----------|
| Early Childhood/Elementary Authorization | | 18 |
| SPED 507M | Seminar: Academic | 1 |
| SPED 509M | Practicum: Academic ~or~ | |
| SPED 510M | Internship | 3 |
| SPED 507M | Seminar: Low Incidence | 1 |
| SPED 509M | Practicum: Low Incidence ~or~ | |
| SPED 510M | Internship | 3 |
| SPED 539M | Student Teaching: EC/Elementary Special Educator ~or~ | |
| SPED 510M | Internship | 3 |
| SPED 507M | Seminar: FSFE | 1 |
| SPED 571M | Intro to Early Intervention/Early Childhood Special Education .. | 3 |
| SPED 577M | Assessment, Curriculum & Intervention Strategies in EI/ECSE | 3 |

Middle School/High School Authorization

| | | |
|--------------|--|---|
| 18 | | |
| SPED 507M | Seminar: Academic | 1 |
| SPED 509M | Practicum: Academic ~or~ | |
| SPED 510M | Internship | 3 |
| SPED 507M | Seminar: Low Incidence | 1 |
| SPED 509M | Practicum: Low Incidence ~or~ | |
| SPED 510M | Internship | 3 |
| SPED 539M | FSFE: Middle/High School Special Educator ~or~ | |
| SPED 510M | Internship | 3 |
| SPED 507M | Seminar: FSFE | 1 |
| SPED 447/547 | Partnerships in Special Education | 3 |
| SPED 572M | Transition & Self-Determination | 3 |

Special Educator II

| | | |
|---|---|-----------|
| Early Childhood/Elementary Authorization | | 27 |
| PSY 521M | Development Psychology: Concepts and Applications..... | 3 |
| SPED 507M | Seminar: Academic | 1 |
| SPED 509M | Practicum: Academic ~or~ | |
| SPED 510M | Internship | 3 |
| SPED 507M | Seminar: Low Incidence | 1 |
| SPED 509M | Practicum: Low Incidence ~or~ | |
| SPED 510M | Internship | 3 |
| SPED 539M | Student Teaching: EC/Elementary Special Educator ~or~ | |
| SPED 510M | Internship | 9 |
| SPED 507M | Seminar: FSFE | 1 |
| SPED 571M | Intro to Early Intervention/Early Childhood Special Education.. | 3 |
| SPED 577M | Assessment, Curriculum & Intervention Strategies in EI/ECSE .. | 3 |

Middle School/High School Authorization

| | | |
|--------------|--|---|
| 27 | | |
| PSY 520M | Learning and Memory for Instruction | 3 |
| SPED 507M | Seminar: Academic | 1 |
| SPED 509M | Practicum: Academic ~or~ | |
| SPED 510M | Internship | 3 |
| SPED 507M | Seminar: Low Incidence | 1 |
| SPED 509M | Practicum: Low Incidence ~or~ | |
| SPED 510M | Internship | 3 |
| SPED 539M | FSFE: Middle/High School Special Educator ~or~ | |
| SPED 510M | Internship | 9 |
| SPED 507M | Seminar: FSFE | 1 |
| SPED 447/547 | Partnerships in Special Education | 3 |
| SPED 572M | Transition & Self-Determination | 3 |

Note: This Endorsement may be part of an initial teaching license, or an add-on endorsement to an existing teaching license. Although some course work may be completed at the undergraduate level, it requires graduate study for completion. The graduate program content may be incorporated into a Master's Degree Program which requires 9-12 additional credits. The Special Educator Endorsement qualifies teachers to serve students with both mild and severe disabilities. This endorsement was formerly called the Handicapped Learner and Severely Handicapped Learner Endorsements.

ENDORSEMENTS

BILINGUAL/ESOL EDUCATION

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 classrooms, in "newcomer" settings, or design and develop programs for integrating students into regular classrooms.

Endorsement in Bilingual/ESOL or ESOL

| | | |
|------------|--|---|
| ED 482/582 | Bilingual/ESOL Education: Principles and Practices | 3 |
| ED 483/583 | Cultural and Community Needs of LEP Students in the Instructional Process..... | 3 |

Note: Successful completion of 4/582 and 4/583 strongly recommended for all other courses.

| | | |
|---|---|---|
| ED 484/584 | First and Second Language Acquisition in the Bilingual/ESOL Program | 3 |
| ED 491/591 | Curriculum Models and Instructional Strategies of Bilingual Classrooms | 3 |
| ED 492/592 | Classroom Strategies in First and Second Language Reading and Language Arts | 3 |
| Technology Elective (approved by advisor) | | 3 |

Note: All classes must be successfully completed before practicum. Students must apply to the Director of Field Services one term preceding practicum.

| | | |
|------------|---|---|
| ED 409/509 | Practicum (or verified equivalent teaching experience) | 3 |
|------------|---|---|

Note: The Bilingual/ESOL Praxis is required for this endorsement; for ESOL endorsement only, no second language is required, for the Bilingual/ESOL endorsement, verification of language proficiency is required.

BILINGUAL/ESOL EDUCATION ADVANCED STUDIES

This program is designed for students who have already taken basic courses in the field, and, preferably, have some experience teaching language minority students. Students taking these courses are preparing themselves to become consultants/specialists, program designers/coordinators, and/or special resources for their schools and districts. (No second language necessary, though preferred.)

Advanced Studies

| | | |
|---------|--|---|
| ED 506M | Special Individual Studies | 3 |
| ED 530M | Culturally and Linguistically Different Students in the Schools | 3 |
| ED 531M | Methodology: Language/Second Language Learning and Content for the Language Minority Student | 3 |
| ED 594M | Assessment of Limited English Proficient Students | 3 |



EARLY CHILDHOOD EDUCATION

WOU provides coursework designed to help people pass the TSPC required Praxis examination and practicum leading to an endorsement in early childhood education. This optional endorsement is an addition to a Basic or Standard teaching certificate with an elementary endorsement. The early childhood endorsement covers teaching children age 3 through grade 3.

Course of study

| | | |
|------------|--|---|
| ED 448548 | Developmentally Appropriate Practices | 3 |
| ED 485/585 | The Early Childhood Educator | 3 |
| ED 509M | Practicum: Early Childhood Education | 3 |
| ED 549M | Observation and Assessment of Young Children | 3 |
| ED 550M | Curriculum in Early Childhood Education | 3 |

READING

Students seeking an endorsement in reading must complete or have completed requirements for a teaching license. Reading is regarded as a support area to the teacher's area of original licensure. Courses in this program will enhance and broaden both reading specific knowledge and other responsibilities encountered by the classroom teacher, resource teacher, and reading specialist. All candidates for this endorsement must pass the Praxis exam for Reading Specialist.

Endorsement 21

Note: All programs must be approved by the Coordinator of Reading. Courses are listed sequentially and all classes must be successfully completed before practicum.

| | | |
|--------------------------|--|---|
| ED 455/555 | Foundations of Literacy K-Adult | 3 |
| Choose one | | 3 |
| ED 467/567 | Language Development and Reading | |
| ED 484/584 | First and Second Language Acquisition in the Bilingual/ESOL Program | |
| ED 572M | Curriculum and Material Designs in Reading | 3 |
| ED 568M | Assessment and Instruction in Reading | 3 |
| ED 509M | Practicum: Reading | 3 |
| Approved Electives | | 6 |

Course Descriptions

WESTERN OREGON
UNIVERSITY

Anthropology

ANTH 199 Special Studies (3)

ANTH 213 Language and Culture (3)

Introduces students to the anthropological study of language and communicative behavior. Examines the basic concepts underlying linguistic analysis and reviews anthropological studies of conversational practice and social variation in language and speech.

Its central concern is to elucidate the complex interplay between language, culture and social relations. Part of introductory sequence (ANTH 213, 214, 215 and 216) which may be taken in any order.

ANTH 214 Physical Anthropology (3)

Biological aspects of the human experience, especially interactions between biology and culture. A review of the modern synthetic theory of evolution; fossil evidence of early primate and hominid populations; the mechanisms of heredity, human variation and adaptation; and the development of culture in human evolution. Attention throughout the course to the nature of science as a cultural construct. Part of introductory sequence (ANTH 213, 214, 215 and 216) which may be taken in any order.

ANTH 215 Archaeology (3)

Understanding the human past through the study of material remains. A review of the methods used to collect and analyze data and the theories used to construct chronologies, reconstruct ancient life styles and explain the processes of cultural evolution. Examines some of the major contributions of archaeology and discusses the relevance of archaeology to everyday life. Part of introductory sequence (ANTH 213, 214, 215 and 216) which may be taken in any order.

ANTH 216 Cultural Anthropology (3)

Examines the concepts and methodology of cultural anthropology through ethnographic case studies of people around the world. Focuses on culture, or the learned beliefs, behaviors, and symbols unique to each society. Part of introductory sequence (ANTH 213, 214, 215 and 216) which may be taken in any order.

ANTH 310 World Prehistory (3)

A survey of human cultural evolution worldwide over the last four million years up to the beginnings of written records. Examines 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 (3)

The genetic basis of human evolution, human variation and modern human adaptive differences; the biological basis of human culture and the impact of culture on human biology. PREREQ: ANTH 214.

ANTH 312 Social Anthropology (3)

An examination of anthropological theory and research on the development of diversity in social organization; the role of social institutions; and the concept of culture as a means to understanding social variation.

ANTH 313 North American Prehistory (3)

A survey of the prehistory of the North American continent from the first peopling of the Western Hemisphere through the beginnings of regionalization, the origins of agriculture and village life and the development of complex societies. Attention to debates over the causes of these changes and to ethical issues confronting North American archeologists.

ANTH 314 Band and Tribal Societies (3)

Examines selected cultures organized at the band or tribal level in the modern world; explores issues of cultural survival and contributions of traditional societies to human knowledge.

ANTH 315 South American Prehistory (3)

A survey of the prehistory of the South American continent from the early occupations to the early domestication of plants and animals, the beginning of village life, the development of complex cultures, and the coming of Europeans. Attention is given to issues concerning peopling of the Western Hemisphere, the development of state level societies, pre-Colombian contacts, and the historic period impact of Europeans on the indigenous cultures.

ANTH 316 Circumpolar Peoples (3)

A survey of peoples living in Arctic regions of the world: similarities and differences in environment and technology, social and belief systems; issues of acculturation, native identity and the struggle for cultural survival.

ANTH 325 Fieldwork and the Cross-Cultural Encounter (3)

Prepares students to conduct anthropological research in both American and non-Western settings. Teaches students an array of anthropological research methods including participant-observation, structured and unstructured interviews and background research of anthropological literature. Will also familiarize students with issues of cultural difference by offering insightful readings by anthropologists who reflect upon their personal research experiences.

ANTH 326 Ethnographic Writing (3)

Examines how anthropologists organize their field data into ethnographic texts. Students read and critique a variety of anthropological works and genres. Reviews key issues that arise in the construction of ethnographies, including issues of truth, representation, reflexivity, and political agenda. PREREQ: ANTH 216.

ANTH 330 Contemporary Chican@/Latin@ Culture (3)

Provides an overview of the culture and explores issues facing the community. Examines the relationship between Chican@/Latin@ culture and contemporary society in the U.S. Topics include history, immigration, language, gender, education, and contemporary cultural heroes.

ANTH 340 Mothers and Daughters (3)

A cross-cultural examination of women's primary kinship ties with emphasis on how relationships change throughout the human life-cycle. Topics will include control of reproduction, son preference, mother's power, nurturance vs. autonomy, role models, ambivalence and conflict, mature partnerships, and role reversals in old age.

ANTH 350 Research Methods in Archaeology (3)

A survey of techniques and methods used in 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 (3)

Techniques and their applications in the analysis of materials recovered from archaeological sites. Emphasis will vary according to ongoing research. PREREQ: ANTH 215 and permission of instructor.

ANTH 358 Tribal Art of the Eastern U.S. and Canada (3)

A survey of indigenous art in the Americas north of Mexico; a two-term sequence. Themes common to both terms include art in anthropological perspective, regional, group, and individual variations in style, and processes of acculturation and diffusion. This term covers the eastern half of the continent.

ANTH 359 Tribal Art of the Western U.S. and Canada (3)

A survey of indigenous art in the Americas north of Mexico; a two-term sequence. Themes common to both terms include art in anthropological perspective, regional, group, and individual variations in style, and processes of acculturation and diffusion. This term covers the western half of the continent.

ANTH 360 Museum Studies (3)

Covers principles and practices of museum work. Topics include the role of museums in the community, collections management, conservation of objects and artifacts, program development, exhibit development, marketing, and fund raising. Laboratory experience will be offered through the Jensen Arctic Museum on campus.

ANTH 365 The Museum and "the Other": How Western Museums Construct Non-Western Peoples, Gender and Class (3)

Course examines museum representations of Native Americans, African-Americans and other minorities, women, and the poor and working classes, as exemplified in more than 100 years of public exhibition.

ANTH 369 Visual Anthropology (3)

Course examines the place of the visual in anthropological analysis. Introduces some of the techniques and theories used to analyze visual images. Students investigate aspects of visual anthropology through readings, discussions, independent research, and projects.

ANTH 370 Women in Cross-Cultural Perspective (3)

Similarities and differences in women's lives in a variety of cultures around the world. Evolutionary and historical precedents for contemporary patterns of gender role construction; economic, social and ideological challenges to women seeking change in existing gender hierarchies. PREREQ: ANTH 216.

ANTH 375 Women Anthropologists (3)

Examines women as practitioners of anthropology; surveys changing views of women in 19th/20th century Western society; obstacles in women's professional careers; women pioneers in anthropology; contributions to and feminist critiques of the discipline. PREREQ: ANTH 216.

ANTH 380 Peoples and Cultures of Africa (3)

Examines case studies of contemporary African peoples. Explores issues of kinship and domestic life, marketing and trade, religious belief systems, ethnic identity and conflict, and environmental stress. Course readings will familiarize students with indigenous African social practices, while outlining how global processes of colonialism and capitalism have impacted life styles in local African settings.

ANTH 384 Modernity and Social Change (3)

Examines anthropological case studies of social change in diverse contemporary settings. It asks how individuals and groups confront modernity while maintaining elements of their traditional cultures. Course readings cover a range of globalization issues: How do local groups engage with international development projects? How do Third World workers function in an industrialized work setting? How do formerly colonized peoples confront Western liberal policies advocating environmentalism, human rights and democracy? We examine insider accounts of global economic and policy changes.

ANTH 386 Islam and Culture (3)

A general introduction to the anthropology of Islam through a series of ethnographic readings. It outlines orthodox, scriptural understandings of Muslim practice, while exploring how local people reinterpret and reshape the "world religion" of Islam into diverse local forms. Key themes include Sufi Islam and religious ritual, Muslim families and gender and Islamic fundamentalism and modernity.

ANTH 388 Transnational Migration (3)

Examines the social and cultural aspects of transnational migration through ethnographic readings of migration in various parts of the world. Covers key theoretical issues pertaining to identity, locality and the economics of migration. Case studies describe how migrants symbolically imbue their lives and livelihoods with cultural meaning, while offering first-hand accounts of the migration experience.

ANTH 399 Special Studies (1-3)

Terms and hours to be arranged.

ANTH 406 Special Individual Studies (3)

Designed for individual or specialized research and study in a defined area of interest under the guidance of a designated faculty mentor. PREREQ: permission from instructor.

ANTH 407 Seminar (1-3)

Terms and hours to be arranged.

ANTH 408 Workshop (1-15)

Terms and hours to be arranged.

ANTH 409 Practicum (3-12)**ANTH 410 Research Design (3)**

Students identify and design an internship or field experience that will be written up as the Senior Project. In consultation with an advisor, students independently read background materials while they write a theoretically-grounded research proposal. PREREQ: Anthropology major, junior standing.

ANTH 411 Field Experience (3-12)

Individual research, volunteer work, internship, employment or other practical experience designed to use and challenge the student's anthropological knowledge. Consultation with anthropology faculty in advance and during the Field Experience is required. Planning takes place in ANTH 410 Research Design and a formal paper that analyzes the experience and summarizes outcomes is produced in ANTH 412 Senior Project.

ANTH 412 Senior Project (3)

Provides guidance in producing a written account of the Anthropology major's Field Experience, ANTH 411.

ANTH 450 Field Methods in Archaeology (12)

Basic archaeological survey and excavation skills will be developed through participation in field research at an archaeological site. Observation, description, data recording, mapping, and photographic techniques will be practiced or demonstrated. PREREQ: ANTH 215 or consent of instructor.

ANTH 461 Urban Anthropology (3)

Understanding the origin and evolution of cities. The application of cross-cultural perspectives to the social organization of urban life. An examination of factors in the evolution of urban forms and institutions. PREREQ: ANTH 216 or consent of instructor.

ANTH 473 Main Currents in Anthropological Thought (3)

Examines several core questions that have guided anthropologists in their study of diverse peoples. Beginning with the birth of the discipline at the beginning of the century, it outlines key theoretical approaches that characterize anthropology as a distinct social science, exploring how such approaches have undergone revision and reformulation. PREREQ: ANTH 216

ANTH 475 Anthropological Approaches to Law (3)

A comparative survey of the ethnography of law focusing on the problems of order and conflict resolution in selected non-Western preindustrial societies. Parallels and contrasts are drawn with legal principles of modern Western systems.

ANTH 476 Religion and Ritual (3)

Examines the religious rituals of diverse peoples living in various parts of the world. Outlines anthropological approaches to religion, while focusing on particular topics: How do non-Western religions incorporate spirit possession, animism, and ancestor worship into their belief systems? How do local peoples merge world religions such as Islam and Christianity with local traditions? How do religious rituals enable oppressed groups to resist powerful forces, such as colonists or corrupt states? Also examines links between religion, magic, witchcraft, and sorcery.

ANTH 480 History and Theory of Archaeology (3)
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 Historical Archaeology (3)
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. Demonstrates the use of both documents and excavated artifacts to explore issues such as representation of ethnicity, development of class differences and changing gender roles.

ANTH 494 Northwest Indian Cultures (3)
A survey of indigenous peoples of Northwestern North America, including the Northwest Coast, the Columbia-Fraser Plateau and the Great Basin. Emphasis on adaptation to particular environments and interactions with other cultures in both pre- and post-contact periods.

ANTH 496 The Indian in American Culture (3)
An anthropological perspective on the historical and social processes of contact and acculturation between indigenous peoples of North America and Old World immigrants in the historic period. Topics include colonial and U.S. Government policies, demographic trends, popular images and stereotyping, nativistic movements, education, tribal identity and sovereignty.

Art

A 100 Introduction to the Visual Arts (3)
An introduction to select themes, processes, and concepts in art of the past and the present for the non-art major. Focuses will include cultural diversity within the arts and a basic understanding of the various media used.

A 115 Beginning Design: Two-dimensional (3)
Beginning theory and studio practice in using the elements and principles of visual design to articulate visual ideas in the two-dimensional arts.

A 116 Beginning Design: Three-dimensional (3)
Beginning theory and studio practice in using the elements and principles of visual design to articulate visual ideas in three-dimensional arts.

A 117 Beginning Design: Color (3)
Theory and studio practice in using theoretical concepts in the development and employment of color in the visual arts.



A 130 Beginning Drawing (3)
Introduction to drawing and composition. Practice in the application of medium. Guidance in conveying the illusion of three-dimensions and two-dimensional expression.

A 131 Beginning Drawing Systems (3)
Part two in the introduction to drawing and composition. Emphasis on drawing systems such as isometric, linear perspective and elevation drawing for skill development in depicting three-dimensional space.

A 135 Beginning Life Drawing (3)
A studio introduction to the structure and form of the figure. PREREQ: A130

A 199 Special Studies (1-3)
Terms and hours to be arranged.

A 204 Art History: Prehistoric through Romanesque (4)
Survey of the meaning and function of art of the ancient world, including that of the Near East, the Aegean, the Roman Empire, and Early Christianity.

A 205 Art History: Gothic through Rococo (4)
A survey of art and architecture from the Gothic through Rococo period. Particular attention is given to issues of style, patronage, iconography, roles of artists in society, and cultural responses to art as it relates to Western cultures.

A 206 Art History: Neoclassicism through Contemporary (4)
Examines the interaction between the visual arts of the 18th century to the present and ideas about modernism, abstraction, realism, feminism, and multiculturalism.

A 220 Introduction to Typography (3)
Studio introduction to typographical forms as design elements. Familiarity with type vocabulary and measurements. Introductory technical processes. PREREQ: A 115, A 130.

A 221 Introduction to Computers in Graphic Design (3)
Studio introduction to basic computer operations and software applications used in graphic design for print production preparation and electronic communications. Topics to include object-oriented drawing, digital imaging and page layout applications. Introduction to technical processes will be followed by design project work. Required for students intending to continue with upper-division graphic design sequence. PREREQ: A 220.

A 255 Introduction to Ceramics (3)
Examines sculptural form and critical, creative thinking processes through the introduction of hand building methods, surface treatments and low-range firing techniques. PREREQ: A 115, A 130.

A 256 Introduction to Ceramics (3)
Introduction to wheel throwing skills, high-range firing techniques and simple glaze formulation in the continuation of concept and form study. PREREQ: A 115, A 130.

A 260 Basic Photography I (3)
Introduction to black and white photography. The course covers the aesthetics of composition and visual communications as well as techniques for shooting photos, developing, film, and making photographic prints. PREREQ: A 115.

A 261 Basic Photography II (3)
Continue work started in Introduction to Photography I. Students refine their ability to see and make images, at instructor's discretion, special techniques may be included. PREREQ: A 115, A 260

A 270 Introduction to Printmaking (3)
Part one of an introductory printmaking course designed to acquaint students with relief, monotypes, intaglio and collagraphy as visually expressive forms. PREREQ: A 115, A 130.

A 271 Introduction to Printmaking (3)

Part two of the introductory printmaking course designed to prepare students for intermediate level studio work in printmaking, screen printing and lithography. PREREQ: A 115, A 130.

A 280 Introduction to Painting (3)

An introduction to the basic formal and technical aspects of painting. Color mixing, paint application, composition, and studio practices will be emphasized. A survey of selected painting traditions will build visual vocabulary. PREREQ: A 115, A 130.

A 281 Introduction to Painting (3)

Part two of the introductory course in painting. A studio course continuing work with color mixing, paint, application, composition and studio practices to prepare students for intermediate level work in painting. PREREQ: A 115, A 130.

A 290 Introduction to Sculpture (3)

Introductory studio course practicing traditional and modern sculptural techniques in the creation of three-dimensional art forms. Medium emphasis wood. PREREQ: A 115, A 130.

A 291 Introduction to Sculpture (3)

Part two of the introductory studio course practicing traditional and modern sculptural techniques of three-dimensional art forms. Medium emphasis stone. PREREQ: A 115, A 130.

A 304 Art History: Modernism (4)

Modern art from the French Revolution to the end of the 19th century within the context of the political, social and aesthetic upheavals of that period.

A 305 Art History: Modernism (4)

Movements in art from the late 19th century to surrealism in historical and critical context. Issues to be examined include art and mysticism, art and science, art as anti-art.

A 306 Art History: Modernism (4)

Art and criticism since surrealism. Areas of inquiry include the expanded roles of art market and critic, the dematerialization of the art object, art and technology, and postmodernism.

A 315 Intermediate Design: Two-Dimensional (3)

Advanced study of design theory with studio practice. Emphasis on two-dimensional exploration. PREREQ: A 115, A 117, A 130.

A 316 Intermediate Design: Three-Dimensional (3)

Advanced study of design theory with studio practice. Emphasis on three-dimensional exploration. PREREQ: A 115, A 116, A 130.

A 320 Typographical Layout (3)

Exploration of typographical layout as a visual language to convey meaning. PREREQ: A 115, A 116, A 117, A 130, A 131, A 135, A 220, A 221, A 260.

A 321 Graphic Design (3)

Photography and symbols in visual communications. Introduction to continuous tone and graphic arts in digital formats. PREREQ: A 320.

A 322 Graphic Design (3)

Exploration of issues related to typography, image and audience. Continue work with print production processes and electronic media for communication. PREREQ: A 321.

A 330 Intermediate Drawing (3)

Continued study of technique and composition in graphic expression. PREREQ: A 130.

A 335 Intermediate Drawing : Life (3)

Continued study of anatomical structure and form. Life drawing as a means of graphic communication. PREREQ: A 135.

A 355 Intermediate Ceramics (3)

Intermediate course in which mold-making skills are developed to explore the inherent potential of the multiple in ceramic sculpture. PREREQ: A 115, A 116, A 117, A 255, A 130, A 135.

A 356 Intermediate Ceramics (3)

Intermediate course expanding intellectual objectives and technical applications. Variable processes include photographic transfer, silk-screen, decal and china paint. PREREQ: A 355.

A 357 Intermediate Ceramics (3)

Intermediate course exploring alternative material usage and practices including mixed media, installation and time-based concepts. PREREQ: A 116, A 117, A 130, A 135, A 356.

A 370 Intermediate Printmaking I (3)

An intermediate, upper-division concerted study of one of the following areas: Relief; serigraphy; intaglio; or lithography. PREREQ: A 115, A 116, A 270, A 130, A 131, A 135.

A 371 Intermediate Printmaking II (3)

An intermediate, concerted study of one of the following: relief; serigraphy; intaglio; or lithography. PREREQ: A 370.

A 372 Intermediate Printmaking III (3)

An intermediate, concerted study of one of the following: relief; serigraphy; intaglio; or lithography. PREREQ: A 371.

A 373 Intermediate Printmaking IV (3)

An intermediate, concerted study of one of the following: relief; serigraphy; intaglio; or lithography. PREREQ: A 372.

A 380 Intermediate Painting (3)

A studio course to strengthen skills in painting techniques. Painting with selected palette limitations to develop formal and expressive visual elements. Traditional painting methods and compositional theory will be covered. PREREQ: A 115, A 116, A 117, A 280, A 130, A 135.

A 381 Intermediate Painting (3)

A studio course to strengthen skills in painting techniques. Introduction to mediums and supports for variety in painting surfaces. Exploration of contemporary issues in painting. Framing and presentation will be covered. PREREQ: A 380.

A 382 Intermediate Painting (3)

A studio course to strengthen skills in painting techniques. Extensive enquiry into the relationship between formal application and expression in painting. Exploration of contemporary issues in painting. Framing and presentation will be covered. PREREQ: A 381.

A 390 Intermediate Sculpture (3)

Intermediate studio course using traditional and modern techniques in the creation of sculptural art forms. Medium emphasis varies. PREREQ: A 115, A 116, A 117, A 130, A 131, A 135, A 290.

A 391 Intermediate Sculpture (3)

Intermediate studio course using traditional and modern techniques in the creation of sculptural art forms. Medium emphasis varies. PREREQ: A 390

A 392 Intermediate Sculpture (3)

Intermediate studio course using tradition and modern techniques in the creation of sculptural art forms. Medium emphasis varies. PREREQ: A 391.

A 393 Intermediate Sculpture (3)

Intermediate studio course using tradition and modern techniques in the creation of sculptural art forms. PREREQ: A 392.

A 399 Special Studies (1-5)

May be repeated once for credit.

A 404 Art History: Non-Western Art (4)
An introductory study of visual expression in cultural contexts that are representative of non-Western traditions. Writing intensive and diversity course.

A 405 Art History: Women in Art (4)
A study of women as artists and subjects in the history of Western art from the Renaissance to the present. Aesthetic social and feminist discourse as it relates to changing perspectives on the role of women in the arts will be examined. Writing intensive and diversity course.

A 406 Art History: Special Topics (4)
A course in art history offering the student the possibility to develop an in-depth study in a specialized area of art history. Writing intensive.

A 410 Seminar (1-3)

A 411 Workshop (1-3)

A 412 Practicum (1-3)
On-the-job experience for art and graphic design students. Formal requests must be submitted to the Art Department faculty no later than four weeks preceding the term of enrollment. PREREQ: Upper-division standing; graphic design students: A 322.

A 420 Applied Design (3)
Self-promotion campaign. Emphasis on presentation issues and professional concerns. Digital communication and conventional print production processes. PREREQ: A 322.

A 421 Applied Design (3)
Exploration of issues related to typography, image and audience. Emphasis on a text-heavy environment. PREREQ: A 420.

A 422 Applied Design (3)
Design team approach to creative problem-solving. Portfolio preparation and presentation in current formats. PREREQ: A 421.

A 430 Advanced Drawing (3)
Advanced study of media and methods of drawing. Individual projects explore formal and conceptual aspects of drawing. PREREQ: A 130, A 330.

A 435 Advanced Life Drawing (3)
Advanced study of media and methods of figure drawing. Individual projects explore formal and conceptual aspects of drawing. PREREQ: A 130, A 135, A 335.

A 455 Advanced Ceramics (3)
Focus is on advanced clay formulation, glaze calculation, kiln-building, firing techniques and professional documentation. PREREQ: A 357.

A 456 Advanced Ceramics (3)
Advanced course for self-directed investigations using a combination of acquired process skills and thinking systems. Regular critiques and visual evidence of operations from beginning to completion are required. PREREQ: A 455.

A 457 Advanced Ceramics (3)
Advanced course focusing on the production of a culminating, self-directed body of work. Documentation and a slide presentation of the work and sources are required. PREREQ: A 456.

A 470 Advanced Printmaking I (3)
Individualized advanced study and studio practice of one of the following areas: intaglio and monotypes; serigraphy; relief; lithography. PREREQ: A 372.

A 471 Advanced Printmaking II (3)
Individualized advanced study and studio practice of one of the following areas: intaglio and monotypes; serigraphy; relief; lithography. PREREQ: A 470.

A 472 Advanced Printmaking III (3)
Individualized advanced study and studio practice of one of the following areas: intaglio and monotypes; serigraphy; relief; lithography. PREREQ: A 471.

A 480 Advanced Painting (3)
An advanced course with extensive practice in a chosen painting medium. Through critiques and advisement, students will select specific forms of expression which will conclude in a series of related paintings. Readings, critical writing and gallery visits required. PREREQ: A 382.

A 481 Advanced Painting (3)
An advanced course with extensive practice in a chosen painting medium. Through critiques and advisement, students will select specific forms of expression which will conclude in a series of related paintings. Readings, critical writing and gallery visits required. PREREQ: A 480.

A 482 Advanced Painting (3)
An advanced course with extensive practice in a chosen painting medium. Through critiques and advisement, students will select specific forms of expression which will conclude in a series of related paintings. Readings, critical writing and gallery visits required. PREREQ: A 481.

A 490 Advanced Sculpture (3)
Advanced study of sculptural forms, concepts and mediums. Medium emphasis varies. PREREQ: Three 300 level sculpture courses in sequence.

A 491 Advanced Sculpture (3)
Advanced study of sculptural forms, concepts and mediums. Medium emphasis varies. PREREQ: A 490.

A 492 Advanced Sculpture (3)
Advanced study of sculptural forms, concepts and mediums. Medium emphasis varies. May be repeated for credit. PREREQ: A 491.

A 498 Professional Concerns (3)
A survey of professional practice in the visual arts. Problems and study in "going public." Professional ethics; contracts; public obligations; art and the law; galleries, museums, and exhibitions; grants, fellowships and awards. PREREQ: Upper-division standing.

A 499 Special Individual Studies (1-5)
May be repeated once for credit.

A 503M Thesis or Field Study (6)
A culminating experience for the degree candidate consisting of a practical application of his/her graduate studies to his/her professional needs. This culmination might result in a field study project related to improving the quality of art education in his school, an experimental study, an historical study or other type of in-depth study which meets the candidate's specific objectives.

A 504M Graduate Art History (3)
Graduate level investigation in selected areas of art history. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of instructor.

A 510M Graduate Seminar (3)
Research exploration of specialized topics. Terms and hours to be arranged. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of instructor.

A 511M Graduate Workshop (3)
Studio exploration of specialized or interdisciplinary media topics in a group setting. Terms and hours to be arranged. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of the instructor.

A 515M Graduate Design: Two-Dimensional (3)
Advanced study of design theory with studio practice in the two-dimensional art form. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of instructor.

A 516M Graduate Design: Three-Dimensional (3)
Advanced study of design theory with studio practice in the three-dimensional art form. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of the instructor.

A 520M Graduate Graphic Design (3)
Graduate level study and studio work in typography and visual communications. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of the instructors.

A 530M Graduate Drawing (3)
Advanced study and studio production of drawing as a visually expressive form. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of the instructor.

A 535M Graduate Life Drawing (3)
Advanced study and studio production of figurative drawing as a visually expressive form. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of the instructor.

A 555M Graduate Ceramics (3)
Graduate study in ceramic art. Individual projects in selected ceramic areas. Graduate research and paper related to projects. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of the instructor.

A 570M Graduate Printmaking (3)
Advanced study and studio production of prints as a personally expressive visual form. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of the instructor.

A 576M Aesthetic Foundations of Visual Arts (3)
A study and analysis of philosophic aspects of the visual arts.

A 577M Contemporary Problems in Visual Art (3)
A course designed to offer critical examination of art in society, creativity, brain research, the computer, and selected areas.

A 580M Graduate Painting (3)
Advanced study and studio production of painting as a personally expressive visual form. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of the instructor.

A 590M Graduate Sculpture (3)
Advanced study of sculpture with studio work in three-dimensional art forms. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing and consent of the instructor.

A 599M Special Individual Studies: Graduate (3)
Terms and hours to be arranged. May be repeated for credit. PREREQ: Admitted post-baccalaureate standing.

Art Education

ARE 433 Art Education (3)
A survey of art education for prospective teachers. Studio experience in the fine and applied arts, folk arts and crafts are integrated with art history, aesthetics and criticism. PREREQ: A 115 or A 130 and junior standing.

ARE 434/534 Historical and Cultural Perspectives in the Visual Arts (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. PREREQ: 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. PREREQ: Upper-division or graduate standing.

Biology

BI 101, 102, 103 General Biology (5 each)
The major principles and methods of biology: BI 101 includes ecology, the diversity of life and an introduction to evolution. BI 102 considers cellular structure and function, energy transformations, genetics, evolution, reproduction, and development. BI 103 emphasizes the anatomy and physiology of plants and animals along with a brief treatment of animal behavior. This sequence is designed for students not intending to pursue further study in the biological sciences. Three lectures, one two-hour laboratory period. BI 101 is not a prerequisite for BI 102. BI 102 is a prerequisite for BI 103.

BI 211, 212, 213 Principles of Biology (4 each)
An introduction to the science of biology, including morphological, physiological and developmental aspects of living organisms; the phylogeny, evolution and ecology of both plants and animals. Designed for the biology major. Three lectures and one three-hour laboratory period. PREREQ: Passing grade in 211 required for admission to 212. Passing grade required in 212 for admission to 213.

BI 301 Introduction to Computational Biology (4)
Introduction of computer applications to solve problems in selected areas of biology. Intended for students without computer programming experience (students with a desire to learn programming methods should take the more advanced courses in the Computer Science Division). Topics covered include, but are not limited to, computational molecular biology, ecological modeling and simulation, phylogenetic reconstruction, geographic information systems (GIS), bioinformatics, biostatistics, and biological imaging. Two one-hour lectures and two two-hour laboratory periods. PREREQ: BI 213, or consent of instructor. Offered winter term of even numbered years.

BI 312 Animal Behavior (4)
A consideration of the basic problems in animal behavior, including ecological adaptations of behavioral patterns, mechanisms underlying behavior, social behavior, and the nature and organization of animal societies. Three lectures, one three-hour laboratory. PREREQ: BI 101, 102, 103 or equivalent. Offered winter term of odd numbered years.

BI 317 Vertebrate Natural History (4)
The classification, behavior, life history, and ecology of vertebrate animals that occur in Oregon. Included are fresh water fishes, amphibians, reptiles, birds, and mammals. Laboratory will emphasize identification and field studies. Two lectures, one three-hour laboratory and required field trips (two on Saturdays, one over a weekend). PREREQ: Introductory biology sequence. Offered spring term of odd numbered years.

BI 318 Microbiology for the Health Sciences (4)
An introduction to the biology of microorganisms with an emphasis on infectious human disease agents, immunology, and the control of disease through antimicrobial strategies and vaccination. Designed for students interested in pre-nursing, pre-dental hygiene, and entry level positions in public health laboratories. Laboratory component emphasizes skills with microscopes, identification testing, and includes practical exams. Not open for credit to biology majors. Three lectures and one two-hour lab per week. PREREQ: BI 102 and BI 103.

BI 321 Systematic Field Botany (4)
Designed to give practical experience in the identification of common plant families and species of the Willamette Valley. Includes the learning of major characteristics of plant families from a phylogenetic perspective and the use of tools for plant identification. Field collections that emphasize careful observation and records of ecological relations as plants are collected and field trips to selected sites are required. Three lectures plus one three-hour laboratory period. No prerequisite, but BI 101 or BI 213 recommended.

BI 324 Comparative Vertebrate Anatomy (4)
A comparative analysis of vertebrate morphology, emphasizing the study of organs and organ systems, and an introduction to the taxonomy,

evolution and functional morphology of the vertebrates. Two lectures, two three-hour laboratory periods. PREREQ: BI 213 or consent of instructor. Offered fall term of even numbered years.

BI 326 Vertebrate Embryology (4)

Development of the vertebrate body from fertilization through organogenesis; includes analyses of selected problems in morphogenesis, differentiation and growth. Two lectures, two three-hour laboratory periods. PREREQ: BI 388 and one year of chemistry, or consent of instructor. Offered spring term of even numbered years.

BI 330 Plant Physiology (4)

An examination of the physiological processes and mechanisms involved in plant nutrition, photosynthesis, assimilation of organic and inorganic materials, energy balance, water requirements, growth factors, and organismic control. Two lectures, two three-hour laboratory periods. PREREQ: BI 213 and CH 223 or consent of instructor. Offered winter term of even numbered years.

BI 331 General Microbiology (5)

Selected topics in the science of microbiology with an emphasis on microbial structure, metabolism and evolution as they impact diversity, biotechnology and diseases. Three hours of lecture and two two-hour labs per week. PREREQ: BI 211-213, CH 221-223, or consent of instructor. BI 341 and BI 388 strongly recommended. Offered fall and spring terms.

BI 334 Human Gross Anatomy and Physiology (4)

A study of gross anatomy and physiology of the human body. Uses lecture and human cadaver laboratories and covers the following topics: metabolism, membrane transport, cellular communication, nervous system, sensory systems, endocrine control, muscle physiology. Three lectures, one two-hour laboratory. PREREQ: BI 102 and 103 or BI 212.

BI 335 Human Gross Anatomy and Physiology (4)

A study of gross anatomy and physiology of the human body. Uses lecture and human cadaver laboratories and covers the following topics: blood and circulatory system, excretory system, digestive system, male and female reproductive systems and human development, lymphoid system, and immune defense mechanisms. Three lectures, one two-hour laboratory. PREREQ: BI 102 and 103 or BI 212.

BI 336 Human Histology and Physiology (4)

The study of microscopic anatomy of the human body integrated with the function of cells, tissues and organs. Two lectures and two three-hour laboratories. PREREQ: BI 102, 103 or BI 211, 212 or consent of the instructor.

BI 341 Introductory Genetics (4)

Principles and mechanisms of inheritance, including consideration of patterns of inheritance, the nature of the gene, chromosome structure, gene action, population genetics, and mechanisms of mutation. Three hours lecture plus one hour discussion section. PREREQ: BI 211 or consent of instructor.

BI 357 General Ecology (4)

The biology of ecosystems including abiotic factors, energy transformations, population dynamics and interspecific interactions. Course emphasizes basic ecological principles not current problems. Laboratories will focus on a survey of major ecosystems and will include field trips to selected sites. Three lectures and one three-hour laboratory.

BI 361 Marine Biology (4)

A survey of the plants and animals of the marine environment. Some attention devoted to the anatomies, life histories, adaptations and classification of representative species. Also included are interactions among these species and physical factors that effect these interactions. Man's impact on the marine environment and its resources is considered. Laboratory time is divided between field trips, identification of specimens and a study of their behavior and

ecological interrelationships. Two lectures, two three-hour laboratory periods with two day-long Saturday trips substituting for some of the regularly scheduled laboratory periods. PREREQ: introductory biology sequence.

BI 370 Environmental Science (4)

The study of how humans interact with their environment and the effects of the environment on human society. Topics include basic ecological principals, human population growth, environmental health, air and water pollution, ecosystem change and global impacts. Does not substitute for BI 357 (Ecology) in the biology major program. Three hours lecture and one three-hour laboratory including field work. PREREQ: BI 101 or equivalent.

BI 371 Structure of Seed Plants (4)

The morphology, anatomy and reproduction of seed plants from an evolutionary perspective. Two lectures, two three-hour laboratory periods. PREREQ: BI 213 or consent of instructor. Offered fall term of odd numbered years.

BI 388 Cell Biology (4)

An introduction to cell structure and function required for the biology major. Examines the architecture and basic organelle activity in the intact cell and the major techniques currently employed to study cells. Three lectures and one three-hour lab each week. PREREQ: BI 213 and CH 223.

BI 406 Individual Study (1-15)

Terms and hours to be arranged.

BI 407/507 Seminar (1-15)

Terms and hours to be arranged.

BI 408 Workshop (1-9)

BI 409 Practicum (1-9)

BI 424 Human Dissection (3)

A study of gross anatomy of the human body through the dissection of a cadaver. PREREQ: Upper-division standing and permission of instructor.

BI 432 Immunology (4)

A course on immune mechanisms, including the nature of antigens, antibodies and their interactions, the anatomy, cell biology, genetics, regulation, and diseases of mammalian immune system and the use of antibodies as tools in the clinical and research laboratory. Two lectures, two three-hour laboratories. PREREQ: BI 388 and one year of chemistry, or consent of instructor. Offered winter term of odd numbered years.

BI 434 Comparative Animal Physiology (4)

An introductory course designed to acquaint student with principles of body function in selected animals. Systems covered include respiratory, nervous, excretory, endocrine, digestive, and reproductive with emphasis on homeostatic mechanisms. Three lectures and one three-hour laboratory. PREREQ: BI 212 or consent of instructor. Offered winter term of odd numbered years.

BI 441/541 Human Heredity (3-4)

Basic principles of inheritance, including Mendelian patterns of inheritance, molecular genetics, chromosomal aberrations, sex determination, gene mapping, genetic engineering, and population genetics as it relates to humans. The lab illustrates topics included in the lecture. PREREQ: BI 102 or BI 211. Offered winter term of odd numbered years.

BI 446 Evolution (3)

Historical development of evolutionary theory; genetic variability of populations; mechanisms of evolution; perspectives and generalizations developed from studies of fossils; evolution of human lineage. PREREQ: BI 341 or consent of instructor.

BI 451 Invertebrate Zoology (4)

A systematic study of invertebrates, with a comparative approach to functional morphology, physiology, behavior, life history, and evolution. Observation of living marine invertebrates is emphasized in the lab. Course includes field trips to the coast. Two one-hour lectures and 2 three-hour laboratory periods. PREREQ: BI 213 or consent of instructor. Offered spring term of odd numbered years.

BI 454/554 Plant Ecology (4)

Fundamentals of plant ecology, population dynamics, seed and pollination ecology, mutualism, competition, predation, colonization and extinction, breeding systems, ecological genetics, and physiological ecology. Lab teaches techniques to study plants and illustrate lecture materials. PREREQ: botany, an ecology course or consent of instructor. Offered spring term of even numbered years.

BI 458/558 Field Biology (3-4)

Systematics, life histories and field methods in selected areas of biology. Lecture, laboratory and field trips to be scheduled. PREREQ: Introductory sequence in biology or consent of instructor.

BI 474 Entomology (4)

Survey of the insect orders including a study of selected aspects of their morphology, life history, physiology and ecology. Some consideration of related arthropods. Two lectures, two three-hour laboratory periods. PREREQ: BI 213 or consent of instructor. Offered spring term of even numbered years.

BI 475 Molecular Biology (4)

Structure and function of the gene. Study of genome structure and selected cases of the regulation of transcription and translation in prokaryotes and eukaryotes. Includes the complexity, stability and alterations of the genome in order to understand molecular evolution and the action of viruses. Two lectures and one four-hour lab. PREREQ: BI 341, BI 388 and one year of chemistry or consent of instructor. Offered spring term of odd numbered years.

BI 506M Special Individual Studies (1-15)

Terms and hours to be arranged.

BI 508M Workshop (1-15)

Terms and hours to be arranged.

**BI 509M Practicum (1-9)**

Terms and hours to be arranged.

BI 524M Human Dissection (2-5)

Advanced study of the gross anatomy of the human body through the dissection of a cadaver. The exact number of credits will be determined by the background of the student and goals agreed upon by the student and instructor. PREREQ: graduate standing and permission of instructor.

Business

BA 101 Introduction to Business (3)

Business organization, operation and management; intended to orient the student in the field.

BA 199 Special Studies (1-6)

Terms and hours to be arranged.

BA 211 Fundamentals of Accounting I (3)

First course in the 3-term sequence of accounting courses designed to help students understand and communicate business information. Through a broad overview of accounting from various perspectives, students will gain a basic understanding of how accounting is used by investors, managers, government agencies, and others. Students will study transaction analysis with emphasis on accrual vs. cash accounting, financial statements, bonds, internal control, return on equity, and decision-making as applied to the field of accounting.

BA 212 Fundamentals of Accounting II (3)

The study of accounting information continues with focus on legal and tax considerations for various ownerships, stocks, sensitivity analysis, cost-volume-profit analysis, operating leverage, variance analysis, and planning and budgeting processes. PREREQ: BA 211.

BA 213 Fundamentals of Accounting III (3)

This final course in the accounting fundamentals series focuses on management evaluation of business performance, capital acquisition, the time value of money, depreciation methods, inventory valuation, estimating collectibles, and financing options. PREREQ: BA 212.

BA 217 Accounting for Nonaccountants (3)

Provides a comprehensive nontechnical accounting course for the business minor and others interested in a survey of financial and managerial accounting techniques. Assumes no prior knowledge of accounting. Not available for credit in the Business major.

BA 220 Introduction to Financial Management (3)

Basic processes, principles, tools, and concepts of finance. Topics include financial analysis, financial forecasting, profit planning, budgeting, working capital management, and capital budgeting. Not available for credit in the Business major.

BA 229 Personal Finance (3)

Study of the role of the consumer in American society, consumer decision-making, consumer credit and borrowing, home ownership, life insurance, annuities, estate planning, wills, trusts, expenditures, and taxes for government.

BA 230 Introduction to Business Law (3)

Nature and role of the law in conducting business; tort, formation, performance, and discharge of contracts; commercial transactions and law of business organization, sales, bankruptcies; and the general nature of government regulation.

BA 240 Quantitative Business Methods (4)

The use of functional forms to describe variables commonly encountered in business, such as sales revenue and financial asset value. Development and application of constrained and unconstrained optimization, including differential and integral calculus. PREREQ: MTH 111.

BA 284 Introduction to International Business (3)
This course will address the organization, marketing and finance of international business. Each section will address the role of culture and the restrictions placed on international business.

A minimum of junior standing is required as a prerequisite for all 300 and 400 level Business courses.

BA 305 Business Analysis and Report Writing (3)
Instruction will concentrate on various forms of written communication, with special emphasis on small business analysis.

BA 310 Principles of Marketing (3)
Introduces the theories, concepts and terms that marketers use in their daily planning activities. Begins with an overview of strategic marketing planning. Strategic elements of the marketing plan (target definition, product strategy, distribution strategy, promotion strategy, and price strategy) are examined in greater detail.

BA 311 Personal Selling (3)
Application of personal selling theories with a focus on basic steps in the selling process: prospecting, qualifying, presentation, objections, closing and follow-up. PREREQ: BA 310.

BA 315 Financial Management I (3)
Basic processes, principles, tools, and concepts of finance. Topics include financial analysis, financial forecasting, profit planning, budgeting, working capital management, and capital budgeting. Course also covers the basics of financial markets, institutions and sources of supply of different types of funds available to a firm.

BA 316 Financial Management II (3)
Advanced tools and concepts used in the management of funds. Topics include inventory and credit policies, risk, capital budgeting, financial structure, cost of capital, dividend policy, and valuation of a firm. Overall financial strategy and timing of its implementation are also examined. Specialized topics: mergers and acquisitions, financial failure and financial policy for multinational firms may be considered. PREREQ: BA 315.

BA 317 Intermediate Accounting I (4)
Study of major accounting principles; summary of accounting process; revenue and expense recognition; balance sheet and income statement; concepts in the valuation of all current assets. PREREQ: BA 213 or consent of instructor.

BA 318 Intermediate Accounting II (4)
Concepts in the valuation of both short-term and long-term liabilities; contingencies; recording and adjusting plant assets; long-term assets and intangible assets; stockholders equity transactions. PREREQ: BA 317 or consent of instructor.

BA 319 Intermediate Accounting III (4)
Study of revenue recognition, accounting changes, error analysis, taxes, pensions, leases, statement of cash flows, and full disclosure. PREREQ: BA 318 or consent of instructor.

BA 325 Portfolio Management (3)
Develops an understanding of key ingredients in the development of portfolio selection. Efficient portfolio selection based on risk-return utility preference is shown to be the foundation upon which all current financial theory is based. PREREQ: BA 315

BA 340 Business Forecasting (4)
A survey of forecasting methods, including trend regression, seasonal effects, smoothing and autoregressive moving-average models. Emphasis is on understanding the underlying process and interpreting the results of computer programs.

BA 345 Internet and Electronic Commerce (4)
The internet as a resource for researchers, investors, employers, and employees. Focus will be on information access and distribution. Topics will include internet basics, search techniques and resource

evaluation, marketing, electronic commerce, government regulation, job searching, and web page design.

BA 361 Organizational Behavior (3)
A survey of current theories about the behavior of individuals and groups within organizations, as well as the operation of the organization as a whole. Topics include individual differences, job attitudes, decision making, motivation, job design, group structure and process, communication, leadership, power and politics, organizational structure and design, and organizational change.

BA 367 Regression Analysis (3)
A second course in statistics. Course work includes hypothesis testing, simple regression, multiple regression, and the study of the validity of the assumptions used in regression models. PREREQ: MTH 243.

BA 368 Introduction to Operations Research (3)
Study of quantitative techniques for decision support. Topics include linear programming, integer programming, project management, and dynamic programming. PREREQ: BA 240 (or MTH 241).

BA 370 Business and Society (3)
Explores the complex interrelationships among business, government, and society, with an emphasis on the social responsibilities of business. Topics include diversity in the workplace, consumerism, environmental policy and risks, ethical decision making, and business involvement in the political process.

BA 390 Management (3)
An introduction to basic management processes with an emphasis on problem-solving skills. The course examines the four managerial functions of planning, organizing, leading, and controlling. Students apply management theory to current topics.

BA 391 Human Resource Management (3)
An introduction to personnel functions. Topics include personnel planning, recruitment, promotion and personnel development, employee compensation and motivation, job analysis and design, supplemental benefits, labor relations, and occupational health and safety. PREREQ: BA 361 or BA 390.

BA 392 Management of Diversity (3)
Focuses on managing diversity within organizations by addressing topics such as: development and management of multicultural work teams, cross-cultural communication and performance evaluation. PREREQ: BA 361 or BA 390.

BA 398 Personal Investment Analysis (3)
Provides student with an exposure to budgeting, investing, taxes and tax planning, estate planning, financial leverage, and stocks and bonds. PREREQ: BA 315.

BA 399 Special Studies (1-12)
Terms and hours to be arranged.

BA 406 Special Individual Studies (1-12)
Terms and hours to be arranged. A specialized or individualized course of study within the business area, developed in consultation with the instructor.

BA 407 Seminar (1-12)
Terms and hours to be arranged. Special seminar topic offerings in business.

BA 409 Internship/Practicum (1-12)
Practical application of business theory and/or collection of data for theoretical interpretation.

BA 410 Marketing Research (3)
Includes the definition of marketing research, the process of marketing research, classifications of marketing research, and the stages in the research process. PREREQ: BA 310 and MTH 243.

BA 411 Marketing Strategy (3)

Students learn the process of creating strategic marketing plans using (1) a situational analysis which is based on research of a company's external and internal environments, and (2) tactical decisions regarding product strategies, pricing, distribution channels and communications for a product, idea, goods or service. PREREQ: BA 213 and BA 310.

BA 415 Advertising and Promotion (3)

Introduces advertising as one variable in the overall marketing program. Covers advertising management, research, creative development, and media planning. Also addresses the economic and social consequences of advertising in society. PREREQ: BA 310.

BA 416 Government Regulation (4)

Student will review the philosophy of regulation in the marketplace, evaluate the impact of regulation on business practices, and study the cost/benefit ratio of regulation for selected sectors of the American economy. Special emphasis will be placed on the cost of regulation as it impacts small businesses. PREREQ: EC 201, EC 202.

BA 420 Securities Analysis (3)

Develops the theory and the requisite tools of securities analysis using computer modeling and portfolio applications. PREREQ: BA 325.

BA 421 Cost Accounting (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, actual versus standard cost systems. PREREQ: BA 213.

BA 424 Capital Budgeting (3)

Suggests a logical framework for analysis of how much a firm should invest in plant and equipment, how the funds invested should be allocated to specific assets and how these expenditures should be financed. PREREQ: BA 315.

BA 427 Small Business Finance (3)

Utilizes the basic processes, principles, tools, and concepts of finance within the parameters of a small business. The course centers around a project to develop a complete financial plan that projects the future flow of funds by analyzing and integrating the impact of investment decisions and financing decisions. PREREQ: BA 315.

BA 430 Business Taxation (3)

Philosophy of the tax system and required reporting under tax law; emphasis on small business; impact of taxes on investments and capital expenditures; introduction to estate and gift taxes; tax planning techniques.

BA 431 Federal Income Tax I (4)

Study of individual income tax, gains and losses, dividends, business, and personal deductions and tax computations. PREREQ: BA 213 or consent of instructor.

BA 432 Federal Income Tax II (4)

Philosophy of the tax system and required reporting under federal tax law for corporations, partnerships, estates and trusts, estate and gift taxes; installment sales; cash and accrual basis taxation. PREREQ: BA 431 or consent of instructor.

BA 438 Real Estate Investment (3)

Comprehensive overview of real estate finance. Factors affecting real estate investment are emphasized. Specific topics covered include: valuation, market analysis, ownership forms, financing, development, and portfolio effect. PREREQ: BA 315.

BA 441 Advanced Accounting (4)

Study of business combinations and consolidated financial statements, and introduction to fund accounting. PREREQ: BA 319.

BA 450 State and Local Government Finance (3)

Economics and policy analysis of government expenditures, taxes, and intergovernmental fiscal relations. The role of government in the economy and policy analysis. The division of functions and revenues between state and local governments; revenues, expenditures and indebtedness of these governments. Analysis of state and local tax structures. Application to study of the Oregon system. PREREQ: BA 315 or consent of instructor.

BA 451 Auditing (4)

Role of auditor, ethics, legal liability of CPA profession; internal controls, analysis of clients' accounting system; evidence statistics sampling techniques; audit work papers. PREREQ: BA 318 or consent of instructor.

BA 455 Advertising Writing (3)

Involves the formal planning and creation of persuasive communications with an emphasis on advertising. Written plans and advertising copy drafts are translated into finished print advertisements, press releases, broadcast commercials and web sites; hence, the course touches on design issues through the development of web text and graphics, add layouts, scripts, story boards and rudimentary electronic film production. PREREQ: BA 310 and Business or Economics majors.

BA 475 Sales Management (3)

The management of personal selling through the organization, forecasting, budgeting, recruiting and selection, training, compensation, motivation, evaluation and control concepts, theory, and ethics. PREREQ: BA 310 and BA 390.

BA 476 Topics in Management (3)

Topics may include at different times: strategic planning and implementation; productivity; computer applications; women in management; and other topics of special interest. May be repeated under different subtitles. PREREQ: BA 361 or BA 390.

BA 477 Topics in Marketing (3)

Focus on marketing topics of special interest to students and faculty such as retail marketing, services marketing, consumer behavior, or social marketing. May be repeated for different topics. PREREQ: BA 310.

BA 478 Topics in Finance (3)

These varied courses in finance would allow the student to investigate topics of special interest such as long term stock market expectations, risk on the equity markets and advanced concepts in financial management. May be repeated under different subtitles. PREREQ: BA 315.

BA 484 International Management (3)

A study of the political, social, cultural, economic, and legal environment for engaging in trade between countries. Emphasis will be on management strategies for small business as participants in international business operations. PREREQ: BA 361 or BA 390.

BA 485 International Finance (3)

A study of the source and availability of funds to finance business engaged in international trade. Emphasis will be on financial analysis, operating and financial leverage, and financial forecasting. PREREQ: BA 315.

BA 486 International Marketing (3)

A study of the influence of foreign markets, competition and government policy in creating and penetrating markets. Emphasis will be on marketing strategies developed in the U.S. for implementation in foreign markets. PREREQ: BA 213 and BA 310.

BA 487 International Law (3)

A study of law as it applies to businesses participating in international business operations. PREREQ: BA 230.

BA 490 Operations Management (3)

An introductory investigation into managerial processes pertinent to internal operations of task related enterprises. Subjects related to operations planning and control, locations, capacity decisions, systems reliability, facility layout, program scheduling, and inventory management are the focus of this course. PREREQ: MTH 243.

BA 491 Strategic Management (3)

An integrative, capstone course that explores how firms can build competitive advantage. The focus is the strategic planning process, including analyzing the external environment, assessing internal strengths and weaknesses, establishing objectives and strategies, and implementing strategic plans. PREREQ: Senior standing, BA 310, BA 315, and BA 361 or BA 390.

BA 492 Total Quality Management (3)

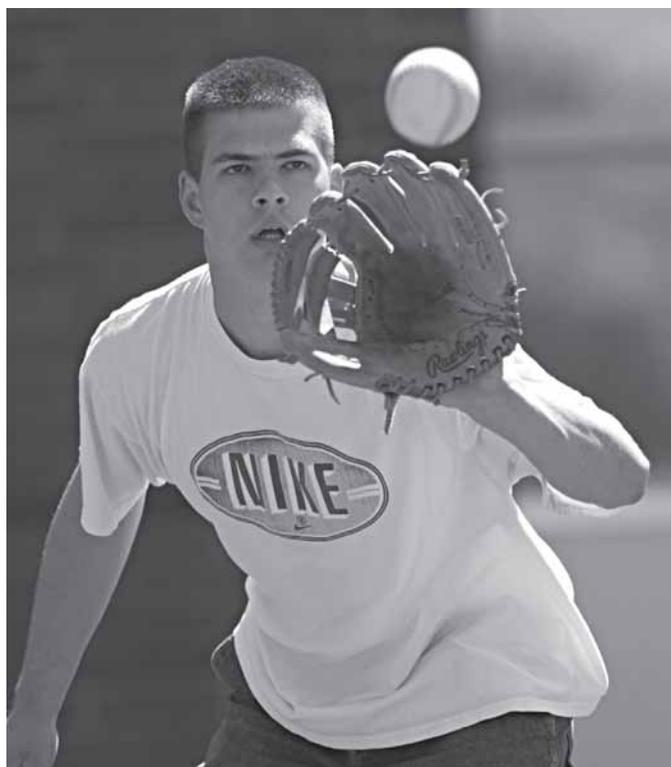
This course will focus on using quality practices within organizations by addressing topics such as: team development, statistical process control, problem solving, and organizational design. PREREQ: BA 361 or BA 390.

BA 494 Business Ethics (3)

Explores ways to think through ethical issues in business. The course applies frameworks for moral reasoning to business issues, including whistle-blowing, privacy in the workplace, employment at will, product safety, and international ethics. PREREQ: BA 361 or BA 390.

BA 495 Organization Design (3)

An analysis of the structure and behavior of the organization as a whole. The course examines the design of different types of organizations, including bureaucracy and nontraditional forms, in both the public and private sector. Topics include departmentalizing and coordination, the effect of environment and technology on structure and organizational growth, change, and decline. PREREQ: BA 361 or BA 390.



Chemistry

CH 104, 105, 106 Introductory Chemistry (4 each)

An introduction to the fundamental concepts of general chemistry. During the winter and spring terms emphasis will be placed on organic and biological chemistry. Three lectures and one two-hour laboratory. PREREQ: high school algebra; for CH 105 a passing grade of C or better in CH 104 is required; for CH 106 a passing grade of C- or better in CH 105 is required.

CH 221, 222, 223 General Chemistry (4 each)

An introduction to inorganic chemistry covering atomic and molecular structure, chemical reactions, states of matter, equilibrium, and thermodynamics. Three lectures and one three-hour laboratory. PREREQ: MTH 111 equivalency, high school chemistry or CH 104; for CH 222 a passing grade in CH 221 is required; for CH 223 a passing grade in CH 222 is required.

CH 310 Geochemistry (3)

An application of the principles of chemistry to geological processes such as phase equilibria, isotope fractionation, weathering and supergene enrichment of ore deposits, volcanism, crystal morphology, and chemical processes on the sea floor. Three lectures. PREREQ: one year of college chemistry, G 351 or equivalent or consent of instructor.

CH 312 Quantitative Analysis (4)

A study of the fundamental principles of analytical chemistry. Laboratory work consists of standard analysis utilizing titrations, UV-Vis spectroscopy, atomic absorption spectrometry, and chromatography. Three lectures and one three hour lab. PREREQ: CH 223.

CH 313 Instrumental Analysis (4)

A study of the use of instrumental methods for quantitative determinations of unknown chemical samples. Three lectures and one three-hour lab. PREREQ: 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, documents. Three lectures. PREREQ: one year of college chemistry.

CH 334, 335, 336 Organic Chemistry (4 each)

A study of the chemistry of carbon compounds including their structure, reactions and syntheses. Three lectures and one laboratory. PREREQ: CH 223 or consent of instructor; for CH 335 a passing grade in CH 334 is required; for CH 336 a passing grade in CH 335 is required.

CH 340 Elementary Physical Chemistry (4)

Fundamental principles of physical chemistry with applications in engineering, biological systems and medicine. This course will count for chemistry major credit only for students in the Forensic option. PREREQ: CH 223, PH 213 or PH 203, or consent of instructor.

CH 350 Chemical Literature (1)

A study of the methods of searching the chemical literature. One class meeting per week. PREREQ: CH 335 or consent of instructor.

CH 354 Computational Chemistry (2)

A study of statistical and graphical methods of data analysis, numerical methods of common importance in chemistry, problem solving, information handling and retrieval, and simulation techniques. PREREQ: two years of college chemistry or consent of instructor.

CH 360 Nuclear Chemistry (3)

Emphasis will be placed on the atomic nucleus, nuclear properties, nuclear models, radioactivity, nuclear reactions, fission, nuclear reactors, and applications of radioactivity. PREREQ: CH 223, PH 213 or consent of instructor.

CH 370 Selected Topics in Chemistry (1-3)

An introduction to contemporary topics in chemistry. PREREQ: Consent of instructor.

CH 371 Environmental Chemistry (3)

A study of current environmental problems such as stratospheric ozone, greenhouse effect, smog, acid rain, pollution, oil spills, and pesticides. PREREQ: CH 104, CH 105, CH 106 or consent of instructor.

CH 401 Research (1-3)

Terms and hours to be arranged. May be repeated for credit.

CH 407 Seminar (1)

Group study and discussions concerning frontiers of chemistry, current research problems and interaction of chemistry with other disciplines. Students will be required to present a seminar. PREREQ: CH 350.

CH 409 Practicum (1-9)

Terms and hours to be arranged.

CH 411 Advanced Inorganic Chemistry (3)

An introduction to quantum mechanics covering atomic theory, periodic table, symmetry, group theory, molecular orbitals, ionic/covalent bondings, solid state and the molecular structure. Not sequential with CH 412. PREREQ: CH 223, MTH 252, PH 213 or consent of instructor.

CH 412 Advanced Inorganic Chemistry (3)

A study of the basic principles of inorganic chemistry and the main properties and reaction chemistry of inorganic elements and compounds within the framework of the periodic table. Not sequential with CH 411. PREREQ: CH 223, MTH 252, PH 213 or consent of instructor.

CH 420 Forensic Chemistry (4)

The applications of chemistry to the analysis of physical evidence. Included among the topics will be serology, analysis of arson debris, drugs, explosive residues, gunshot residues, papers and inks, paint chips, and DNA. Laboratory techniques will include gas chromatography, mass spectroscopy, atomic absorption spectroscopy, electrophoresis, infrared spectroscopy, liquid and thin-layer chromatography. Two lectures and two laboratory periods per week. PREREQ: CH 313 or consent of instructor.

CH 430, 431, 432 Applications of Forensic Science (2 each)

An in-depth examination of subjects in modern forensic science as presented by experts in the field. Topics may be chosen from the following: fingerprinting, forensic serology, hair and fiber analysis, arson accelerant and explosives residues, glass comparisons, drug analysis, bullet and cartridge analysis, serial number restoration, document examination, voiceprint identification, polygraphy, DNA analysis, forensic botany, forensic meteorology, forensic toxicology, photography, and forensic psychology. The courses will be taught as topic modules incorporating both lecture and laboratory practice as appropriate. PREREQ: CH 320 or consent of instructor.

CH 440 Physical Chemistry I (3)

A study of the laws of thermodynamics with emphasis on their application to chemical systems. Topics considered include: thermo-chemistry, equation of states, kinetic-molecular theory, free energy, and chemical equilibrium. PREREQ: CH 223, MTH 254, PH 213.

CH 441 Physical Chemistry II (3)

A study of solutions, heterogenous equilibria, electrochemistry, chemical kinetics, elementary quantum and statistical mechanics. PREREQ: CH 440.

CH 442 Physical Chemistry III (3)

A study of molecular structure and bonding, electronic structure of atoms and molecules, rotational, vibration and electronic spectra of molecules. PREREQ: CH 441.

CH 450/550 Biochemistry I (3)

A study of the chemistry of the individual subunits used to construct biological macromolecules and the chemical bonding within the macromolecules. Emphasis will be placed on the structures of carbohydrates, nucleic acids and proteins. PREREQ: CH 336 or consent of instructor.

CH 451 Biochemistry II (3)

The study of the function of biological macromolecules with emphasis on the mechanisms of protein-ligand binding, metabolic pathways and regulatory enzyme mechanisms. PREREQ: CH 450.

CH 452/552 Biochemistry Lab (3)

An introduction to the basic laboratory techniques used in biochemistry. Topics will include electrophoresis, spectrophotometry, chromatography, centrifugation techniques, and protein purification. One hour lecture and one four hour lab. A research project will be required for graduate credit. PREREQ: CH 336, CH 450, MTH 251 equivalent or consent of instructor.

CH 461, 462, 463 Experimental Chemistry (2 each)

An advanced laboratory course devoted to experimental techniques of analytical, inorganic and physical chemistry. PREREQ or Co-requisite: CH 313, CH 350, CH 440 or consent of instructor.

CH 471 Chemical Instrumentation (4)

Theory and operation of instrumentation, including the applications of computer technology, used in modern chemical laboratories. Three lectures and one laboratory. PREREQ: CH 313

CH 508M Workshop (1-15)

Terms and hours to be arranged.

CH 570M Selected Topics in Chemistry (1-3)

In-depth coverage of selected current problems in chemistry research: analytical, biological, inorganic, organic, or physical chemistry. PREREQ: consent of instructor

Computer Science

CS 101 Computers and Society (3)

This course provides an introduction to the computer's role in society. The student will become familiar with current computer terminology and will use applications software, including a word processor. PREREQ: CS 101L must be completed concurrently.

CS 121 Computer Applications (2)

Class covers standard office applications for a personal computer. Currently the class uses the Microsoft Office suite of applications and includes intermediate Microsoft Word, basic and intermediate Microsoft Excel and basic Microsoft Access. As time permits, presentation software - Microsoft Power Point - and web page editing software - Microsoft FrontPage - will be covered as well.

CS 122 Introduction to Computer Science for Non-Majors (3)

This class presents a history and an overview of fundamental concepts of computer science appropriate for a liberal arts student. Among the topics included are: introduction to computer hardware and the role of an operating system; data communications and networks; the history and future of the internet and the world wide web; issues in computer privacy, computer security, computer ethics, and computer crime; buying and upgrading a personal computer system; and careers in computing. **This course not open to students who have already taken CS 121 for 5 credit hours.**

CS 161 Survey of Computer Science (4)

An introduction to the study of computer science. It is primarily intended as a first class in the computer science major. The topics will include the following: the binary and hexadecimal number systems; data representation in binary, including signed and unsigned fixed and

floating point values; pseudocode and algorithm representation using pseudocode; use of a simple machine simulator to understand the basic operation of a machine; and an introduction to data structures and object-oriented design using pseudocode. A term paper or project will be required.

CS 162 Computer Science I (5)

Formulation of problem specifications, development of algorithms, program design, structured programming concepts, program execution, and documentation. Three hours of laboratory is required in addition to the lectures. PREREQ: CS 161 recommended.

CS 199 Computer Science Topics (1-6)

Course content will vary. Topics are selected relative to new subject areas in Computer Science appropriate to freshmen level.

CS 221 Advanced Computer Application in Business (2)

An introduction to integration of software applications, advanced spreadsheets, macros, and relational databases. The course will improve students' understanding of DOS commands, introduce disk management techniques and increase students' ability to use a microcomputer efficiently. Supplemental topics may include desktop publishing and presentation graphics. PREREQ: CS 121.

CS 222 Computer Systems Management (3)

This course will provide hands-on experience in assembling, installing and maintaining computer hardware and software systems.

CS 260 Computer Science II (5)

Course will cover algorithms for external file processing and concepts associated with data abstraction. Examples will include linked lists, stacks, queues, and trees. Three hours of laboratory is required in addition to the lectures. PREREQ: CS 162.

CS 262 Programming Languages (2)

Computer applications using the language designated. PREREQ: CS 162 or previous programming instruction.

CS 271 Computer Organization (4)

Logical organization, computer hardware, introduction to assembly and machine language programming. PREREQ: CS 260.

CS 272 Low Level Programming (3)

This class covers programming techniques that require the programmer to be aware of the computer's hardware organization. Approximately one-half of the class will be devoted to an introduction to assembly language programming, and the remainder of the class will consider aspects of the C programming language such as: pointers, dynamic memory allocation, the address operators, and the bitwise operators. PREREQ: CS 260.

CS 299 Topics in Computer Science (1-6)

Course content will vary. Topics are selected relative to new subject areas in computer science appropriate to sophomore level.

CS 311 Data Structures I (3)

This course studies the merging of abstract data types and the algorithms which manipulate them. Topics could include: the study of the elementary searching and sorting algorithms, the use of the abstract data types such as stacks, queues and trees, and an introduction to complexity analysis. PREREQ: CS 260.

CS 313 Data Structures II (3)

A continuation of CS 311, where topics could include advanced searching and sorting algorithms, a further treatment of the data type trees into AVL trees, B-Trees and B+Trees, the inclusion of external file manipulation algorithms, graph structures, and further study of complexity analysis and classes. PREREQ: CS 311.

CS 315 Theory of Programming Languages (3)

Programming language paradigms and implementation issues form the major content of this course. Paradigms studied include at least imperative, functional, logic, and object oriented languages. Students will learn how to approach problems from the viewpoint of each of the

paradigms. Implementation issues studied may include language evaluation criteria, forms of abstraction, scoping rules, parameter types, control structures, data typing, static vs. dynamic issues. PREREQ: CS 313.

CS 340 Ethics and Information Management (3)

Acquaint students with the contemporary or possible future moral problem that arises due to computerization. Give students a deeper understanding of the nature of morality or the nature of society. Help students understand the relationship between deep human needs, socioeconomic institutions and technology. PREREQ: CS 161 and Junior standing.

CS 344 Discrete Structures (3)

This course is designed for students in computer science. Topics that will be covered include mathematical reasoning and methods of proof, sets, relations, functions, partially ordered sets and lattices, groups boolean algebra, propositional and predicate calculus, recurrence relations, and graph theory. PREREQ: MTH 231.

CS 345 Theory of Computation I (3)

This course presents the underlying theory of computer science. Introduction to the theoretical models of computing, i.e. finite automata, pushdown automata, and Turing machines are covered, along with a basic discussion on the classification of algorithms. PREREQ: CS 311.

CS 350 Network Administration (3)

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.

CS 355 Unix Fundamentals (3)

This course is an introduction to the UNIX operating system. The emphasis is on using a UNIX-based or a Linux-based computer and some basic system administration tasks. The course will cover fundamental UNIX commands and utilities, including the use of a text editor and a mail handler, configuring a shell, the UNIX file system organization, managing processes in a multiprocessing system, and writing simple shell scripts. Other topics that may be covered as time permits are: the X window system, C programming in a UNIX environment and UNIX pattern matching utilities such as awk. This class assumes no previous experience with the UNIX operating system. PREREQ: CS 260.

CS 372 Operating Systems (3)

This course provides an introduction to Operating Systems as managers of systems resources. Management of tasks, memory, and peripheral devices is explored. Topics include task synchronization, message handling, file management, demand paging, scheduling, and dispatching. PREREQ: CS 271, CS 311.

CS 399 Topics in Computer Science (1-6)

Course content will vary. Topics are selected relative to new subject areas in Computer Science appropriate to junior level.

CS 406 Special Topics (1-4)

Course is to be offered on an individual student basis. It is designed to support students in investigating the application of programming methods to problems related to their declared major.

CS 407 Seminar (1-4)

Terms and hours to be arranged.

CS 408 Workshop (1-4)

Terms and hours to be arranged.

CS 409 Practicum (1-9)

Offers practical experience working in a computer science department for area businesses and industries.

CS 420 Database Management Systems (3)
Database system architecture; relational, hierarchical, and network approaches. Security and integrity of data bases. PREREQ: CS 311 or IS 320.

CS 424 Expert Systems (3)
This course will provide an introduction to both the construction of knowledge-based systems and the study of the underlying inference mechanisms. Both diagnostic and constructive systems will be studied. Additional topics may include the study of the development of expertise, the testing and maintenance of knowledge-based systems and their potential impact upon organizations. PREREQ: CS 313 and CS 315.

CS 425 System Analysis and Design (3)
This course requires students to work as a group for the solution of a large scale project. An interactive approach of design and analysis is used while prototyping and other alternative strategies are discussed. This term is devoted to the thorough design and documentation of a software product. Current software tools are integrated into the course, e.g. dataflow systems, version control systems, etc.. PREREQ: CS 311 or IS 320.

CS 430 Software Implementation and Testing (3)
A continuation of the CS 425 course where the students, in groups, perform implementation of a designed software product. The emphasis is on unit testing, integration of the system and final testing of the product. Documentation and testing are the emphasis. PREREQ: CS 425.

CS 440 Analysis of Algorithms (3)
A variety of algorithms are examined in terms of their demands on the resources of space and time. The trade-offs between space and time utilization are weighed so that the appropriate algorithm will be used for a particular situation. The techniques for doing a detailed algorithm analysis are covered. A theoretical component on the classes of algorithms is included. PREREQ: CS 313.

CS 445 Theory of Computation II (3)
This course explores the mathematical foundation of computer science. The various levels of automata theory are covered (finite automata, pushdown automata, Turing machine) along with their deterministic and non-deterministic counterparts. Emphasis is on identifying the gain in "power" as each new machine is introduced and the implications of the class of problems each is able to solve. Finally, a tie is established between the theoretical models and the modern day algorithms which can be described by these models. PREREQ: CS 345 and CS 313.

CS 447 Compiler Design (3)
This course includes the theoretical discussion of the complexities of a modern compiler, along with the examination of the algorithms necessary to implement the same. Programming tools such as LEX and YACC are used. All phases of a compiler are implemented. PREREQ: CS 345 and CS 313.

CS 449 Topics in Computational Theory (4)
This course covers topics of special or current interest in the area of computational theory that are not covered in other courses.

CS 450 Network Programming (3)
Introduction to networking software and protocols. Students will learn about the design and implementation of common network protocols such as TCP/IP and HTTP. Programming assignments may include developing client and server software using sockets, RMI or CORBA, web services, and message oriented middleware.

CS 451 Management of Information Systems (3)
In today's business environment, information resources are increasingly web-based. This course examines current methods for creating a web application. Unlike a static web site, a web application contains dynamic pages, which receive their contents from databases connected to a web server. This course includes programming techniques used on various platforms appropriate for the creation of a web application PREREQ: CS 311.

CS 452 Internet Communications (3)
Comparing different network models. Focus on wide area networks and communication with routers, and switches. Management of web servers will also be covered. PREREQ: CS 450.

CS 453 Data Mining and Data Warehousing (3)
Develop the essential information and guidance on designing and building effective data warehousing systems. Data warehousing will develop the tools, concepts and approaches to organize vast stores of information. This course explains what data warehousing is, how it works and why the survival of many businesses in the twenty-first century will depend on leading-edge information architectures. PREREQ: CS 420.

CS 459 Topics in System Management (3)
This course covers topics of special or current interest in the area of system management that are not covered in other courses.

CS 470 Human Machine Interfaces (3)
This course focuses on developing an understanding of the structure and use of GUI operating system services. This understanding involves the exploration of several key ideas: 1) the differences between classical vs. event-driven programming; (2) the structures common to all GUI systems; 3) direct system call level programming vs. Class library level programming; 4) Internet GUI systems (Active X and Java). Additionally, student will gain hands on experience programming GUI's using Visual C++ and the Microsoft Foundation Classes, Win32 api (C code), and Java AWT & Swing class libraries. PREREQ: CS 313.

CS 471 Metrics and Testing (3)
This course covers the principles of systematic testing of software systems, software verification, symbolic execution, software debugging, quality assurance, measurement and prediction of software reliability, project management, software maintenance, software reuse, reverse engineering. It emphasizes the process of software testing and different testing techniques and methodologies used in the industry. This course also covers topics related to the management of a testing project. PREREQ: CS 430.

CS 472 Operating Systems - Advanced Topics (3)
The advanced operating systems topics course is a project-oriented course for senior computer science majors who wish to explore advanced program development techniques utilizing operating system services. Additionally, students will develop an understanding of the structure and purpose of distributed operating systems including process control, file systems, input/output systems, memory management within this framework. The project provides hands-on experience in the advanced development of applications using direct system calls to the operating focusing on the development of distributed and client/server applications. PREREQ: CS 372.

CS 474 Concurrent Systems (3)
The study of parallel architecture and parallel programming paradigms. A comparison of large grain and fine grain programming methods. Topics also include: process creation and termination, shared and private data, scheduling algorithms, and interprocess communication. PREREQ: CS 313.

CS 475 Applied Computational Intelligence (3)
This course introduces the student to the broad range of ideas that comprise the field of artificial intelligence. These include symbolic reasoning, first order logic, heuristic search, game playing, intelligent agents, planning, and machine learning. The major successes and failures of the past, plus current predictions of the future of A. I. will be discussed. Students will complete short programming assignments that apply A.I. concepts. PREREQ: CS 315.

CS 479 Topics in Software Engineering (3)
This course covers topics of special or current interest in the area of software engineering that are not covered in other courses.

CS 481 Computer Graphics (3)

This course covers the basic principles for the design, use and understanding of computer graphics. Algorithms for creating and manipulating graphic displays using a graphics kernel system are examined. The course also examines the hardware and software components of graphics systems. PREREQ: CS 311.

CS 482 Modeling and Simulation (3)

This course is about the design and construction of computer models. Students will study the use of these models to simulate the behavior of the modeled system in order to try to better understand the system, to predict how it might behave under different circumstances or find ways to improve the "performance" of the system. The course will cover both discrete and continuous system models. Of particular interest in this course is the process of "translating" ones mental models into a computer modeling language in order to perform the simulations. This conceptualization process is often the most difficult and elusive step and tends to be more art than science. Contemporary simulation languages make it possible to create models on the computer, letting it keep track of the changes to the structure, equations and data as the process unfolds. PREREQ: CS 311.

CS 483 Systems Administration (3)

The purpose of this class is to prepare a student to be a system administrator for an enterprise level server. For each occurrence of this class, the operating system and server to be studied will be chosen from among the currently available systems. PREREQ: CS 450.

CS 484 Neural Networks (3)

This course explores computation in massively interconnected networks of simple, autonomous processing elements. The course will examine the ideas motivating connectionist computation, plus how neural nets have been successfully applied to engineering tasks and cognitive modeling. Students will complete individual projects exploring the computational properties of neural networks. Students are expected to be comfortable with calculus and simple matrix operations. PREREQ: CS 313.

CS 500M Fundamentals of Computer and Information Systems (4)

The student will explore the history, current and future role of information systems. Topics include systems theory, computing systems components and systems development.

CS 506M Special Topics (1-4)

Course is to be offered on an individual student basis. It is designed to support students who need to investigate topics not covered in existing courses. PREREQ: CS 500M and CS 510M.

CS 507M Special Topics (1-4)

Special course offerings. PREREQ: CS 500M and CS 510M.

CS 509M Practicum (1-9)

Offers credit for a practical work experience where advanced computer science skills are developed and/or utilized. Must be managed by a computer science faculty member. PREREQ: CS 500M and CS 510M.

CS 510M Programming Languages (4)

Become familiar with high level programming languages, and develop competency in an object-oriented programming language.

CS 520M Database and Information Systems (4)

Covers both database theory and applications of databases. Focus is on data modeling and data design. Relational databases and object-oriented databases will be examined. Students will construct an information system using current database tools. PREREQ: CS 500M and CS 510M.

CS 530M Software Engineering (4)

Student will become familiar with the techniques and methods for successful project analysis/design. Tools that are used to measure and track the stages of the project life cycle are examined. PREREQ: CS 500M and CS 510M (or equivalent).

CS 550M Networks and Communications (4)

The current and future role of the networked work place will be explored. Communication protocols will be explained and examined. PREREQ: CS 500M and CS 510M.

CS 560M Algorithms and Computational Theory (4)

Examines the foundational tools of computer science. Specific topics include what is possible to compute, and, if possible, how reasonable is it to compute in terms of time and space. Examples will be described through the use of abstract mathematical models and machines. PREREQ: CS 500M and CS 510M.

CS 570M Computer Architecture and Operating Systems (4)

A survey course covering various aspects of operating systems and computer architecture. Students will develop an understanding of the structures and purpose of operating systems including process control, file systems, input/output systems, and memory management. Students will also study the components of a general-purpose computer system--CPU, memory and peripherals--and how they connect to each other by means of buses. PREREQ: CS 500M and CS 510M.

CS 580M Knowledge Based Systems (4)

This course covers both theoretical and practical aspects of decision support and artificial intelligence and provides a detailed understanding of the broad issues in artificial intelligence and a useful survey of current AI technology. Included are broad coverage of innovative representational techniques, including neural networks, image processing, and probabilistic reasoning, alongside the traditional methods of symbolic reasoning. PREREQ: CS 500M and CS 510M.

CS 590M Modeling and Simulation (4)

A study of both discrete and continuous system simulation. Model design and model life-cycles will be explored. Students will build models using current simulation packages. PREREQ: CS 500M and CS 510M.

Computer Science Education

CSE 406 Special Individual Studies (3)

Terms and hours to be arranged.

CSE 407/507 Seminar (1-6), variable

Terms and hours to be arranged.

CSE 408/508 Workshop (1-9)

Terms and hours to be arranged.

CSE 409 Practicum (3-9)

Field placement in a setting where computer education applications may be encountered under guidance and supervision.

CSE 415/515 Designing Information (3)

A look at how ideas are organized in a variety of media. Explores how information is encoded in text, graphics, audio, and motion media. Effectively choosing and designing appropriate media for the communication of ideas.

CSE 430/530 Desktop Publishing and Presentations (3)

Application of the computer to create, organize and display text and graphics in print and non-print media. Training on a graphics program, page layout program and a slide transparency generating program.

CSE 436/536 LOGO as a Learning Tool (3)

An exploration of the LOGO philosophy and how it relates to developmental learning theories with application in varying curricular areas. Extensive opportunity for hands-on experience.

CSE 440/540 Multimedia Authoring (3)

Application of the principles of instructional design to the creation of computer based lessons using Hypermedia. Courseware developed will stress developmental techniques and validation.

CSE 450/550 Electronic Portfolio Creation (3)
Deals with the aesthetic/technical aspects of selection, evaluation and employment of various "authoring" tools for designing electronic portfolios. PREREQ: CSE 440/540.

CSE 454/554 Authoring Systems (3)
The selection, evaluation and use of authoring systems to develop an instructional unit.

CSE 506M Special Individualized Study (1-3)
Designed for individual or special studies in a limited area of interest, under the guidance of a designated faculty member.

CSE 510M Computers in Education (3)
Course will follow two distinct strands of activity: a theoretical/philosophical analysis of the underpinnings of technology-use; and hands-on skill development in the use of hardware and software.

CSE 520M Computer as a Management Tool (3)
Course will focus on the theoretical and practical aspects of computer aided tool-use. Theoretically, we will explore ways in which perceptions of education may be altered when implementing computer-based technologies. Cultural implications will also be explored. Practically, 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 524M 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 525M 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. Students will also examine educational and cultural issues that relate to the use of the Internet and issues that relate to the development of web sites in educational settings. Students will create their own Internet web site.

CSE 560M Computer Interactive Video Systems (3)
Principles and practices of interfacing and utilizing audio and video systems with microcomputers in instructional environments. PREREQ: ED 526 and ED 541.

CSE 580M Integrating Computers Into the Curriculum (3)
Integration of computers into an instructional program. A curriculum guide including goal statements, scope and sequence of objectives, identification of resources, and program evaluation is developed. Activities will include identifying, planning, evaluating and implementing a curriculum to both teach with and about computers. PREREQ: Consent of instructor.

Creative Arts

CA 101H, 102H, 103H A Correlated Study of the Arts (3 each)
This writing-intensive sequence addresses the conceptual language used in the visual arts, music, and theatre. In addition significant emphasis is placed on the historical developments in European-American arts. Each term will also include some examination of representative examples of the arts from non-Western cultures.

CA 199 Special Studies
Terms and hours to be arranged.

CA 399 Special Studies (1-3)

CA 401/501 Teaching Creatively and Collaboratively in the Arts (9)

This course integrates art, music, theatre and dance with other subject areas to demonstrate creative and collaborative teaching strategies for classroom teachers. PREREQ: A minimum of 9 hrs in one of the creative art areas (music, art, theatre or dance) or consent of instructor.

CA 406 Special Individual Studies (1-3)

CA 407 Seminar (1-3)

CA 408 Workshop (1-3)

CA 409 Practicum (1-3)

Criminal Justice

CJ 199 Special Studies (4)
PREREQ: Consent of instructor.

CJ 213 Introduction to Criminal Justice (4)
Course provides a multidisciplinary approach to administration, procedures, and policies of agencies of government charged with the enforcement of law, the adjudication of criminal behavior, and the correction/punishment of criminal and deviant behavior. Includes an overview of criminal justice models and explanations of adult and juvenile crime and responses of the adult and juvenile justice systems within respective social, political, and economic contexts

CJ 241 Introduction to Community Crime Prevention (4)
Course provides students with an opportunity to explore the history, philosophy, theory, and application of community crime prevention programs. Students will examine research and programs in law enforcement, the courts, corrections, higher education, and community-based organizations. PREREQ: CJ 213 or consent of instructor.

CJ 313 History and Development of American Law Enforcement (4)
Course surveys the historical development of American law enforcement, focusing on the social, political and organizational dynamics that helped to shape this critical institution. The course covers the four major models of American policing: colonial, political, reform, professional, and service models. Course provides a historical foundation for other courses in the law enforcement major (i.e., CJ 331, CJ 351, CJ 432, and CJ 456). PREREQ: CJ 213 or consent of instructor.

CJ 319 Ethics and Leadership in Criminal Justice (4)
Course examines major ethical theories relevant to criminal justice and social service institutions. Emphasis is placed on ethical practices and dilemmas that affect practitioners as they endeavor to provide public services. PREREQ: CJ 213 or consent of instructor.

CJ 321 Principles of Forensic Investigations (4)
Course is designed for students studying forensic science and non-criminal justice majors. Course provides a study of the history, philosophy and theory of the use of physical evidence in the US criminal justice system. The focus is on the legal requirements for handling and processing forensic evidence and includes the study of the exclusionary rule and other relevant legal processes. Crime scene procedures, including the recognition, collection, processing, and preservation of physical evidence, are a significant component of the course.

CJ 327 Research Methods in Criminal Justice (4)
Course provides students with an opportunity to learn, understand, and apply social research methods to issues germane to the discipline of criminal justice. Emphasis will focus on the relationships of theory to research, measurement, research design, hypothesis testing, sampling, and the implications of research for social policy. PREREQ: CJ 213.

CJ 331 Police and Community: Policy Perspective (4)
Provides a broad review of contemporary American crime control policies and their relationship to community needs and citizen expectations. An emphasis will be placed on the influences that politics (i.e. minority groups, advocacy groups, etc.), culture, economics, and bureaucracy have on policy development. PREREQ: CJ 213 and CJ 313 or consent of instructor.

CJ 351 Police Organization and Administration (4)
Organizational and management principles; the administrative process in law enforcement agencies; the relationship of theoretical administrative concepts to the practical police environment. PREREQ: CJ 213, CJ 313, and CJ 331, or consent of instructor.

CJ 403 Field Study (4)
Terms and hours to be arranged. PREREQ: Consent of instructor.

CJ 406 Independent Studies (1-4)
Terms and hours to be arranged. PREREQ: Consent of instructor.

CJ 407/507 Seminar (4)
Terms and hours to be arranged. PREREQ: Consent of instructor.

CJ 408 Workshop (1-15)
Term and hours to be arranged. PREREQ: Consent of instructor.

CJ 409 Practicum (4-12)
Terms and hours to be arranged. PREREQ: Consent of instructor.

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. PREREQ: Upper-division standing and completion of WR 135 with a GPA of 3.0 or higher.

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. PREREQ: CJ 351 or consent of instructor.

CJ 435/535 Gender, Crime and Justice (4)
Course examines the differences in the commission of offenses and victimization by gender, addresses gender specific differences in criminality, and societal reactions and criminal justice responses by gender. Course also addresses the relationships of gender, race, social class, crime, and social control.

CJ 436/536 Minorities, Crime, Social Policy, and Social Control (4)
Course examines the involvement of minorities, especially African Americans, Hispanics and Native Americans, in crime and the criminal justice system. Special attention is devoted to the role of racism in theories of crime and in American law and to the treatment of minorities by various factions of the criminal justice system.

CJ 440/540 Community Crime Prevention Studies (4)
Course offers a 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. PREREQ: CJ 213, CJ 241 or consent of instructor.

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. PREREQ: Upper-division standing.

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. PREREQ: 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. PREREQ: CJ 213, CJ 313, CJ 315, and CJ 331.

CJ 453/553 Penology (4)
The evolution of punishment; penological theories; survey of prison development and administration. Education, labor and rehabilitation processes. Social groups in the prison community. PREREQ: Upper-division standing.

CJ 454/554 Parole and Probation (4)
History of parole and probation, adult and juvenile parole and probation (a comparison of systems), contemporary practices and theories, administration and research, treatment processes and tools. PREREQ: Upper-division standing.

CJ 455/555 Correctional Casework and Counseling (4)
History, development and contemporary practices, theories, and techniques of juvenile and adult correctional casework, counseling and treatment. PREREQ: Upper-division standing.

CJ 456 Contemporary Issues in Criminal Justice (4)
A study of contemporary issues in criminal justice. PREREQ: Consent of instructor.

CJ 458/558 Integrated Services in Community Crime Prevention (4)
Surveys a broad spectrum of national and local programs and services that can be applied to various community crime prevention environments. The hallmark of this course lies in the evaluation and integration of these programs and services into existing community resources and support units. Ethnic/racial and gender issues will be addressed as they apply to a variety of community crime prevention topical areas. PREREQ: CJ 213, CJ 241, CJ 440/540, or consent of instructor.

CJ 463/563 Juvenile Issues (4)
This course focuses on contemporary juvenile issues (such as child abuse) and other current issues and trends that involve the juvenile, family, school, social agencies, and the court. PREREQ: Upper-division standing.

CJ 499/599 Special Studies in Community Crime Prevention (4)
Advanced study on special topics proposed by faculty at large grounded in the discipline of the faculty member. The focus is on youth and family, problem solving, team building, organizational behavior, and program development and evaluation. A committee of two criminal justice faculty and two faculty from other disciplines will select from proposals solicited from all university faculty. Enrollment is open to students in other disciplines at the discretion of the instructor.

CJ 503M Thesis/Field Study (1-9)
Terms and hours to be arranged.

CJ 506M Special Individual Studies (1-15)
Term and hours to be arranged.

CJ 508M Workshop (1-15)
Term and hours to be arranged.

CJ 512M Research in Criminal Justice (4)
Course examines research techniques and methods necessary for a comprehensive understanding of crime, criminal justice, and their relationship to policy construction and implementation. Course will

explore quantitative and qualitative social research methodologies, and examine their application in the study of crime and criminal justice in a variety of geographic environments (e.g. rural and/or urban settings).

CJ 516M Community-Based Corrections (4)
Inventory, assessment and impact of community based programs implemented for treatment and care of the juvenile and adult offenders.

CJ 517M Criminal Justice Administration and Organizational Behavior (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 518M Theory of Criminal Law (4)
Course explores the development and application of criminal law in America, and will 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 519M Ethics and Leadership in Criminal Justice (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 520M Offender Treatment (4)
Graduate students will have an opportunity to explore 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 521M Human Resource Management in Criminal Justice (4)
Students will explore the recruiting, selection, training, assignment, discipline, and promotion of personnel in criminal justice. The emphasis is on the philosophy, theory and practice of human resource management in the contemporary public safety agency.

CJ 522M Strategic Planning in Criminal Justice (4)
Students will explore the development and design of strategic planning to provide the competence to develop a strategic plan for a criminal justice agency. Strategic planning will be contrasted to tactical planning and intuitive planning. The strategies for future thinking, visioning, organizational values, environmental concerns, stakeholders and forecasting will be studied. Study and research will focus on the philosophy, theory, and application of strategic planning in criminal justice agencies.

CJ 556M Contemporary Issues in Criminal Justice (4)
A study of contemporary issues in criminal justice.

CJ 560M Advanced Theories and Research in Crime and Delinquency (4)
Graduate students will have an opportunity to explore advanced applications of theory and social research methodologies. Students will be required to develop and apply critical analysis of a variety of theoretical and methodological applications within the realm of criminal justice and the broader study of crime. Students will be required to demonstrate an understanding of the relationships between theory, methods and social policy.

Dance

D 170, 171, 172 World Dance I - III (1 each)
An introduction to the performance of traditional and popular dance styles from a selection of world dance perspectives. Emphasizing practice and performance, the course examines dance forms in relation to their specific cultural contexts.

D 177, 178, 179 Beginning Hip Hop (1 each)
An introduction to the performance of selected contemporary dance styles from urban-American street dance. Emphasizing practice and performance, the course examines a variety of dance forms from break dancing to voguing. To be taken in sequence.

D 180, 181, 182 Beginning Modern Dance I - III (1 each)
Modern dance technique heightens awareness of the expressive use of the body, builds physical, aesthetic and performance skills, and develops appreciation for the art form of dance. Creative expression is developed as rhythm, movement patterns and dynamics are explored. An introduction to choreographic ideas may also be introduced. To be taken in sequence.

D 185, 186, 187 Beginning Ballet I - III (1 each)
Introduction to the basic concepts of body alignment, the technical movement vocabulary in traditional ballet, the accompanying French terminology, and the basic movement sequences that will develop strength and flexibility. To be taken in sequence.

D 188, 189, 190 Beginning Jazz Dance I - III (1 each)
Introduction to the varied styles of contemporary jazz technique with an emphasis on the uses of rhythm, syncopation, isolation of the various body parts, and varied rhythmic accompaniment. To be taken in sequence.

D 196, 197, 198 Beginning Tap I - III (1 each)
Introduction to the basic elements of tap dancing steps and techniques in a variety of styles from military to rhythm or jazz tap to waltz clog. Improvisation will also be introduced. To be taken in sequence.

D 199 Special Studies (1-15)
Terms and hours to be arranged.

D 251 Introduction to Dance (3)
This course is designed to introduce the origins of the various forms of dance, such as ballet, modern, musical theatre, jazz, tap, folk and popular dance forms. Also examined will be how and why people dance as well as how and why people watch dance, with concern for becoming more conscious and informed viewers.

D 253 Labanotation (3)
A study of the Labanotation method for analysis and recording of basic movements of the human body through the use of symbols. This system is applied to those fields in which there is a need to record motions of the body—dance, athletics, anthropology, and physiotherapy.

D 260 Dance Improvisation (1)
Explorations to foster movement invention and spontaneity. Structures and open improvisations incorporating other media such as music, text and props. Class participation informal discussion. Concurrent registration in a dance technique class is strongly advised.

D 280, 281, 282 Intermediate Modern Dance I - III (2 each)
Introduction to the elements of an intermediate level of modern dance movement with emphasis on developing technique, expanding movement vocabulary, improvisational work, and personal expression. Individual compositional studies will also be included. PREREQ: Beginning modern sequence or consent of instructor.

D 285, 286, 287 Intermediate Ballet I - III (2 each)
Introduction of an intermediate level of adagio, barre, petite and grande allegro. Emphasis will be placed on work in the center and across-the-floor combinations. PREREQ: Beginning ballet sequence or consent of instructor.

D 288, 289, 290 Intermediate Jazz Dance I - III (2 each)
Intermediate level of contemporary jazz dance styles. Includes an introduction to a more advanced level of technique focusing on rhythm, syncopation and body isolations. Some emphasis will be placed on improvisatory jazz dance and compositional applications. PREREQ: Beginning jazz dance sequence or consent of instructor.

D 301, 302, 303 Pointe Technique I - III (1 each)

This course will introduce basic classical ballet vocabulary and pointe technique, historical perspectives, anatomy, as well as pointe related injuries and their prevention. PREREQ: Intermediate ballet sequence, or consent of instructor.

D 310 Women in Dance and Music: 1800-Present (3)

Women's contributions to music and dance from 1800 to the present will be presented within historical and sociological contexts.

D 330 Rhythmic Awareness (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. PREREQ: Beginning modern sequence or consent of instructor.

D 352 Dance Composition II (3)

This course will explore choreographic concepts as they relate to the elements of spatial design, musical form, character study, and textural differences. PREREQ: D 351 or consent of instructor.

D 357 Dance in Musical Theatre (3)

Examines the development of musical theatre dance from the 19th century to the present. Includes selected choreographers, their works and the role they played in the development of American musical theatre.

D 360, 361, 362 Intermediate Modern Dance IV, V, VI (2 each)

For intermediate level students taking the intermediate modern sequence for a second year. A continuation of the work outlined under intermediate modern D 280, 281, 282 with emphasis on a higher level of technical, improvisational and expressive skills. PREREQ: D 280, D 281, D 282.

D 363, 364, 365 Intermediate Ballet IV, V, VI (2 each)

For intermediate level students taking the intermediate ballet sequence for a second year. A continuation of training the ballet student in traditional ballet and the accompanying technical movement vocabulary. PREREQ: D 285, D 286, D 287.

**D 370, 371, 372 Intermediate Modern Dance VII, VIII, IX (2 each)**

For intermediate level students taking the intermediate modern sequence for a third year. A continuation of the work outlined for intermediate modern with emphasis on an advanced level of technical, improvisational and expressive skills. PREREQ: D 360, D 361, D 362.

D 373, 374, 375 Intermediate Ballet VII, VIII, IX (2 each)

For intermediate level students taking the intermediate ballet sequence for a third year. A continuation of the training outlined for Intermediate Ballet with emphasis on an advanced level of training. PREREQ: D 363, D 364, D 365.

D 376, 377, 378 Advanced Ballet I, II, III (2 each)

Further development and mastery of advanced barre, adagio, petit and Grand allegro technique. Emphasis will be placed on an advanced pre-professional level of technical and performance skills. PREREQ: Intermediate Ballet sequence or consent of instructor.

D 380, 381, 382 Advanced Modern Dance I - III (2 each)

Further develops the technical level of the student through advanced study in past and contemporary dance trends. Included will be individual and group improvisational explorations, focus on exploring personal expression through movement, as well as an emphasis on performance. PREREQ: Intermediate modern dance sequence or consent of instructor.

D 383, 384, 385 Advanced Modern Dance IV, V, VI (2 each)

For advanced level students taking the Advanced Modern sequence for a second year. A continuation of the work outlined under Advanced Modern D 380, 381, 382 with emphasis on a higher level of technical, improvisational, personal expression, and performance skills.

D 386, 387, 388 Advanced Modern Dance VII, VIII, IX (2 each)

For advanced level students taking the Advanced Modern sequence for a third year. A continuation of the previous advanced level work with emphasis on an advanced, pre-professional level of technical, improvisational, personal expression, and performance skills.

D 390 Kinesiology for Dance (3)

Survey of kinesiology principles as related to basic movement. The areas stressed are anatomy, physiology, 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 391, 392, 393 Advanced Ballet IV, V, VI (2 each)

For advanced level students taking the advanced ballet sequence for a second year. A continuation of the previous advanced level work with emphasis on an advanced, pre-professional level of technical and performance skills. PREREQ: D 376, D 377, D 378.

D 394, 395, 396 Advanced Ballet VII, VIII, IX (2 each)

For advanced level students taking the advanced ballet sequence for a third year. A continuation of previous advanced level work with emphasis on an advanced, pre-professional level of technical and performance skills. PREREQ: D 391, D 392, D 393.

D 399 Special Studies: Dance Concert and/or Musical (1-3)

Participation, by performing or crewing, in a dance concert or musical theatre production. By audition only.

D 405 Senior Project (2)

Each graduating senior with a BA/BS in dance or a BA/BS in the arts with a dance emphasis will complete a final capstone experience on a selected topic in the field of dance. Students are responsible for the creation, rehearsal, research and the presentation of the project. PREREQ: Senior standing in dance.

D 406 Independent Studies in Dance (1-3)

For students who wish to study in depth selected topics in dance history, theory, education, or criticism. Only 3 credit hours of D 406 and D 408, singly or combined, count as electives in the dance minor. PREREQ: Intermediate level dance study and consent of instructor.

D 407 Seminar (1-15)

Terms and hours to be arranged.

D 408 Workshop (1-15)

Terms and hours to be arranged. (To allow for various workshops in dance, i.e., Pas de Deux, men's techniques, African dance, etc.)

D 450 Dance Repertory (1-3)

Exposes the intermediate and advanced student in modern dance to more advanced and varied modern dance techniques with an emphasis on performance. Students will learn and perform dances in the WOU dance theatre repertory and in various theatrical venues.

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 453 Ballet History (3)

Covers the development of ballet from its roots in the Renaissance Courts through the Romantic and Classical eras to the late 20th century.

D 454 Evolution of Modern Dance (3)

Covers the development of modern dance and the philosophies of the leading modern dancers of the decade from Duncan to the present.

D 455 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. PREREQ: D 351, D 352 or consent of instructor.

D 460 Dance and Technology (3)

Introduction to the use of desktop multimedia applications and peripherals applied specifically to dance production and the creative process.

D 491 Creative Dance for Children (3)

Course explores dance concepts and expressive movement. Included will be how these areas apply to foster creativity, and how they may be used both as a format for understanding other cultures and as a tool for teaching other subject areas at an elementary education level.

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)

Investigates why creativity is important to us personally and globally. How creativity works and how culture evolves as domains are transformed by creative individuals will be examined. Included will be experimentation with different ways to develop and enhance our own creativity, with a focus on how creativity can benefit our artistic expression as well as every area of our lives.

Economics

EC 199 Special Studies (1-6)

Terms and hours to be arranged. A means by which students may earn lower-division credit for such learning activities as intern programs and writing research reports on small business firms and international conglomerates.

EC 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.

EC 311 Intermediate Microeconomics (4)

Provides the student with a rigorous grounding in the methods and techniques of modern micro-economic analysis. The course develops the standard neoclassical theories of consumption, exchange and production under the assumption of perfect competition and full information. Situations in which information and markets are imperfect, including price discrimination, monopolistic competition, oligopoly, monopoly, and cartels are also covered. PREREQ: 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. PREREQ: EC 201, 202, MTH 111, EC 311, and sophomore standing.

EC 315 Economic Analysis and Report Writing (4)

Basic methods of economic analysis; data sources, collection and presentation; report writing; projects to develop these skills.

EC 318 Money and Banking (4)

In-depth coverage of money, its forms, how it is created by banks and the Treasury, how its supply is regulated by the Federal Reserve System, and its vital role in the functioning of the macroeconomy. PREREQ: 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. PREREQ: 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. PREREQ: EC 201, 202 or consent of instructor.

EC 334 Economics of Collegiate Sports (4)

Applies economic analysis to collegiate sports. Topics include: history and function of the National Collegiate Athletic Association, compensation for collegiate athletes and coaches, academic standards for athletes, corporate sponsorships and the financing of collegiate sports, collegiate sports and the media, gender equity for coaches and athletes, and the impact of Title IX legislation. PREREQ: EC 201, 202 or consent of instructor.

EC 360 Industry Studies (4)

An examination of the causes and consequences of market power using a case study approach. The structure-conduct-performance model will be used to explain strategic decisions by firms and regulatory decisions by government. PREREQ: EC 201, 202.

EC 395 Managerial Economics (4)

Applies microeconomic concepts to managerial decision-making. Topics include the analysis of: demand, revenue and cost functions, forecasting models and techniques, market structures, pricing, technology, and government regulation. PREREQ: EC 311.

EC 396 Game Theory (4)

An introduction to the strategic way of thinking and a primer on game theory with applications likely to be encountered by business. Topics covered include the prisoner's dilemma; dominant and mixed strategies; sequential and simultaneous moves; Nash equilibria; bargaining and collective action; uncertainty and information; threats, promises and negotiated games; and the evolution of cooperation. PREREQ: EC 311.

EC 399 Special Studies (1-4)

Terms and hours to be arranged.

EC 406 Special Individual Studies (1-9)

Terms and hours to be arranged. A specialized or individualized course of study within the Economics discipline developed in consultation with the instructor.

EC 407 Seminar (1-4)

Terms and hours to be arranged.

EC 409 Practicum (3-12)

Practical application of economic theory and/or collection of data for theoretical interpretation.

EC 417 Development Economics (4)

Focuses upon the prospects and problems facing more than 100 poverty-stricken countries in Latin America, Africa and Asia that are striving to attain standards of living approaching those of countries in Europe and North America.

EC 432 Urban Economics (4)

Economic analysis of spatially oriented problems, with emphasis on the problems and techniques related to the understanding of economic base and the comparative economic growth of regions. PREREQ: EC 201, EC 202 or consent of instructor.

EC 436 Environmental Economics and Public Policy (4)

An economic study of environmental problems with special reference to social welfare and economic efficiency criteria in evaluating the alternative uses of natural resources. PREREQ: EC 201, EC 202 or consent of instructor.

EC 440 International Trade (4)

Analyzes the causes and consequences of international trade. Topics covered include: the theory of comparative advantage, models of

international trade under perfect and imperfect competition, strategic trade policy, the impact of trade on welfare, protectionism, trade and the environment, the role of trade in developing countries, the effects of free trade agreements, and the role of multinational institutions in facilitating trade. PREREQ: EC 201, EC 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. PREREQ: EC 201, EC 202 or consent of instructor.

EC 444 Labor Economics (4)

This course applies microeconomic theory to understand the behavior of labor market dynamics in the U.S. and in other industrialized countries. Topics include: the demand and supply of labor, human capital, compensation and risk differentials, minimum wage/living wage legislation, unemployment, collective bargaining and unions, and discrimination. PREREQ: EC 201, EC 202.

EC 445 Industrial Relations (4)

Theories of the labor movement plus the history, aims, methods and policies of trade unions. The mechanics and functioning of collective bargaining will be explored. PREREQ: EC 201, EC 202 or consent of instructor.

EC 450 Comparative Economic Systems (4)

Theory, practice and reform of economic systems other than capitalism. The course emphasizes socialist economies, the economies of the former Soviet Union, East Central Europe and China. The course examines the origins of the socialist economy, how it is supposed to work, how it actually works, and how it can and cannot be reformed. PREREQ: EC 201, EC 202 or consent of instructor.

EC 451 Economic Systems in Transition (4)

Focuses on economies in transition, primarily the post-socialist economies in East Central Europe, the former Soviet Union and China. Topics covered include: privatization and enterprise restructuring, labor markets and social insurance policies, household welfare, public finance, trade policy and regional integration, crime and corruption, entrepreneurship, environmental degradation, and macroeconomic issues. PREREQ: EC 201, EC 202 and EC 450.

EC 460 Industrial Organization (4)

This course will examine the relationship between market structure, the conduct of individual firms, and industry performance in the presence and absence of government regulation. Competitive, oligopolistic and monopolistic market structures will be analyzed for their effects on the pricing, marketing and investment behavior of representative firms. The course also studies the relationship between government and business through interactions such as regulatory and antitrust policy. PREREQ: EC 201, EC 202 and EC 311.

EC 470 History of Economic Thought (4)

Traces the development of economic thought from ancient times to the present. Contributions of individual writers and schools of thought are examined in their historical settings and as they influenced economic thought and policy. Major contributions to economic thought in the 20th century are examined in greater detail.

EC 480 Mathematical Economics (4)

A review of relevant mathematical tools currently utilized in the economics profession and the application of these tools to economic issues utilizing problem-solving procedures. PREREQ: 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. PREREQ: EC 311.

Education

ED 200 Multiculturalism in the College Experience (3)
Designed to assist students from diverse socio-economic, cultural, and experiential backgrounds in addressing the personal, social, academic, financial, and campus climate issues within a multicultural context. They will be provided with opportunities to reflect on the culture of the institution as well as their own heritage. Instructional efforts will focus on increasing the awareness of cultural differences within the college community, self-assessment of possible prejudices and desirable behavioral changes in becoming a confident multicultural person.
PREREQ: College Enrichment Program participants; CEP participants planning to major in education, permission of the instructor.

ED 220 Introduction to Early Childhood Education (3)
An introductory course in the principles and basic theories of early childhood education. An overview will be presented of the physical, perceptual-motor, social-emotional, and cognitive development of the young child. A description of child care environment, assessment programs and curricular designs also will be included. Opportunities will be given to observe and participate in developing experiences for young children.

ED 301 Introduction to Chican@ 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 Chican@ history in the United States beginning with Spanish colonization and continuing with present day issues of assimilation and acculturation. Attention is paid throughout the course to the complex nature of language and culture and their roles within the educational and political systems.

ED 302 Multicultural Education and the American Experience (3)
Designed to assist students from diverse socio-economic, cultural and experiential backgrounds in addressing the personal, social, academic, financial, and campus climate issues within a multicultural context. Students will be provided with opportunities to reflect on the culture of the institution as well as their own heritage. Instructional efforts will focus on increasing the awareness of cultural differences within the college community, self-assessment of possible prejudices and desirable behavioral changes in becoming a confident multicultural person.

ED 407 Seminar (1-15)
Terms and hours to be arranged.

ED 408 Workshop (1-15)
Terms and hours to be arranged.

ED 409 Practicum (1-12)
Students must obtain a signature from Director of Field Services one term prior to registering for the following:

- Bilingual Education/ESL
- Early Childhood Education
- Educational Media
- Elementary
- Middle Level
- High School

ED 411 Field Experience I (1)
Experience within all four levels of teaching license authorization in one school district or region. Case study documenting the development and learning patterns of one student is required. School based observational data will be gathered and integrated with concurrent course work.

ED 412 Field Experience II (2)
Experience within the preservice teacher's selected second level of teaching license authorization. Instruction will be provided to small groups of students. A "service to the school" project will be developed to be completed the following term at the same site.

ED 413 Field Experience III (4)
Experience within the preservice teacher's selected second level of teaching license authorization. Full teaching day experience and experience with exceptional learners will be provided. The first work sample will be completed.

ED 417/517 Cooperative Learning (3)
Materials from Johnson and Johnson, Dishon and Wilson-O'Leary, Samples, Huggins, Schmuck and Schmuck and Stanford and others are presented, modeled, and integrated into a personal frame of reference. Cooperative learning strategies are modeled in all elementary curriculum areas.

ED 418 Assessment, Planning, and Instruction I (3)
This course will enable students to apply assessment and instructional strategies in the planning, designing and implementation of instruction within various classroom settings and in different subject areas. An additional component will provide opportunities for students to work with others seeking the same authorization licensure. The work sample methodology is integrated within the content of the course.

ED 421 Technology Integration I (2)
This technology course introduces operations and concepts of basic technology equipment, applications of technology to enhance personal and professional growth and productivity, and integration of technology into classroom planning, instruction and assessment.

ED 422 Technology Integration II (1)
This technology course continues exploration of operations and concepts of basic technology equipment, applications of technology to enhance personal and professional growth and productivity, and integration of technology into classroom planning, instruction and assessment.

Integration Project A student generated project illustrating their understanding of the interrelationships between all courses taken during this third term and the field experience. The term three integration project will be reviewed by College of Education and Liberal Arts Faculty.

ED 426 Professional Development (1)
Focuses on individual professional development in the context of the teaching profession. Students will be evaluated on their progress toward the proficiencies, will analyze their individual strengths and weaknesses and will prepare and plan for professional development. Students will select one area of specialized interest for professional development.

ED 427 Professional Development II (1)
A continuation of the course on individual professional development in the context of the teaching profession. Students will be evaluated on their progress toward the proficiencies, will analyze their individual strengths and weaknesses and will prepare and plan for professional development. Students will also continue to work on one area of specialized interest for professional development.

ED 428 Professional Development III (1)
Continued work with faculty guidance on individual professional development in the context of the teaching profession. Students will be evaluated on their progress toward the proficiencies, will analyze their individual strengths and weaknesses and will prepare and plan for professional development. Students will continue to prepare one area of specialized interest for professional development.

ED 429 Professional Development IV (2)
A student generated summary of the four term experience including documentation of their proficiencies, samples of their work as a teacher, a reflection on their work as they enter the profession, a description of their special area of expertise, and a plan for professional development during their first year(s) of teaching. Capstone projects will be reviewed by faculty, cooperating teachers and school administrators. A performance review will be conducted by faculty as a preview toward licensure. Includes on-campus seminars.

ED 433 Human Development and Classroom Learning (3)
Enables the preservice teacher to apply theories of human development from birth to adulthood and theories of learning to a variety of classroom settings.

ED 434 Content Pedagogy I (2)
Course is designed to introduce experimentation with teaching strategies within content areas (social studies, math, science, health, physical education, language arts, and foreign language) and to promote interaction among students, discussions regarding methodology, professionalism, and research in their content areas. Throughout the course, there will be an attempt to keep teacher's formal presentations to a minimum. The emphasis will be on active class participation and modeling of strategies being taught.

ED 435 Content Pedagogy II (2)
Course focuses on continued application and practice of teaching strategies within content areas (social studies, math, science, health, physical education, language arts, and foreign language) with an increasing emphasis on integration across content areas. Throughout the course, there will be an attempt to keep teacher's formal presentations to a minimum. The emphasis will be on active class participation and modeling of strategies being taught.

ED 436 Content Pedagogy III (2)
Course is designed for all authorization levels and focuses on continued application and practice of teaching strategies within content areas (social studies, math, science, health, physical education, language arts, and foreign language) and integration across content areas. It will also focus on the integration of literacy, technology, special needs, and multicultural perspectives. The course will provide opportunities for students to work with others seeking the same authorization licensure. Throughout the course, there will be an attempt to keep teacher's formal presentations to a minimum. The emphasis will be on active class participation and modeling of strategies being taught.

ED 437/537 Literacy: Inquiry, Theory and Informed Practice (3)
The integration of speaking, listening, writing and reading is the focus. Students will learn to plan and develop units of instruction utilizing strategies for implementing Big Books, songs and chants, and quality children's literature. Skills and information from other curricular areas will be incorporated into these units.

ED 438 Foundations of Education (2)
Enables the preservice teacher to explore the basic historical, philosophical and societal foundations of education. Current legal, financial and governing aspects as well as future economic and political influences on education are explored.

ED 441/541 Video Production (3)
Explores the fundamentals of the camera system, illumination, electronic video recording, audio recording, and set design. Each student will produce two short video projects outside the studio and will participate in at least one group studio color production.

ED 442 Emerging Literacy (2)
Major theories of language and reading will be examined as they apply to emergent and developing readers in preschool through the elementary grades. The interrelationship and integration of listening, speaking, reading, and writing will be a major focus, as will be the utilization of quality literature for children. An important component of this course will be an introduction to the relationship between assessment and instructional decision-making.

ED 443 Developing Literacy (2)
Course will focus on content area literacy 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. Refinement of specific reading, writing, listening, and speaking strategies will be applied to lesson planning and implementation in field experience teaching. The utilization of quality literature for children and young adults will be expected.

ED 444 Fluency in Literacy (3)
Methods for developing strategic readers and writers for students in preschool through middle school will be a major focus. Content area literacy will be introduced. The integration of listening, speaking, reading, and writing, along with the utilization of quality literature for children and young adults will be stressed. Various means of formal and informal assessment as well as national, state and subject area standards will be included in the preparation and implementation of lesson planning.

ED 446 Environments for Diverse Learners (3)
Enables the preservice teacher to increase awareness of special needs students, of cultural diversity, and of English language learners; to apply theories and models to provide appropriate instruction and services.

ED 447/547 The Developing Child and the Environment (3)
Studies the developing child's behaviors, attitudes and abilities; integrates the contexts in which a child develops, including the relationships and interactions of the people in the environment; emphasizes skills to help children adapt optimally to the varied cultures in our changing world.

ED 448/548 Developmentally Appropriate Practices (3)
Exploration of the unique approach necessary to successfully teach children aged 3-8. Emphasis will be on matching teaching to the learning abilities of the young children, including non-English speakers.

ED 450 Authorization Specialty and Classroom Management (3)
This comprehensive course of study focuses on best practices that address age level educational issues. Topics covered will enable early childhood, elementary, middle, and high school teachers to better serve the academic, social and emotional needs of their students. Course components reflect the current consensus of educational leaders and the professional organizations that address the issues of classroom climate, management and developmentally appropriate practices for each authorization level.

ED 455/555 Foundations of Literacy, K-Adult (3)
A study of concepts and processes related to developmental instruction in elementary school, middle school, secondary school, and adult education. Will provide opportunity to acquire knowledge about reading and the variables and procedures related to the process of learning to read in the above settings. PREREQ: a developmental reading course or consent of instructor.

ED 457/557 The Parent-Educator Partnership (3)
Explores the role of the parent in the educational process, the special needs which may affect the family and models of parenting and parent involvement. Simulation techniques will be used to develop interaction skills.

ED 462/562 Encouraging Discouraged Children (3)
An eclectic approach to working with children is presented. Ideas from Dreikurs, Adler, Ellis, Glasser, and other theorists are examined with a goal of applying these ideas in the classroom and/or home. The concept of discouragement and how discouragement influences the teacher, student and parent constitute the primary focus of this class.

ED 467/567 Language Development and Reading (3)
Introduces the student to the concept that language development is a continuous, sequential process of learning at every level from kindergarten through adulthood. Language development is the basis for learning to read and to develop the realization that communication is the base goal of language. The student will analyze the interrelationship between language development, reading and communication skills.

ED 481/581 Introduction to Educational Linguistics (3)
Methodology in the development of English skills in limited English proficiency students will be the main focus, with emphasis on speaking and listening. Various approaches and techniques for second language teaching will be explored, as well as language proficiency assessment, second language scope and sequence, and resources.

ED 482/582 Bilingual/ESL Education—Principles and Practices (3)

Surveys the historical development of bilingual education both nationally and internationally. It will provide the student with insight into government policy and legal aspects of bilingual education as well as theory and research in the field. Emphasis will be placed on the history and philosophy of bilingual education in a cross-cultural context.

ED 483/583 Cultural and Community Needs of LEP Students in the Instructional Process (3)

Cultural differences and their impact in the classroom will be explored. Focus will be placed on the educational system and its need to provide cultural support and community involvement in the educational process. Emphasis will be placed on the LEP students' motivation, learning styles and strategies which result from cultural differences. Strategies to maximize learning using cultural and community resources will be addressed.

ED 484/584 First and Second Language Acquisition in the Bilingual/ESL Program (3)

Students will understand the differences in first and second language acquisition and the relationship to learning in the first language while the second language is acquired. Theory and research will be studied and applications to the bilingual classroom setting will be emphasized.

ED 485/585 The Early Childhood Educator (3)

A foundations course in early childhood education. Covers the historical, philosophical and theoretical base of early childhood education. Emphasizes professional commitment and responsibility.



ED 486/586 First and Second Language Approaches to Teaching Subject Matter in Secondary Schools (3)
Focuses on planning for instruction bilingually or by language groups. Assessment of student need as well as strategies and approaches for managing bilingual/multicultural instruction will be explored.

ED 487/587 Alternative Secondary Curricula and Materials for Second Language Learners (3)

Places emphasis on the study of alternative curriculum patterns and materials which are conducive to the second language learner's achieving expected learner outcomes needed for course completion and high school graduation.

ED 491/591 Curriculum Models and Instructional Strategies of Bilingual Classrooms (3)

Various curriculum organizational models and exploration and application of a variety of instructional and management strategies will be addressed. Emphasis will be placed on problem solving given a variety of school and classroom situations and environments.

ED 492/592 Classroom Strategies in First and Second Language Reading and Language Arts (3)

Examines language arts materials as well as instructional strategies for native language development and second language development. A language continuum will be identified and its relationship to approaches in first and second language development will be studied. Students will learn how to adapt commercially available materials and develop supplementary language activities.

ED 493/593 Bilingual/Multicultural Teaching Methods in Content Area Instruction (3)

Focuses on teaching of content area in dual language mode. Instructional language grouping and dual language content activities will be presented. The development of lesson plans and materials based on multicultural and bilingual content will be explored.

ED 494 Diagnosis and Prescription in Native Language Instruction—Elementary (3)

Assessment, instructional programming and materials in providing native language reading instruction to the non and limited English proficient students will be addressed. Emphasis will be placed on interdependence of first and second language reading and instructional decision-making of transitional reading programs.

ED 495 Diagnosis and Prescription in Basic Skills for LEP Students (3)

Assessment, instructional techniques and materials in basic skills in a bilingual classroom setting. Emphasis on individualizing instruction and monitoring procedures to determine student progress.

ED 498 Student Teaching (10)

A teaching experience within a public school setting in the preservice teacher's selected primary level of teaching license authorization. The second work sample will be completed, as will a capstone project and professional portfolio including goal setting for the first year of teaching.

ED 503M Thesis, Professional Project, or Field Study (3-9)

Terms and hours to be arranged.

ED 507M Seminar (1-6)

Terms and hours to be arranged.

ED 508M Workshop (1-15)

Terms and hours to be arranged.

ED 509M Practicum (1-15)

Need signature from Director of Field Services prior to registration. Terms and hours to be arranged.

ED 509M MAT: Preservice Practicum (3)
A practicum comprised of 90 hours in a public school site as well as an alternative education site. For the purposes of this practicum, the alternative site should be located outside traditional schools. Examples include: the Court School, Hillcrest, MacLaren, Chemawa, Farm Home, Kerr Youth Center, St. Mary's Home for Boys, Oregon School for the Blind, Oregon School for the Deaf, OSCI, or Janus-Cordero.

ED 509M MAT: Field Based Practicum (3)
Allows students the opportunity to observe the workings of a public school by interviewing school personnel, attending faculty meetings and extracurricular activities, and participating in the mentor's assigned duties. In addition to individual and/or small group tutoring, the preservice teacher will teach at least one formally planned lesson. The preservice teacher will also have the opportunity to visit an elementary and a middle school.

ED 510M Skills and Techniques of Supervision (3)
The supervisory process; group and individual processes and techniques; analysis of supervisory problems.

ED 512M Quantitative Research in Education (3)
Methods, techniques and tools of research. Development of a proposal for a study, and development of the criteria and methods for reading and evaluating research.

ED 513M Evaluation of Classroom Instruction (3)
Analysis and evaluation of classroom instruction primarily by means of behavioral and enabling objectives; use of appropriate instruments to collect evaluative data; analysis of research relating to evaluation, supervision, teaching methods and group dynamics. Program evaluation as well as teacher evaluation will be considered.

ED 514M Children With Learning Difficulties (3)
A course for elementary teachers focusing on the characteristics of children with learning problems, strategies for teaching these children, and resources available to the teacher.

ED 515M Foundations of Education: Critical Theory (3)
A study of the historical, philosophical, and societal foundations of education. Current legal, financial and governing aspects as they relate to education are also explored from a historical and philosophical perspective. PREREQ: Admission to MAT: Initial Licensure Program.

ED 516M MAT Student Teaching (5)
Students will continue their field work from the previous term. During this extended student teaching practicum, a work sample will be produced. The work sample will be comprised of, but not limited to, 15 hours of teaching. PREREQ: Admission to MAT: Initial Licensure Program.

ED 518M Multiple Intelligences and Multicultural Education (3)
Howard Gardner's multiple intelligences (MI) paradigm will be used as a foundation for studying multicultural issues in public schools. Students will study the impact of changing demographics and how that impacts curriculum and the classroom. Major topics include: understanding one's cultural patterns and the needs of culturally diverse students, equity pedagogy, content integration with culturally appropriate materials, prejudice reduction, and social reconstructionist theory. PREREQ: Admission to MAT: Initial Licensure Program.

ED 519M Contemporary Developments in Early Childhood Education (3)
An examination of recent research and developments in the area of early childhood education and the application of these developments in a variety of programs for young children. Includes studies of how children learn, curriculum development, method and administrative organization.

ED 520M Application of Learning and Developmental Theories to Early Childhood Education (3)
Focuses on the application of developmental theory and learning theory to planning instructional experiences for young children in the areas of motor and perceptual development, language and cognitive development, and social-emotional, as well as affective development.

ED 521M Teacher as Researcher: Action Research (3)
An introduction to the basic philosophy and methods of action research in schools. Students will learn how to conduct action research to help them make effective decisions about their teaching. Special emphasis will be placed on having students design a research project, i.e., leadership project, which will be conducted during the following term. PREREQ: Admission to MAT: Initial Licensure Program.

ED 522M Secondary School Curriculum (3)
Overview of the secondary school curriculum, with emphasis on the various subject fields; organization of the school for curriculum development; educational objectives; the course of study; evaluation of the secondary school curriculum.

ED 524M Special Populations Seminar (1)
In-depth study of mainstreamed, multicultural, TAG and at-risk students. Teaching strategies for meeting the needs of these students within the context of the regular classroom's curriculum will be considered. PREREQ: Admission to MAT: Initial Licensure Program.

ED 525M Classroom Discipline and Management (3)
Design, implementation and evaluation of all phases of effective classroom management. Special attention will be devoted to student motivations in a variety of settings and inclusive of all students. PREREQ: Admission to MAT: Initial Licensure Program.

ED 526M Instructional Design (3)
The application of the instructional design approach to the preparation of multimedia instructional products. The student will be guided through the development of instructional materials, including the application of the ID approach to the preparation of computer assisted instruction.

ED 527M Assessment of Teaching and Learning (3)
Development, administration and interpretation of curriculum aligned tests in the work sample methodology. Also, acquired knowledge in test construction, standardized testing and the use of data in formative/summative assessment design. PREREQ: Admission to MAT: Initial Licensure Program.

ED 529M The Classroom Teacher-Counselor (3)
Focuses on the classroom teacher's obligations and opportunities for guiding and counseling students in academic and personal areas. It acquaints the teacher with the varied needs and characteristics of children and adolescents, basic concepts and techniques of group and individual counseling and guidance, and means of incorporating these factors in a practical, functional classroom program. Particular emphasis is placed on the interrelationships of the classroom counselor with staff associates, parents and other specialized resource personnel.

ED 530M Culturally and Linguistically Different Students in the Schools (3)
Surveys bilingualism and its treatment in schools, both nationally and internationally. It will provide insight into the relationship between culture and education. Students will be introduced to school and community program models along with a brief overview of materials and methodology. PREREQ: ED 481 and consent of instructor.

ED 531M Methodology: Language/Second Language Learning and Content for the Language Minority Student (3)
Focuses on methodology of developing language arts in both the first and second language of language minority students. Second language teaching methodology (English as a Second Language, or ESOL) involving speaking, listening, reading and writing will be stressed. The course will also provide for ESOL methods to content teaching. PREREQ: ED 481.

ED 534M Qualitative Research in Education (3)
Presents the substance of qualitative research as well as the methods. By examining the traditions and theories of qualitative research, students will explore the principal methods, research techniques and critical issues, applying their knowledge to their own research plans. PREREQ: ED 512M.

ED 538M Identification and Assessment of Talented and Gifted Students: 1-3, 4-8, High School (4)
Assists Oregon school personnel in gaining the knowledge necessary to identify typical and nontypical talented and gifted students in accordance with current legal requirements. Law, policies, test issues, instruments, procedures, assessment guidelines, placement issues, student records, and parental involvement will be addressed.

ED 539M Curriculum and Planning: Work Sample Methodology (3)
Study of current curriculum and governing practice; instruction in planning and design of courses; and work sample methodology. PREREQ: Admission to MAT: Initial Licensure Program.

ED 542M Methods and Research Materials (1-6)
Problems and methods in selecting and organizing materials for teaching in any one of the following fields: art, music, social science, science, language arts, reading, physical and health education, and mathematics. Emphasis for graduate students will be placed upon recent research and literature dealing with instructional materials, methods and facilities, including the completion of a special project.

ED 543M Contemporary Teaching Strategies (3)
Graduate course in educational psychology that focuses on learning. The various attributes of society, the classroom and the child that influence the child's learning will be examined. The intent is to use general theories of learning to describe the full range of exceptionality in children.

ED 546M Philosophy of Education (3)
A study of philosophical assumptions and their implications on the fundamental issues and practices of American education.

ED 549M Observation and Assessment of the Young Child (3)
Covers developmental screening in physical, perceptual-motor, cognition, speech and language and social-emotional areas; and focus on informal observation of children in the pre-primary and primary learning environments.

ED 550M Curriculum in Early Childhood Education (3)
A detailed examination of developmentally appropriate early childhood curricula and how to develop such curricula.

ED 551M Critical Literacy & Metacognition Across Content Areas (3)
A research-based course on the use of language for thinking, problem solving and communicating across subject areas. Includes best-practice teaching strategies that will enable all students to become independent learners. PREREQ: Admission to MAT: Initial Licensure Program.

ED 554M Personalizing Classroom Climate (3)
Students will make and justify decisions related to establishing a classroom climate based on effective communication, clearly articulated expectations and equitable treatment of all pupils. Strategies will be learned for responding to individual needs, monitoring and encouraging appropriate behavior, understanding conflicts, dealing with stress, and utilizing support personnel and materials to address student and teacher needs.

ED 560M Contemporary Foundations of Education (3)
A study of how historical, sociological, philosophical events and research have influenced the contemporary role of the teacher in the classroom. Topics include the teacher's role in adapting practices to meet the needs of special students (e.g. students from diverse cultures, pupils with advanced intellectual ability, or those with learning difficulties); collaborating with specialists, colleagues, parents, and

social services; creating multiple paths to knowledge; aligning curriculum and assessment with standards based education; and the acquisition of competencies required of those in the process of becoming school and community leaders.

ED 561M Leadership Project (3)
An extension of the action research class. In addition to conducting research, this course will provide a forum for sharing current literature on students' leadership projects, essential actions for building leadership, as well as timely topics confronting educational leadership. PREREQ: Admission to MAT: Initial Licensure Program.

ED 566M Middle Level Literacy (3)
Study of methods and research appropriate for teaching literacy in middle schools. Emphasis is placed on diagnostic and assessment of literacy development including state Benchmark III; extending word recognition and vocabulary strategies; development of independent work-study skills including higher level thinking processes; content area reading; and young adult literature.

ED 568M Assessment and Reading Instruction (3)
Diagnostic, remedial and corrective techniques in reading for the classroom teacher and Chapter I specialist. The technical nature of this course requires a great deal of knowledge about reading. PREREQ: Six hours of reading instruction or consent of instructor.

ED 569M Pedagogical Content Knowledge (1)
Provides students with a discipline specific methods course taught by subject area specialists. Research-based and best practice within an academic discipline will be the focus. PREREQ: Admission to MAT: Initial Licensure Program.

ED 570M Middle Level Curriculum and Instruction (3)
The philosophical and historical foundations of middle level schools are considered. Students will examine middle level curriculum and instruction particularly as it relates to special needs, interests and the tremendous developmental diversity that characterizes the 10-14 year old learner. Emphasis will include: curricular and organizational patterns; the nature of the transient learner; interdisciplinary and/or integrated units of instruction that are developmentally and culturally sensitive; instructional models and authentic assessment instruments.

ED 572M Curriculum and Material Designs in Reading (3)
The integration and application of materials, media and management systems for K-12 reading programs in both classrooms and Title 1 programs will be examined. Special focus will include role definitions, program options, training and supervisions of support staff, budgeting, and materials need to meet state requirements in reading instruction. PREREQ: Three hours of reading instruction or consent of instructor.

ED 577M Integrated Methods (2)
Focus is on cross-disciplinary, team teaching strategies. Simulated group processes will enable the participants to develop standard-based curricula for 21st Century schools. PREREQ: Admission to MAT: Initial Licensure Program.

ED 580M Psychology of Reading Instruction (3)
An advanced course in the teaching of reading. Fundamental nature of the reading process and the causes of difficulty in learning to read. An examination of current issues in teaching children to read.

ED 589M Contemporary Issues in Literature (3)
A study of current releases and award winners. Current issues and trends will also be examined. The use of new materials in language-based curriculums will be explored.

ED 590M Reading and Composition in the Secondary School (3)
This research-based course in reading/composition and learning at the secondary level will emphasize the application of reading, writing and learning principles in content areas. Specifically, students will be guided in the prescription of reading methods and materials to meet the

needs of all students in secondary schools including the developmental, handicapped, multiculturally/linguistically different, reluctant, and gifted. It is assumed that students enrolled in this course have a basic understanding of reading at the secondary level and have teaching experience. PREREQ: consent of instructor.

ED 594M Assessment of Limited English Proficient Students (3)

Assessment, instructional programming and materials in providing native language reading instruction to the non and limited English proficient student will be addressed. Assessment, instructional techniques and materials to be used in basic skills in a bilingual classroom setting will also be considered. Emphasis will be placed on interdependence of first and second language reading and instructional decision making of transitional reading programs as well as individualizing instruction and monitoring procedures to determine student progress.

ED 595M Applied Research Seminar: Leadership Project (2)

Student will complete the final edits on their respective leadership project. 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. PREREQ: Admission to MAT: Initial Licensure Program.

ED 597M Student Teaching (10)

An extended preservice teaching experience within a public school setting in the student's primary level of authorization. A second work sample will be completed as well as the final requirements for licensure. PREREQ: Admission to MAT: Initial Licensure Program.

ENGLISH

ENG 104, 105, 106 Introduction to Literature (4 each)

A sequence in literary genres involving works in English and translation. 104, fiction; 105, drama; 106, poetry. Any two fulfill liberal arts core curriculum literature requirement. Not recommended for English majors and Language Arts Secondary Teaching majors.

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

A chronological survey of masterpieces of Western literature from ancient times to the present. 107, Greco - Roman; 108, Medieval and Renaissance; 109, 18th century to the present. Any two fulfill liberal arts core curriculum literature requirement. English majors and Language Arts Secondary Teaching majors should take ENG 107 and ENG 108; ENG 109 is also highly recommended.

ENG 199 Special Studies

Terms and hours to be arranged.

ENG 204 Survey of British Literature (4)

A survey of British literature from *Beowulf* to 1660.

ENG 205 Survey of British Literature (4)

A survey of British literature from 1660 to 1832.

ENG 206 Survey of British Literature (4)

A survey of British literature from 1832 to the present.

ENG 223 Introduction to Literary Study (4)

An introduction to basic literary concepts, emphasizing contemporary critical approaches, basic research techniques, and proper use and documentation of sources. English and language arts majors and minors should take this course before enrolling in upper-division literature courses. PREREQ: LACC Literature sequence and WR 135 completed.

ENG 253 Survey of American Literature (4)

A survey of American literature from the beginnings to 1865.

ENG 254 Survey of American Literature (4)

A survey of American literature from 1865 to the present.

ENG 301 Shakespeare (4)

A study of selected major works of Shakespeare. PREREQ: LACC Literature and WR 135 completed.

ENG 320 Medieval British Literature (4)

An in-depth study of selected writers, forms and themes in Medieval British literature. PREREQ: ENG 204, ENG 223, or consent of instructor.

ENG 321 Renaissance British Literature (4)

An in-depth study of selected writers, forms, and themes in Renaissance British literature. PREREQ: ENG 204, ENG 223, or consent of instructor.

ENG 323 British Literature 1660-1832 (4)

An in-depth study of selected writers, forms, and/or themes in British literature from restoration, Augustan, or Romantic British literature. PREREQ: ENG 205, ENG 223, 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. PREREQ: ENG 206, ENG 223, or consent of instructor.

ENG 325 20th Century British Literature (4)

An in-depth study of selected writers, forms and themes in 20th century British literature. PREREQ: ENG 206, ENG 223, or consent of instructor.

ENG 331 Period Studies in American Literature to 1865 (4)

An in-depth study of selected writers, forms and/or themes in American literature from the beginnings through Romanticism. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. PREREQ: ENG 223, ENG 253 or consent of instructor.

ENG 332 Period Studies in American Literature since 1865 (4)

An in-depth study of selected writers, forms, and/or themes in American literature since 1865. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. PREREQ: ENG 223, ENG 254, or consent of instructor.

ENG 340 Period Studies in World Literature Before 1700 (4)

An in-depth study of selected writers, forms and/or themes in world literature before 1700. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. PREREQ: ENG 107 or 108, or consent of instructor.

ENG 341 Period Studies in World Literature After 1700 (4)

An in-depth study of selected writers, forms, and/or themes in world literature since 1700. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. PREREQ: ENG 108 or 109, 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. PREREQ: WR 135.

ENG 385 Folklore (4)

An examination of folklore and folklore techniques in a specific context, such as ballad, legend, etc., or of a specific approach, such as children's folklore, folklore of the Pacific NW, etc., emphasizing the role of folklore in the total study of culture. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. PREREQ: WR 135.

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. PREREQ: WR 135.

ENG 387 Mythology (4)
An examination of myth and myth techniques in a specific context, such as Greco-Roman, Arthurian, etc., or of a recurrent myth in several mythologies. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. PREREQ: WR 135.

ENG 389 Minority Literature (4)
An examination of minority literature through the study of a specific minority or ethnic literature, such as Afro/American, Chican@, etc. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. PREREQ: WR 135.

ENG 399 Special Studies (4)
An in-depth study of a special topic in literature, as identified in each year's schedule of classes. May be taken twice if content is not repeated. PREREQ: WR 135.

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. Consent of instructor required.

ENG 407/507 Seminar (4)
A regularly scheduled special topics course. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. PREREQ: ENG 223 or consent of instructor.

ENG 415/515 Topics in Theory and Criticism (4)
Concentrated study of a school or schools of criticism or of a theoretical problem. Readings will include theoretical and practical criticism. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. PREREQ: ENG 223 and one 300-level literature course, or consent of instructor.

ENG 421/521 Studies in British Literature (4)
A study of special issues and topics in British literature. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. PREREQ: ENG 223 and one 300-level literature course, or consent of instructor.

ENG 432/532 Studies in American Literature (4)
A study of special issues and topics in American literature. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. PREREQ: ENG 223 and one 300-level literature course, or consent of instructor.

ENG 441/541 Studies in World Literatures (4)
A study of special issues and topics in world literature, such as continental, francophone, etc. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. PREREQ: ENG 223 and one 300-level literature course, or consent of instructor.

ENG 447/547 Major Figures (4)
An in-depth study of a major figure in literature or of two closely related figures. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated. PREREQ: ENG 223 and one 300-level literature course, or consent of instructor.

ENG 506M Special Individual Studies (1-15)
Terms and hours to be arranged. Provides graduate students the opportunity to study a special or individual area of interest under the guidance of a designated faculty member. Consent of instructor required.

ENG 520M Studies in Literary Eras (3)
A study of a significant literary era in European, British and American literature, such as Classical, Medieval, Renaissance, Augustan,

Romantic, Realistic, Modern, and Contemporary. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated.

ENG 524M British Literature (3)
A study of a period, literary movement or theme in British literature. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated.

ENG 526M American Literature (3)
A study of a period, literary movement or theme in American literature. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated.

ENG 528M Continental Literature (3)
A study of a period, literary movement or theme in European continental literature. Specific focus will be identified in each year's schedule of classes. May be taken twice if content is not repeated.

ENG 531M Major Theories of Literary Criticism (3)
The history, principles and practice of various aspects of literary criticism. PREREQ: 15 hours of literature or consent of instructor.

Entrepreneurship

ENT 320 Accounting and Finance for Entrepreneurs (3)
Finance and accounting issues involved in starting and operating a business. Topics include sources and forms of financing, financial management of a business and financial reporting.

ENT 330 Planning and Creating New Ventures (3)
How to start a business, with emphasis on the assessment of business opportunities and the concepts, skills, information, and attitudes required to successfully create a new venture. Students will prepare a business plan. PREREQ: BA 211 (or ENT 320), and BA 310.

ENT 350 Small Business Management (3)
Understanding the process of managing one's own business. Includes organizational controls, strategic planning and human resource management in small firms. PREREQ: ENT 320 or consent of instructor.

ENT 380 Entrepreneurs Today (1)
Through attendance at national or regional conferences, or one-on-one interviews, students will explore the entrepreneurial process from the viewpoint of successful entrepreneurs.

ENT 381 Creativity and Entrepreneurs (1)
Interactive workshop designed to introduce students to the creative process, how ideas are generated, what blocks creative thinking, and how to establish an environment that fosters creativity.

ENT 382 Innovation and Strategy (1)
Interactive workshop exploring how to take a new idea to fruition, the barriers faced in the implementation stage and how to overcome them.

ENT 383 Entrepreneurs and Society (1)
Interactive workshop exploring how entrepreneurs face ethical issues and the role of personal values in the development and operation of a small business.

ENT 460 Entrepreneurship in Action (3)
Students will gain practical experience of entrepreneurship by working on a consulting project for a business, performing an internship, writing a business plan for their own business idea, or through other projects approved by the instructor. PREREQ: ENT 320 or consent of instructor.

Earth Science

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

This three-term sequence of courses integrates the critical concepts of chemistry, physics and geology in the context of the Earth as a system. ES 104: Focus on the Solar System, the processes driven by the interior of Earth, including plate tectonics, earthquakes and volcanism, and introduction to study of Earth materials. ES 105: Focus on physical and chemical processes occurring at the surface of Earth with an emphasis on energy in the Earth system. ES 106: Focus on human impacts to the Earth system, including chemical and physical aspects of water pollution, oceanography, air pollution, meteorology, and global climate change. Not open to students who have taken more advanced course in the corresponding subject matter. All three courses require three hours of lecture and one two-hour laboratory per week.

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

Introductory geology sequence focuses on physical and historical geology. ES 201 emphasizes Earth's internal processes with topics including plate tectonics, minerals, igneous rocks and processes, volcanism, metamorphism and metamorphic rocks, rock deformation and geologic structures, and earthquakes. ES 202 emphasizes Earth surface processes with topics including sedimentary rocks, sedimentary processes, rock weathering, mass wasting, river systems, groundwater, glaciers, deserts, and coastal processes. ES 203 explores the origin and dynamics of Earth's interior, surface, ocean, atmospheric, and biological systems and critically evaluates topics including the age of the earth and the origin of life. Three lectures and one two-hour lab. No prerequisite.

ES 301 GeoTechniques: Quantitative Applications (1)

Focus on quantitative techniques in geology, applied mathematics, basic statistics, software applications, and field technology. One three hour session per week. Additional field trips outside of scheduled class time may be required. PREREQ: Introductory Geology course, or consent of instructor. May be taken concurrently with introductory geology course.

ES 302 GeoTechniques: Geology in the Field (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. PREREQ: ES 203 (may be taken concurrently) or consent of instructor.

ES 303 GeoTechniques: Petrographic Microscopy (1)

Introduction to the basic techniques for using a petrographic microscope to describe, identify, and interpret Earth materials in thin section. Course integrates field observations, microscopic investigations of rocks and minerals, and digital image analysis to solve geologic problems. One three hour lab per week. Additional field trips outside of scheduled class time may be required. PREREQ: ES 201, or consent of instructor.



ES 321 Structural Geology (4)

Introduction to mapping, analysis and interpretation of folds, faults, lineations, foliations, and other structures exhibited by rocks. Emphasis is on the basic techniques of analyzing geologic structures associated in space and time and interpreting the structural history of the lithosphere. Four hours of lecture and active learning per week; required field trip. PREREQ: ES 201 or consent of instructor.

ES 322 Geomorphology and Aerial Photo Interpretation (4)

Study of the physical and chemical processes operating at the earth's surface and their resulting landforms. Topics include weathering processes, soils, mass wasting, river systems, glacial phenomena, tectonic landscapes, volcanic areas, and coastal regions. Analytical techniques include interpretation of aerial photographs, map analysis, and quantitative approaches to geologic problem solving. Four hours of lecture and active learning per week. Supplemental field trips are incorporated as needed. PREREQ: ES 201, ES 202 or consent of instructor.

ES 331 Introduction to Oceanography (3)

Introduction to physical oceanography with topics including seafloor tectonics, ocean basin physiography, sediment production and transport, physical properties of sea water, chemistry of sea water, air-sea interaction, ocean circulation, tides, waves, and coastal processes. Concepts of physics, chemistry, geology, and mathematics (through algebra) are incorporated to supplement topical discussions of ocean processes. Three hours of lecture and active learning per week.

ES 351 Geology for Educators (3)

Lab intensive course emphasizing fundamental principles of geology, including topics in rocks and minerals, plate tectonics, constructive and destructive earth surface processes, geological hazards, and hydrology, which form the Oregon Science Benchmark Standards in earth science. Two hours of lecture and one two-hour laboratory per week. Cannot be used as an upper-division elective for students majoring in Earth Science.

ES 390 Basic Meteorology (3)

An introductory study of atmospheric processes and meteorologic phenomena. Topics include structure of the atmosphere, heat transfer, air pressure, precipitation, circulation, data collection, and weather forecasting. Three hours of lecture and active learning per week.

ES 392 Sedimentary Geology (4)

Description and interpretation of sedimentary lithology, textures and structures, primarily at the hand sample and outcrop scale. The principles of transport/depositional processes, sedimentary environments, use of facies models. Four hours of lecture and active learning per week. One required weekend field trip. PREREQ: ES 203, ES 302 or consent of instructor.

ES 401 Research (1-15)

Terms and hours to be arranged.

ES 406 Special Individual Studies (1-15)

Terms and hours to be arranged.

ES 407 Senior Seminar (1)

Students will conduct in-depth study and research on a broad-ranging topic in the Earth Sciences. Assessment will be based primarily on a formal presentation, which each student will give on their sub-topic, and on student participation in weekly meetings in which the class will discuss the Earth Science topic/issue. Two hours of lecture. PREREQ: Senior standing in Earth Sciences.

ES 408/508 Workshop (1-15)

Terms and hours to be arranged.

ES 431/531 Paleobiology (4)

The evolution of terrestrial and marine ecosystems interpreted from the fossil record; the application of paleontological data to resolving problems in earth history. Four hours of lecture and active learning. Offered alternate years. PREREQ: A beginning biology course or consent of instructor. Recommended: ES 203.

ES 450/550 Introduction to Petrology (4)

Focus on the textures, compositions and genetic associations of diverse suites of rock types. Study of the structure, chemistry, physical properties, and occurrences of rock-forming minerals augment the rock study. Emphasis is on the integration of hand sample study, petrographic microscopy, and digital image analysis to solve geologic problems. Four hours of lecture and active learning per week. PREREQ: ES 201, ES 303, 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. PREREQ: A general geology course or consent of instructor.

ES 454/554 Volcanology (3)

Study of the processes and products of volcanism. Focus will be on rock types, structures, field relations, tectonic settings, conditions of origin, and geologic history of volcanism with specific emphasis on the Pacific Northwest. Three hours of lecture and active learning per week; supplemental field trips will be incorporated as needed. Offered alternate years. PREREQ: Introductory geology course or consent of instructor.

ES 458/558 Field Studies in Geology (1-9)

Field excursions to study geology at classic localities in the Pacific Northwest and beyond. Terms and hours to be arranged.

ES 460/560 Energy and Mineral Resources (3)

Focus on the geology of energy and mineral resources in terms of their description, occurrence, origin, and distribution. Also considers extraction, treatment, uses, and reserves of mineral and energy resources; the historical, economic and social issues involved with certain resources; and the environmental implications of the use and exploitation of resources. Three hours of lecture and active learning per week. Offered alternate years. PREREQ: 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. PREREQ: 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. PREREQ: ES 201, ES 202, or consent of instructor.

ES 491/591 Stratigraphy and Depositional Systems (3)

Course designed for both Earth Science majors and general interest audiences. Course offers an overview of clastic depositional environments and sequences, including continental, marine marginal, and deep marine settings. Concepts and applications of facies and stratigraphic modeling will be explored, with an emphasis on natural resource exploration and recovery. Examination of tectonic controls on the nature and distribution of facies and paleoenvironments of sedimentary basins in tectonically active settings. Offered alternate years. Three hours of lecture and active learning. PREREQ: a general geology course or consent of instructor; RECOMMENDED ES 392.

ES 492/592 GIS Applications in Earth Science (3)

Focus on the application of Geographic Information Systems to relevant problems in the Earth Sciences. Emphasis is placed on the use of computer technology in analyzing spatial and temporal relationships of geologic systems. Students will learn techniques in digital map compilation, digital image processing, and analysis of complex data sets. Three hours of lecture and active learning per week. Offered alternate years. PREREQ: ES 201 or ES 202 and CS 161, or consent of instructor.

ES 501M Research (1-15)

Terms and hours to be arranged.

ES 503M Thesis or Field Study (1-15)

Terms and hours to be arranged.

ES 506M Special Individual Studies (1-15 hours)

Terms and hours to be arranged.

ES 555M Glacial Geology (3)

A study of glacial processes and products including those associated with alpine, continental and periglacial settings. Work with topographic maps, aerial photographs and examples of glaciation in the Pacific Northwest. Appropriate term paper or project required.

ES 556M Geology of North America (3)

Study of the geologic structure, evolution and geomorphology of the North American continent. Two lectures and one two-hour laboratory. PREREQ: Consent of instructor. Offered summers only.

Field Services

FS 199 Special Individual Studies (1-3)

Terms and hours to be arranged. Individual projects, practicum on special studies in a limited area of interest, under the guidance of a designated staff member. *Note: All students must attend an orientation meeting prior to registration to set up placement in a school for this practicum. Information on the time and place will be posted in the Education Building and Academic Advising Office approximately two weeks prior to registration.*

FS 303 September Experience (1-3)

One to three week pre-student teaching program required of all education students, who will select or be assigned to a school in the weeks prior to its opening in the fall. A one-day seminar will be held at or near the conclusion of this experience. *Note: All students must attend an orientation meeting prior to registration to set up placement in a school for this practicum. Information on the time and place will be posted in the Education Building and Academic Advising Office approximately two weeks prior to registration.*

FS 358 Winter Experience (1)

A practicum experience providing an opportunity for students to spend a week in a school during the winter holiday. Students participate in the school and community activities. *Note: All students must attend an orientation meeting prior to registration to set up placement in a school for this practicum. Information on the time and place will be posted in the Education Building and Academic Advising Office approximately two weeks prior to registration.*

FS 399 Special Studies (1-3)

Designed for an individual or group in a special interest area under the instruction and guidance of a designated staff member. This course may also be used for a field experience placement. *Note: All students must attend an orientation meeting prior to registration to set up placement in a school for this practicum. Information on the time and place will be posted in the Education Building and Academic Advising Office approximately two weeks prior to registration.*

FS 402 Early Student Teaching (2)

Orientation to student teaching and an extension of the total experience.

FS 406 Special Individual Studies (1-6)

Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest, under the guidance of a designated staff member.

FS 409/509 Practicum (1-3)

Terms and hours to be arranged.

FS 501M Advanced Proficiency Documentation (1-3)

A campus and field based course designed to be completed in not less than a one year period. This course is required for the Continuing Teaching License. Students will complete a series of activities with the aid of a collegial mentor from a school site and faculty advisor to demonstrate advanced professional knowledge in teaching. Course requirements will include: cohort or on-campus seminars, training for collegial mentors, and presentation of research to peers. Grading will be on a Pass or No-credit (P/NC) bases. A Pass grade will be equal to at least a "B" grade. This course may be repeated up to a maximum of six credit hours. PREREQ: Successful completion of the MS in Ed; Continuing License Education Core (18 credits); successful completion of at least 15 credits within content area; and admission to graduate candidacy or admission to graduate study; or completion of Initial Teaching License requirements and holding a master's degree.

FS 506M Special Individual Studies (1-15)

Terms and hours to be arranged. Individual surveys, evaluative studies, and special studies in a limited area of interest, under the guidance of a designated staff member.

Fire Services Administration

Students must have completed a minimum of 24 hours of lower-division fire science core curriculum courses prior to enrolling in upper-division courses.

FSA 307 Emergency Service Delivery of Fire and EMS (3)

Focuses upon management theory and practices of multi-agency planning, deployment and operations as they are related to multi-alarm incidents, target hazards, and major disasters.

FSA 309 Fire Inspection and Investigation (3)

Focuses upon management theory and practices of the fire prevention, fire inspection, code enforcement, arson investigation, and public education functions of a comprehensive fire department delivery system.

FSA 311 Principles of Fire Protection Management (3)

An investigation of management and supervisory responsibilities, including motivation, discipline, human relations, training, communications, followership, planning, leadership, management-employee relations. A pre- or post-session project will be assigned as part of this course.

FSA 313 Fire Personnel Management (3)

Develops a perspective on specific personnel functions, including planning personnel needs and human resource development, job description and analysis, employment recruitment, selection and placement, promotions, transfers, separations, wage and salary administration, labor-management negotiations and contracts. A pre- or post-session project will be assigned as part of this course.

FSA 315 Organization for Fire Protection (3)

Develops an understanding of fire department organization, including fire defenses and insurance ratings, organization of fire suppression and prevention, the fire department and the municipality, inter-municipality for fire services. A pre- or post-session project will be assigned as part of this course.

FSA 317 Fiscal Management in Fire Protection (3)

The budget process; taxation and assessments; operations planning; financial aid and grant programs; allotment of resources; analysis of

expenditures and productivity; management information systems. A pre- or post-session project will be assigned as part of this course.

FSA 319 Legal Aspects of Fire Protection (3)

Federal and state laws, codes and ordinances; legal responsibilities of fire service agencies; liabilities and civil law; enforcement procedures and police powers. A pre- or post-session project will be assigned as part of this course.

FSA 323 Fire Administration (5)

Organization and management of fire services, including new technologies and changing organizational structures. Blending personnel and equipment; municipal fire protection planning; fire department functions; manpower and training; statistics and reporting systems; managing finances and other resources; communications, dispatching and facilities management; labor relations and personnel policies; productivity and systems; codes and legislation; coordinating with the community and with local, state, and Federal governments; community relations and public information.

FSA 324 Analytic Approaches to Public Fire Protection (5)

The systems approach to public fire protection services, including fire suppression and prevention systems. Information gathering, analysis, presentation, and interpretation; simulation; resource allocation; planning; evaluation; writing objectives. Illustrative case studies and models.

FSA 325 Personnel Management for the Fire Service (5)

Examines personnel practices and management procedures. Investigates collective bargaining, binding arbitration, applicable legislative procedures, and administrative and supervisory procedures. Other topics include promotion, personnel development, career, and incentive systems, and the validation of physical and mental requirements.

FSA 326 Fire Prevention Organization and Management (5)

Examination and evaluation of the techniques, procedures, programs, and agencies involved with fire prevention. Consideration of related governmental inspection/education procedures. Interaction within the fire service department between protection, inspection, education, and prevention procedures. Licenses and permits, zoning, legal aspects, inspections and investigations.

FSA 327 Fire Related Human Behavior (5)

Dynamics of human behavior in fire incidents related to fire prevention practices, programs, codes, and ordinances. Understanding of the concepts of role, personal invulnerability, risk, and group dynamics, as related to design aspects of buildings and the mitigation of the effects of fire in the modern society. The psychological effects of communications during emergencies and the conduct of post-fire interviews.

FSA 328 Disaster and Fire Defense Planning (5)

Concept and principles of community risk assessment. Regional and cooperative procedures and plans. Relationship of structural, climatic and topographical variables to group fires, conflagrations and natural disasters. Pre- and post-occurrence factors, communications, planning, organizing, coordination, command, and logistics.

FSA 329 Political and Legal Foundations of Fire Protection (5)

The legal basis for the police power of government related to public safety. Legal limitations and responsibility. Liability of fire prevention organizations and personnel. Review of judicial decisions. Implications of product liability cases in fire prevention.

FSA 330 Fire Protection Structure and Systems Design (5)

The design principles involved in protecting a structure from fire spread. Empirical tests and prediction procedures. Detection and suppression system design. Fundamentals of the hydraulic design of sprinkler and water spray systems with recent innovations.

FSA 331 The Community and the Fire Threat (5)
The sociological, economic and political characteristics of communities and their impact on the fire problem. Review of the urban studies related to housing, structural abandonment, rent control, crime, false alarm, and incendiary fire rates and the fire problem. The role of the fire department and fire prevention programs. Community and fire service role conflicts.

FSA 332 Incendiary Fire Analysis and Investigation (5)
Procedures and techniques for collection, comparison and analysis of the physical evidence relative to the area of fire origin. Principles of evidence, of ignition phenomenon and propagation variables. Legislative, economic, psychological, and sociological variables of the incendiary fire. The role of insurance and government programs. Data analysis and prediction techniques, including pattern analysis.

FSA 333 Applications of Fire Research (5)
The understanding of fire research and its application. The transfer and implications of available research results for fire prevention and protection programs. National and international studies.

FSA 334 Fire Dynamics (5)
Study of fire propagation phenomenon in both fuel and air regulated phases. Variables in pre- and post-flashover fire development. Study of geometric, material, gaseous, fluid flow, and thermodynamic parameters. Compartment and building fire models.

FSA 335 Emergency Medical Services Administration (3)
An overview of the management of emergency medical services, including organization, budget determination, purchasing, and communication. Emphasis on directing and delegation of decision-making including managing stress. PREREQ: EMT-1 or equivalent.

FSA 336 Managerial Issues of Hazardous Materials (5)
Examines federal and state regulations concerning hazardous materials. Topics include: health and safety, the hazardous materials management system, the incident command system, politics of incident management, site management and control, hazard and risk evaluation, personal protective clothing and equipment, and information management and resource coordination.

FSA 403 Field Study (1-3)

FSA 407 Seminar (2)

FSA 419 Advanced Legal Aspects of Fire Protection (3)
This course will involve the analysis of recent court decisions affecting fire service agencies; legal responsibilities and liability; civil liberties; general constitutional issues affecting public agencies; the criminal justice system; courtroom demeanor; cross examination techniques. PREREQ: completion of FSA 319.

FSA 421 Master Planning for Emergency Services (3)
Major emergency planning; defining problems and problem areas; involving other municipalities or district agencies; the planning process; implementation of plan objectives; review of programs. A pre- or post-session project will be assigned as part of this course.

French

(All courses conducted in French)

FR 101, 102, 103 First Year French (4 each)
Open to any student who wishes to begin the study of French or has had less than one year of high school French or its equivalent. Focuses on real-life language use, the integration of culture and language, and the four skills of reading, writing, speaking, and listening. The acquired language skills are reinforced through active participation in group and pair work as well as the use of videos, audio tapes and computer assisted learning.

FR 110 Introduction to French Literature in Translation (4)

A survey of French 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.

FR 199 Special Studies (1-15)
Terms and hours to be arranged.

FR 201, 202, 203 Second Year French (4 each)
Focuses on deepening and broadening students' abilities to understand written and spoken French and to speak and write French, and provides students the opportunity to round out their knowledge of the basics of the French language. Grammar review and exercises are supplemented by situational dialogues, oral presentations, written essays, and readings of authentic texts to provide comprehensive preparation in French language skills. By the end of this course sequence, students will have acquired sufficient knowledge in reading, writing, speaking, and understanding French to move on to the third-year level at Western Oregon University or participate in a study abroad program in France. PREREQ: One year of college-level French or equivalent or consent of instructor.

FR 301, 302, 303 Intermediate French Composition and Conversation (4 each)

Refinement of writing and speaking skills in French. Literary excerpts provide models of writing styles as well as an opportunity for students to become acquainted with a variety of French authors. Exercises following each excerpt prepare students to be astute readers in French literature courses. Written assignments and oral presentations based on these excerpts and on French films provide students the opportunity to actively apply the techniques and vocabulary learned in class. PREREQ: Two years of college-level French or equivalent or consent of instructor.

FR 311, 312, 313 Introduction to French Literature (3 each)

An initiation to the study of French literature in its various genres. Each of the courses in the series presents the basic concepts and development of a specific literary text type: FR 311 deals with prose fiction, FR 312 with drama, and FR 313 with poetry. Excerpts from famous French authors and works are used to illustrate the structure and evolution of each of these individual genres. PREREQ: Completion of or concurrent enrollment in the series FR 301, 302, 303, or consent of instructor.

FR 320 Business French (3)

Instruction will concentrate on various forms of written communication in business and vocabulary used in commercial exchanges. Introduction to the French business systems. PREREQ: completion of second year French.

FR 331 French Pronunciation and Phonetics (3)

A thorough study of the sound system of French, with individual attention to each student's difficulties. PREREQ: two years of college level French or equivalent. Second-year students admitted with consent of instructor.

FR 340 Topics in French Fine Arts (3)

Focused study of various topics in the French fine arts. May follow any one of the following formats: a historical survey of one of the French fine arts, concentrated study of a single French artistic period or movement, study of a theme or concept through multiple periods and movements. Specific focus will be identified in the schedule of classes. The course may be taken twice (for a total of 6 credits) if content is not repeated. PREREQ: Two years of college-level French or equivalent or consent of instructor.

FR 399 Special Studies (3)

FR 401, 402, 403 Advanced French Composition and Conversation (3 each)
Discovery of different aspects of French culture and society through listening, speaking, reading, and writing activities that revolve around cultural themes. Students also learn to reflect on their own culture so that they can better appreciate and understand the cultural similarities and differences that exist between France and the United States. Through the use of articles from the textbook and other sources, various audio recordings of French people, and occasional broadcasts of French news and TV productions, students acquire select vocabulary, idiomatic expressions and stylistic devices that help them express their ideas on specific cultural themes in debates, discussions, oral presentations and written compositions. PREREQ: Three years of college-level French or equivalent or consent of instructor.

FR 405 Reading and Conference (1-6)
Terms and hours to be arranged. Credit for FR 405 and 407, singly or combined, may not exceed six hours.

FR 407 Seminar (1-6)
Terms and hours to be arranged. Credit for FR 405 and 407, singly or combined, may not exceed six hours.

FR 411 French Literature: Prose Fiction (3)
An advanced study of French literature in its various genres. Each of the courses in the series explores a specific literary text type. Complete works illustrate the author's mastery of these genres.

FR 412 French Literature: Drama (3)
An advanced study of French literature in its various genres. Each of the courses in the series explores a specific literary text type. Complete works illustrate the author's mastery of these genres.

FR 413 French Literature: Poetry (3)
An advanced study of French literature in its various genres. Each of the courses in the series explores a specific literary text type. Complete works illustrate the author's mastery of these genres.

FR 416 Language Teaching Practicum (2 each)
Practice as a teaching assistant in the instructional processes and the administration of the first-year French courses. This course will give students an early beginning in their careers as professional educators and provide an opportunity to work as assistants in a regularly scheduled language classroom. Maximum of 6 hours. PREREQ: Consent of instructor.

FR 423 Studies in French Literature: Medieval to Renaissance (3)
Major writers of the period, including study of the three principal medieval narrative genres: epic, romance, allegory of love. Introduction to Renaissance and Baroque poetry. Analysis of works from the perspective of modern criticism. PREREQ: Three years of college-level French or equivalent.

FR 424 Studies in French Literature: Classical to Age of Enlightenment (3)
Study of selected novels and plays of 17th and 18th centuries, including Corneille, Racine, Moliere, Voltaire, Diderot, and Rousseau. Special attention to the evolution of literary genres of novel and theatre. Analysis of works from the perspective of modern criticism. PREREQ: Three years of college-level French or equivalent.

FR 431/531 French Culture and Civilization: From *la Gaule* through the French Revolution (3)
A survey of the historical, intellectual, philosophical, literary, and artistic developments that took place in France from the time of what is known as *la Gaule* through the period of the French Revolution. The goal of this class is to present a general overview of the evolution of France from prehistoric times through the late 18th century. PREREQ: Three years of college-level French or consent of instructor.

FR 432/532 French Culture and Civilization: The Making of Modern France (19th & 20th Centuries) (3)
Examines the origins, development and consequences of key events and trends in 19th and 20th century France that were largely responsible for shaping modern French society and culture. Rather than focusing on the memorization of historical names, places and dates, this class emphasizes the evolution of ideas and movements within their historical context. PREREQ: Three years of college-level French or consent of instructor.

FR 433/533 French Culture and Civilization: Contemporary France (3)
A survey of contemporary French society. Offers insights into the geographical, political, economic, religious, cultural, and social elements that make up modern France. For those students hoping to study abroad, the material presented in this course also provides basic preparation for life in French society. PREREQ: Three years of college-level French or consent of instructor.

FR 480 History and Structure of the French Language (3)
A study of the historical development and present day structure of the French language. Emphasis on comparing and contrasting the grammars of English and French.

FR 506M Special Individual Studies (1-15)
Terms and hours to be arranged.

FR 523M Studies in French Literature: The Early Periods (3)
A study of a period, narrative genre, or major figure in Medieval and/or Renaissance French literature. Analysis of the works from the perspective of modern criticism. May be taken twice if subject matter is not repeated.

FR 524M Studies in French Literature: The Modern Periods (3)
A study of a period, genre, or major figure from the end of the Ancient Regime to the present. Analysis of the works from the perspective of modern criticism. May be taken twice if content is not repeated.

General Science

GS 107 Seminar (1-3)

GS 114, 115, 116 Essentials of Physical Science (4 each)
An examination of the basic scientific concepts underlying familiar physical phenomena; topics may include motion, energy, optics, electromagnetism, nature of matter, atomic theory, chemical bonding, and chemical reactions. Three lectures and one laboratory period per week. PREREQ: MTH 111

GS 161 Technical Photography (2)
For students interested in the scientific applications of photography. Students will gain experience with 35 mm, polaroid and digital cameras. Particular attention will be focused on forensic and environmental applications. One lecture and one laboratory period. PREREQ: Consent of instructor.

GS 201H, 202H, 203H Natural Science: The Search for Order (5 each)
A study of major themes from the natural sciences selected to develop understanding of historical perspectives, current interactions and future potentials of earth, physical and biological sciences.

GS 311 Biological Science for Elementary Schools (3)
Concepts, experiences and materials from the biological sciences adaptable to the elementary school. Lecture and laboratory combined in two 3-hour sessions. PREREQ: Introductory biology course or consent of instructor.

GS 312 Physical Science for Elementary Schools (3)
Concepts, experiences and materials from the physical sciences adaptable to the elementary school. One lecture, two 2-hour laboratories.

GS 313 Earth Science for Elementary Schools (3)
Concepts, experiences and materials from the earth sciences adaptable to the elementary school. One lecture, two 2-hour laboratories.

GS 314 Classroom & Laboratory Resources in Science (2)
Presents techniques for the preparation, handling, storage and disposal of laboratory materials. Topics may include laboratory safety regulations, selection of appropriate student laboratory activities, utilization of on-line and reference resources for selection of classroom and laboratory materials and basic instrument maintenance. Two 3-hour labs a week. PREREQ: CH 223, MTH 112, BI 213.

GS 321 Musical Acoustics (4)
An integrated lecture-demonstration-laboratory approach to the nature of sound and music with direct student involvement. Topics to include the nature and perception of sound, acoustical characteristics of music instruments, applications of electronics, and architectural acoustics. Three lectures and one two-hour laboratory. PREREQ: MTH 105 or equivalent.

GS 342 Coastal Oceanography (3)
Coastal oceanography of Oregon is studied in detail with emphasis on circulation in estuaries, the tides and coastal erosion and deposition. Students will undertake supervised research projects. Three lectures and weekend field trips. PREREQ: GS 104 or GS 331.

GS 351 Elements of Astronomy (3)
A study of the structure and evolution of the universe from an observational perspective. Topics to include the night sky, observational techniques, the solar system, stellar and galactic structure, and cosmology. One three-hour lecture. PREREQ: MTH 105 or equivalent.

GS 361 Energy and Resources in Perspective (3)
A study of the current development and utilization of energy and power, implications of the finite resources, impact on the environment and alternatives. Three lectures.

GS 401 Research (1-15)
Terms and hours to be arranged.

GS 406 Special Individual Studies (1-15)
Terms and hours to be arranged.

GS 407/507 Seminar (1-15)
Terms and hours to be arranged.

GS 408 Workshop (1-15)
Terms and hours to be arranged.

GS 409 Practicum (1-9)
Provides the preprofessional experience desired by such professional schools as medicine and physical therapy.

GS 411/511 History of Science (3)
A brief history of the development of the natural sciences up to the 19th century, their social implications, and the growth of scientific philosophy. Three lectures. PREREQ: Two sequences in natural sciences or mathematics or consent of instructor.

GS 420 Selected Field Investigations (1-6)
Field expeditions to unique geological and/or biological areas of western North America. In these undertakings, the students will plan and undertake studies of the areas selected for exploration.

GS 424/524 Astronomy (3)
A study of the solar system, stars, stellar systems, and galaxies including the application of some of the important concepts of physics, chemistry and mathematics to the field of astronomy. Three lectures. PREREQ: one year each of college physical science and mathematics.

GS 501M Research (1-15)
Terms and hours to be arranged.

GS 502M Independent Study (1-15)
Terms and hours to be arranged.

GS 503M Thesis or Field Study (3-9)

GS 506M Special Individual Studies (1-15)
Terms and hours to be arranged.

GS 507M Seminar (1-15)
Terms and hours to be arranged.

GS 508M Workshop (1-15)
Terms and hours to be arranged.

GS 512M History of Science (3)
Intensive study of the history of one particular branch of the natural sciences with emphasis on the modern period. Usually offered by arrangement with a staff member in that branch. PREREQ: GS 411 or consent of instructor.

GS 525M A Concept Approach to Science (3)
This course will identify basic concepts common to all disciplines of science, explain their various applications to individual sciences, and expand their application beyond science to a global, interdisciplinary understanding of the concepts.

GS 591M Physical Oceanography for Teachers (3)
Physical processes in the oceans; the origin and distribution of water masses and currents; waves, tides, tidal currents. PREREQ: chemistry or permission of the instructor.

GS 592M Geological Oceanography for Teachers (3)
The topographic, geologic and geophysical nature of the ocean basins; processes of and distribution of sediments and economic deposits, coastal erosion and sedimentation.

Geography

GEOG 105, 106, 107 Introductory Geography (4 each)
105— Introductory Physical Geography.
106— Introductory Economic Geography.
107— Introductory Cultural Geography.

GEOG 199 Special Studies (1-6)
Terms and hours to be arranged. A means by which students may earn lower-division credit for research, writing, mapping, discussion, career-related, and/or participatory skills.

GEOG 207 Geography and Film (4)
Considers the use and representation of space, place and landscape in, on and through film. Specific films, filmmakers and topics will vary, and may include particular places or types of landscapes, and the comparison of films created in different cultural and geographical contexts. PREREQ: GEOG 107 or consent of instructor.

GEOG 211 U.S. and Canada (4)
Understanding of economic and social activities in the major human-use regions of the home continent; description and interpretation of the present occupancy pattern of the major regions of the United States and Canada.

GEOG 240 Map and Air Photo Interpretation (4)
This course explores the use of topographic maps and aerial photographs to measure and interpret geographic patterns of the natural and social environment. Emphasis is on location, landscape patterns and process identification. PREREQ: GEOG 105.

GEOG 299 Special Studies (1-4)

Terms and hours to be arranged. A means by which students may earn sophomore-level credit for research, writing, mapping, career-related, and/or participatory skills.

GEOG 306 Global Economic Geography (4)

Location theory and its application to the study of the distribution of various economic activities, international and interregional changes in the spatial structure of economic activities and the role of these changes in international and regional development.

GEOG 310 World Regional (4)

A thematic examination of the principal characteristics of the major geographical regions of the world. Interpretation of present and past patterns of relationships between humans and the natural environment.

GEOG 313 The Pacific Northwest (4)

Physical and human resources of the Pacific Northwest. Interpretation of the present pattern of human use of the Pacific Northwest with special emphasis on Oregon.

GEOG 314 The Pacific Rim (4)

The lands and peoples of the Pacific Rim countries, with particular attention to their economic and cultural geographies. Spatial interaction among the Pacific Rim countries, and with the rest of the world.

GEOG 321 Field Geography (4)

Methods for collecting and analyzing geographic data. Emphasis on physical or human topics and specific methods will depend upon instructor. PREREQ: GEOG 105, GEOG 240 or consent of instructor.

GEOG 340 Cartography (4)

This course emphasizes the design and creation of maps. The underlying theme is communication of geographic information combining cartographic design with user perception. PREREQ: CS 161 or consent of instructor.

GEOG 370 Human Migration (4)

International and internal migration since World War II. Factors important in the initiation and continuation of migration. Special focus on Mexico-US migration and settlement.

GEOG 380 Environmental Conservation (4)

This course provides an introduction to environmental conservation, the reasoned use of the natural environment so that its utilization does not impair the environment's capacity for renewal and continued evolution. The course focuses on contemporary global and regional issues such as greenhouse warming and deforestation.

GEOG 385 Quantitative Methods in Geography (4)

An introduction to basic quantitative techniques in geography. Topics include descriptive statistics, hypothesis testing, simple correlation and regression, analysis of variance, and non-parametric statistics.

GEOG 391 Biogeography (4)

This course combines both historical and ecological perspectives in analyzing plant and animal distributions. Topics include: speciation, extinction, dispersal, biodiversity, and human impacts or biotic distributions. PREREQ: Consent of instructor.

GEOG 392 Physical Geography (4)

Principal earth surface elements of physical geography including landforms, soils, water, and biotic resources in their genetic, distributional and functional interrelationships. PREREQ: GEOG 105 or consent of instructor.

GEOG 393 Soils Geography (4)

Soils are examined from both a pedologic (genesis and morphology) and edaphic (growth medium) perspective. Their geographic distribution, classification and use as stratigraphic units are examined in detail. The course includes a 2 hour lab that meets once a week. PREREQ: Consent of instructor.

GEOG 399 Special Studies (1-3)

Terms and hours to be arranged.

GEOG 406/506 Special Individual Studies (1-6)

Terms and hours to be arranged. A specialized or individualized course of study within geography developed in consultation with the instructor.

GEOG 407/507 Seminar (4)

Terms and hours to be arranged. Intended for non-teaching majors.

GEOG 409/509 Practicum (3-12)

Terms and hours to be arranged. Practical application of geographical theory and/or collection of data for theoretical interpretation, customarily in a public agency.

GEOG 410/510 Global Issues (4)

A study of selected and current international issues and problems within the geographical context in which they are observed. Issues to be discussed depends on the instructor.

GEOG 411/511 Cultural Geography (4)

Advanced inquiry into the subfield of cultural geography with a focus on contemporary theoretical debates.

GEOG 412/512 Selected Topics (4)

Advanced analysis of traditional and contemporary topics in geography.

GEOG 413/513 Urban Geography (4)

Urban settlements in the United States and the rest of the world, in terms of patterns, forms and functions; systems of urban land classification and geographic dimensions of urban land use.

GEOG 418/518 International Trade and Transportation (4)

Analysis of the origins, routes, destinations of the flows of major commodities, goods, services, and people across national boundaries. Global perspective will include theories and case studies of contemporary and evolutionary patterns.

GEOG 420/520 The West and the American Imagination (4)

Looks at the special position of the West in American culture with a particular focus on alternate and evolving representations of "the Old West".

GEOG 421/521 The Changing American West (4)

Examines contemporary conflicts over regional identity in the American West. Particular attention will be paid to the interpretation of cultural and economic change such as the decline of resource industries and rural areas and the growth of services, cities and suburbs.

GEOG 425 Urban Planning and Policy (4)

Analysis of the processes related to planning, regulating, and policy making in the contexts of urban land use; will be analyzed with respect to all the levels of government - national, state, regional and local.

GEOG 426/526 Geography of Europe (4)

Individual European societies' landscape organization and how each attempts to alleviate cultural problems: international migrations, scarcity of land for agriculture and urban development, economic development, and European nationalism.

GEOG 432/532 Geography of Africa (4)

The African continent, its nations and colonies; the physical and cultural geography of the regions of the continent and their implications.

GEOG 433/533 Political Geography (4)

An advanced survey of political geography as a field of study, including special attention to geopolitics and the interpretation of contemporary political events from a geographic perspective.

GEOG 440 Geographic Information Systems (4)

The mapping, monitoring and modeling of geographic data using computer technology. This is the culminating course for the techniques sequence in Geography. Class meets twice a week for (2) for lab and lecture.

GEOG 451 South Asia (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 461 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 463 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 480/580 Nature in the American West (4)

Examines historical and contemporary importance of nature, as concept and physical reality, to the economies, cultures and politics of the American West. Specific topics and areas of focus will vary each term.

GEOG 490/590 Climatology (4)

The climate controls and where they operate; climate classification; world regional climate patterns; the characteristics of the world's climates. PREREQ: GEOG 105.

GEOG 492 Regional Physiography of North America (4)

The interrelationship of soil, vegetation, landforms, and climate in the physiographic regions of North America as they have played a role in the cultural and economic development of the continent. PREREQ: GEOG 392 or G 322.

GEOG 495 History and Philosophy of Geography (4)

The nature of geographic thought is examined from a historical perspective. The goal of the course is to seek out the origins of contemporary geographic theory and research and to provide insights as to the discipline's future.

GEOG 501M Research (1-3)

Terms and hours to be arranged.

GEOG 503M Thesis (3-9)

Terms and hours to be arranged.

GEOG 508M Workshop (1-3)

Terms and hours to be arranged.

GEOG 520M Physical Geography and Field Methods for Teachers (3)

Observation of geographic features in the field; construction of maps from field sketches and notes; preparation of field reports; analysis of methods of field teaching in the public schools.

German

(All courses conducted in German)

GL 101, 102, 103 First Year German (4 each)

Acquisition of listening, speaking, reading and writing skills. Emphasis on communication. GL 101 is for beginners and offered Fall term; GL 102 is next in the sequence and offered Winter term; GL 103 is final course in sequence and offered Spring term. For proper placement, students should consult instructor. On-line placement tests are available at www.wou.edu/germanweb.

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 (1-15)

Terms and hours to be arranged.

GL 201, 202, 203 Second Year German (4 each)

Emphasis on developing oral fluency and progressive development of writing skill. Complete grammar review. PREREQ: GL 103 or equivalent, or consent of instructor.

GL 301, 302, 303 Intermediate German Composition and Conversation (4 each)

Intensive practice in writing and speaking German. Oral and written reports based on a variety of original texts. PREREQ: GL 203 or equivalent or consent of instructor.

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. PREREQ: 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. PREREQ: 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. PREREQ: 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. PREREQ: GL 203 or equivalent or consent of instructor.

GL 342 German Cultural Studies (3)

Focus on cultural aspects of modern Germany and Austria, their people, customs and institutions. PREREQ: GL 203 or equivalent or consent of instructor.

GL 350 Methods in Translation (3)

Examination of written and oral, structured and free translations. Materials come from a variety of sources. PREREQ: GL 203 or equivalent or consent of instructor.

GL 399 Special Studies (1-3)

Terms and hours to be arranged.

GL 406 Special Individual Studies (1-6)

Terms and hours to be arranged.



GL 411 German Literature I: Medieval to Classical (3)
Readings from representative German authors within major genres and periods. PREREQ: ENG 223 and GL 203 or equivalent or consent of instructor.

GL 412 German Literature II: Naturalism to Present (3)
Readings from representative German-speaking authors from Naturalism to the present. PREREQ: ENG 223 and GL 203 or equivalent or consent of instructor.

GL 416 Language Teaching Practicum (1-2)
Practice as a teaching assistant particularly for teachers in training. Course may be repeated to a maximum of 6 hours. PREREQ: Consent of instructor.

GL 423/523 Studies in German Language and Literature (2-6)
In-depth study of a literary figure, genre, or other topic related to the study of German language, literature and culture. Course can be repeated when content is different. PREREQ: GL 301 or equivalent or consent of instructor.

GL 424, 425, 426 Advanced German Composition and Conversation (3 each)
Systematic review of functional grammar and extensive practice in composition and conversation. Special attention given to idiomatic phrases. PREREQ: GL 303.

GL 440 19th Century German Drama (3)
In-depth study of drama by 19th century Austrian, German and Swiss authors within its historical, cultural and intellectual context. PREREQ: GL 203 or equivalent or consent of instructor.

GL 441 20th Century German Drama (3)
In-depth study of drama by 20th century German-speaking authors within its historical, cultural and intellectual context. PREREQ: GL 203 or equivalent or consent of instructor.

GL 481 History and Structure of German Language (3)
A study of the historical development and modern structure of the German language. Emphasis on comparing and contrasting the grammars of English and German. PREREQ: GL 203 or equivalent or consent of instructor.

GL 507M Seminar (1-6)
An in-depth study of a literary figure, genre or other topic related to German. PREREQ: GL 203 or equivalent or consent of instructor.

GL 524M, 525M German Stylistics (3)
A study of oral and written German, with special emphasis on syntax, style, structure and elements that characterize the style of a writer, a period or a movement. PREREQ: GL 303 or equivalent or consent of instructor.

Health

HE 199 Special Studies (1-15)
Terms and hours to be arranged.

HE 211 Techniques of Relaxation (3)
A survey of the prime stressors in modern society with emphasis on personal sources and vulnerability to stress. Each person will design a personalized relaxation strategy.

HE 250 Personal Health (3)
Basic scientific knowledge for healthful living; relation of the health of individuals to family and community welfare and to national vitality and progress; fundamental factors involved in intelligent living.

HE 252 First Aid, CPR and Safety (3)
Overview of emergency treatment of injuries and/or sudden illness in a variety of situations. It also presents methods of prevention to reduce or eliminate potentially dangerous situations. Major topics include medical legal liability, injury evaluation, standard first aid and cardiopulmonary resuscitation procedures. Students who demonstrate skill proficiency and pass the written tests pertaining to the skills, will receive a First Aid and CPR certificate through the National Safety Council (This includes standard first aid skills as well as CPR skills for the adult, child and infant.) Must also sign up for HE 252L.

NOTE: Admission to some upper-division classes may be limited to students who have been formally admitted to the Division. Admission to the Division is determined by a formal process and is selective.

HE 325 Nutrition (3)
The relationship of food and its components to health, with emphasis on the young adult; current national and international nutritional concerns are discussed.

HE 327 Community and Public Health (3)
Nature, principles and growth of community health; vital statistics; consumer health; functions of voluntary and governmental health organizations in Oregon.

HE 350 Introduction to Health Careers (3)
This course initiates the student into the professional preparation programs for students who are interested in health careers and majoring in one of the Health Education curriculums. Students will review a variety of career options and the professional preparation needed for success and employment. Students will explore who they are, where are they going, and how will they get there.

HE 351 School Health Program: Elementary (3)
Teaching of health education with emphasis on health knowledge, attitudes and habits of school children, and the development of a health service program. Special study of the state health education program.

HE 353 First Aid and CPR Instructor Lab (3)
The purpose of this instructor course is to train instructor candidates to teach Community CPR and First Aid courses. This instructor course covers the following topics: applying information from the Instructor course to teaching First Aid and CPR; techniques in ensuring participant's health and safety (including instruction in manikin decontamination); conducting practice sessions; evaluating participant's performance; and explaining operational policies and procedures. Students who demonstrate instructor skill proficiency and pass the written tests (80%) pertaining to Instructor Certification will receive a First Aid and CPR Instructor Certificate through the National Safety Council. The class meets through both an hour and a half lecture along with an hour and a half lab setting. PREREQ: Each student must pass standard First Aid and CPR certification requirements at beginning of the course.

HE 367 Human Sexuality (3)
An examination of the various dimensions of human sexual expression with particular emphasis on implications for human health; includes biomedical, psychosocial and cultural aspects. There will be a focus on sex education.

HE 399 Special Studies (1-15)
Terms and hours to be arranged.

HE 406 Special Individual Studies (1-15)
Terms and hours to be arranged. Credit for HE 406 and 407, singly or combined, may not exceed six credit hours.

HE 407 Seminar (1-15)
Terms and hours to be arranged. Credit for HE 406 and 407, singly or combined, may not exceed six credit hours.

HE 409 Practicum (1-12)
Terms and hours to be arranged.

HE 410/510 Violence, Trauma and Grief in Children and Adolescents (3)

Designed for anyone who works with youth. It will address multiple aspects of violence, trauma, and grief and how they impact the overall health and well-being of children and adolescents. Preventive measures as well as actions to assist in coping with such incidents will be included.

HE 415/515 Child and Adolescent Health (3)

A study of the physical, emotional, social and environmental health issues affecting children from pre-school through adolescence. Emphasis will be on the impact of these health problems on learning and the role of the school in their prevention, discovery and referral for treatment.

HE 420/520 Healthy Relationships (3)

Increases awareness of the important role that relationships have on one's health. Opportunities to assess, analyze, and enhance personal and professional relationships will be explored. Educators will learn how to model and promote healthy relationships for both students and colleagues.

HE 421/521 AIDS and Sexually Transmitted Diseases (3)

Provides students with a fundamental understanding of HIV/AIDS and sexually transmitted diseases and the evolution of epidemics from a global perspective. The history, etiology, epidemiology, and prevention strategies of HIV/AIDS and STD's will be studied. In addition, a comparative analysis of how societies and cultures around the world are managing the HIV/AIDS epidemic from an economic, political, legal and ethical perspective will be explored.

HE 425/525 Current Issues in Nutrition (3)

Provides a critical examination of current issues and controversies in nutrition. The course will focus on the relationship between prudent dietary habits and disease prevention as well as the relationship between specific nutrients and chronic disease. There will be an emphasis on cross cultural analysis throughout the course.

HE 429/529 Health and Social Services (3)

An analysis of potential solutions to human problems offered through health and social service agencies and programs.

HE 433 School Health Programs K-12 (3)

Provides skills and competencies in administration of the health program and services, and curriculum design.

HE 434 Diseases (3)

Modern concepts of diseases, prevention and control of diseases; characteristics of common communicable diseases; chronic disease control; special chronic diseases and programs of prevention and control. PREREQ: BI 334 and 335.

HE 462/562 Contemporary Health Issues (3)

An analysis of current health issues, including drug education; an understanding of man's ecology and man's interaction to society; and the impact of political, psychological, sociological, and economic factors on human health.

HE 465/565 International Health (3)

Provides students with an overview of international health issues, policies, and interventions. Students will explore relationships between political, economic, educational, cultural, and demographic conditions of developing countries and the impact on health and health services. A major focus of the course will be on developing countries access to information and biomedical technology, their urgent health problems, and the development of primary health care. Other topics to be addressed include rational political structures that promote public health, international health organizations, infectious diseases, maternal and child health, countries in transition and the double burden of disease, and the public health impact of war and terrorism.

HE 466/566 Study of Drugs and Alcohol (3)

A study of the historical, cultural, economic, legal, medical and health factors involved in the use of various drugs, including alcohol, in contemporary society.

HE 471/571 Program Planning, Methods and Evaluation (3)

An overview of the process for designing, presenting and evaluating health education programs.

HE 475/575 Epidemiology (3)

Students will understand the foundation of epidemiology and why it is important in the context of society, in the context of health education and health planning, and in the context of everyday life.

HE 480/580 Eastern Minds/Western Ways (3)

This course will examine a more traditional approach to health and wellness which promotes and incorporates alternative concepts, methods and philosophy from Eastern cultures (mainly Asian), into a modern contemporary Western society.

HE 481/581 Mind/Body Health (3)

This course is designed to introduce students to the concept of the mind, body, spirit connection, and that connection's implications for good health. The course will examine the evidence that supports this connection. It will also examine the impact that negative and positive emotions, attitudes and relationships have on health.

HE 484/584 Mindfulness: The Art of Mindful Living (3)

The study of mindfulness will be explored from an interdisciplinary understanding utilizing history, psychology, philosophy, Eastern religions, and education with modern application in the field of health and medicine. Students will explore theoretical concepts and will discover ways to apply mindfulness to enhance their personal and professional lives.

HE 485/585 Bioethics and Public Health (3)

The course considers dilemmas of moral reasoning relating to issues raised by medical treatments, technologies, and the life sciences. This field of study is now referred to as "Bioethics". Students will critically examine the moral dimensions of often-controversial perspectives in bioethical decision making and the short and long-term individual and social implications of those decisions. Students will explore, reflect and discuss major questions of medical technology, biological and chemical warfare, abortion, reproductive technology, population control, organ transplantation, stem cell research, the allocation of health-care resources, genetic engineering, cloning, and all the ethical problems associated with dying as a matter of ensuring public health.

HE 491/591 Stress Management (3)

An examination and application of accepted stress management strategies with emphasis on helping others to eliminate, reduce or mediate stress.

HE 496 Methods and Materials in Health Education K-12 (3)

An in-depth and comprehensive methods and materials class, teaching skills and competencies in administration of the health program and services, philosophy and goals. PREREQ: Senior standing.

HE 503M Thesis (1-9)**HE 506M Special Individual Studies (1-9)**

Terms and hours to be arranged.

HE 507M Seminar (1-9)

Terms and hours to be arranged.

HE 508M Workshop (1-9)

Terms and hours to be arranged.

HE 509M Practicum (1-9)

Terms and hours to be arranged.

History

HST 101, 102, 103 History of Western Civilizations (4 each)

Systematic study, through texts and printed documents, of the political, social, economic, and cultural developments of the Western world (including the Mediterranean region in ancient times) from the dawn of civilization through the present. Emphasis will be given on major changes in social structures, economic and political institutions, and in value systems.

HST 104, 105, 106 World History (4 each)

A thematic as well as chronological approach to world history. Course content is derived from a study of several of the formative civilizations of the past and present.

HST 201, 202, 203 History of the United States (4 each)

Examines the origins and evolution of the United States in three eras: 201- from pre-contact era through the early Jacksonian era; 201- from Jacksonian era through the era of Progressive reform; 201- from the Progressive era through the present. Examines, in each era, the diverse origins and cultures of people migrating into and within what is now the United States, with attention to changing priorities and patterns of community, government, and economic development.

HST 211, 212 American History Survey (4 each)

This two-term sequence examines the evolution of the United States from pre-contact period to the Civil War and from Reconstruction to the present. In each era the course will examine the diverse origins and cultures of people migrating into and within what is now the United States, with attention to changing priorities, patterns of community and diversity, government, and economic development.

HST 304, 305, 306 English History (4 each)

From ancient Albion to modern Great Britain, this three-part course charts the evolution of English civilization from the dim beginning of British culture through its maturity into Anglo-Saxon and Anglo-Norman England culminating in Great Britain as the empire-builder in the 19th century and a struggling European nation in the post-Cold War and post-industrial world. This course places a special emphasis on personalities as well as on constitutional and institutional themes.

HST 315 Ancient Near East and Egypt (4)

Examining the archaeological and historical evidence for the growth of culture in Mesopotamia and the Nile valley.

HST 316 Ancient Greece (4)

Survey of the cultural and political development of the Greek world from the Mycenaean period to the end of the Peloponnesian war (404BC).

HST 317 Ancient Rome (4)

Study of the cultural and political evolution of the Roman world from its inception to the break-up of the empire in the fifth century AD.

HST 318 Women in the Greco-Roman World (4)

Survey of the artistic, historical and archaeological evidence for the role of women in the society of the ancient world.

HST 319 Aristophanes' Athens (4)

This course examines the social and political structure of Athenian democracy through the medium of the plays of the Athenian comic, Aristophanes.

HST 320 Cicero and the Politics of the Late Republic (4)

This course examines the turbulent period of the first century BC through the medium of the speeches and letters of Cicero.

HST 321 Biography and Empire (4)

A critical analysis of the period of the "Twelve Caesars" and the differing approaches and concept of history as seen in ancient biography and historical writing. Readings will centre upon Tacitus, Suetonius, Dio Cassius and Plutarch.

HST 322 Cities of Vesuvius: Pompeii, Herculaneum and Stabiae (4)

This course will consider the archaeological and literary evidence that these unique sites offer us for life in the ancient world. Topics to be covered will include urbanism, family life, social and cultural life of the community, and the economy.

HST 325 Archaeology of the Biblical World (4)

This course examines the archaeological and historical context of Judaism and its relationship to the cultures of the classical world. As well as surveying the archaeological and biblical material, students will also be expected to study historical texts: in particular the works of Flavius Josephus.

HST 330 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 331 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 332 The Late Middle Ages (4)

Examining the crisis of medieval society in the 14th century and the impact of the Hundred Years' War.

HST 333 Women and Family in the Middle Ages (4)

This course examines the position of women and the family in the Medieval period through the medium of artistic, archaeological and historical sources.

HST 334 Byzantine Empire (4)

This course will focus on 'grandeur' social and political themes examining the political fortunes of Byzantium, its role in preserving the classical heritage and culminating in its impact on the Renaissance.

HST 335 The Crusades (4)

This course will focus on the religious and cultural inspiration for the crusading movement as well as their impact in the Middle East and their legacy both in the medieval and modern worlds.

HST 350 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 351 Mexico and the Caribbean Since Independence (4)

A study of nation-building, conservative/liberal rivalries, and foreign intervention. Particular stress in the 20th century on social revolutions and modernization.

HST 352 South America Since Independence (3)

A study of national revolutions, political and economic problems of the new republics, and cultural trends. In the 20th century the themes of militarism, industrialization and social revolution are emphasized.

HST 391 History of East Asia: Traditional China (4)

To survey Chinese civilization from the earliest times to the mid-17th century, this course focuses on the aspects of history and culture that define the character of Chinese civilization. Special emphasis will be placed on the development of enduring institutions, intellectual and religious traditions, major change in demographic, social, economic, and political patterns during the Tang-Sung and Ming-Qing transitions.

HST 392 History of East Asia: Traditional Japan (4)

A general picture of Japanese history in the hope of furthering students' understanding of present-day Japan through the study of her past. The lecture and discussion will provide facts as well as analyses of significant events, conditions, and accomplishments of Japanese people.

HST 393 Modern East Asia (4)

Focuses on the historical process which witnessed the modernization of the major Asian civilization of China and Japan. Attention will be given to the different paths each of these countries has taken and the different problems each has faced in the attempt to build a modern state.

HST 394 Southeast Asia: Imperialism to Independence (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 395 Southeast Asia: World War II to Cold War (4)

Surveys developments in the region's troubled era of war, rebellion, and revolution following independence after World War II. Highlights a comparative analysis of Southeast Asia's contemporary experience from indigenous point of view.

HST 396 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 399 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 401 History and the Internet (4)

This course will provide students with a critical foundation and research experience in the use of the Internet for the study of history. Students will learn about the history of the Internet and will analyze its use in the academy and for scholarly research, communication, and publication. Students will consider and evaluate the scholarly content of listservs, electronic texts and journals, and history links and web sites and will conduct research leading to a course project.

HST 405 Reading and Conference (4-6)**HST 407/507 Seminar (4)**

Special seminar topic offerings in the history discipline.

HST 409 Practicum (1-6)

Students will be placed with private and/or governmental agencies where they will work in their capacity as an historian and become familiar with the requirements and the possibilities of applying their skills in the public sector.

HST 410 Gender Issues in History, Part I (4)

In this first course in the sequence students will consider the history of women, men and gender relations to the 19th century. The course will introduce students to themes and methodologies for the study of gender in history and will focus on comparative cultural ideas about gender and sexuality and how these shaped social roles. Students will use gender as a category of analysis to study the period of colonization, revolutions and the impact of industrialization. Students will consider the way in which race, ethnicity and class intersect with gender to shape women's and men's lives in this period.

HST 411 Gender Issues in History, Part II (4)

In this second course in the sequence students will consider the history of women, men and gender relations in the 19th and 20th centuries, with emphasis on cultural ideas about gender and gender roles, families, communities, and the state, and the way in which race, class, ethnicity, and sexuality intersect with gender to shape women's and men's lives. We will cover major processes such as suffrage, labor reform, the women's movement, the gay and lesbian liberation movement, and study gender and politics, war and the economy, and the social and intellectual history of gender issues in this period.

HST 416 Archival Science (4)

An introduction to the methods and philosophy of conserving and collecting archival records and professional standards of organizing, indexing, and controlling access to printed materials of historical

significance. Includes an overview of the archivist's responsibilities for acquiring, securing and providing access to materials according to ethical and professional standards of stewardship.

HST 417 Oral History (4)

An introduction to the methods and philosophy of conducting and developing oral interviews with primary actors as a source for historical research and analysis. Includes an overview of the evolving standards of the oral interview as a primary source, historiographic traditions in the use and analysis of such interviews, comparative readings in oral history, and practical application of the method in consultation with the instructor and in collaboration with other students.

HST 418 Historical Editing (4)

An introduction to the methods and philosophy of editing and annotating historical documents and manuscripts with an emphasis on organizing and preparing primary sources to facilitate their later use by the professional and lay public. Includes hands-on experience with primary collections and project-oriented training in providing context while preserving the integrity and spirit of the original, unedited source.

HST 419 Introduction to Public History (4)

This course begins with a review of the special skills of the historians craft. Then students are introduced to the sectors of public history such as business related opportunities, government service, archival and museum work, and historical editing.

HST 420/520 Philosophies of History (4)

The evolution of the discipline of history as portrayed through the writings of the major historians. PREREQ: Consent of instructor.

HST 423 The Renaissance (4)

An examination of the origins and development of the Renaissance in Italy from the early 14th to the mid 16th centuries, noticing in particular the economic, social, political, intellectual, and artistic manifestations of this movement. Another focus is on the effects of the Italian Renaissance in northern Europe in the 16th century, including the relationship between Renaissance Humanism and religious reform.

HST 424 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. The movement as a whole will be viewed in relation to its political, economic, social, and intellectual contexts and developments.

HST 425 Early Modern Europe (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 426/526 West Africa: Democracy and Dictatorships (4)

This course focuses on the developmental programs and problems of select West African nations, especially Ghana and Nigeria.

HST 427/527 East Africa: Democracy and Dictatorships (4)

This colloquium examines the history of Ethiopia (from Emperor Haile Selassie's reign in the 1960s thru the socialist regime of Mengistu Haile Mariam), Tanzania under Julius Nyerere, Somalia under Mohammed Said Barre, Uganda (from Milton Obote to Idi Amin), Kenya under Jomo Kenyatta, and Zambia under Kenneth Kaunda.

HST 431/531 England Under the Tudors and Stuarts (4)

This course takes a broad critical overview of the evolution of English government, society, and economy toward modernity. Through classroom lectures, reading of texts, biographies, and select monographs and articles, students will be exposed to the rich historical and historiographical literature and examine the various developments that were to transform early modern England from a third-rate European country into the first truly modern and powerful state of the Western World in the course of two hundred years.

HST 436 Mexico Since Independence (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 437 History of Modern Germany (4)

A survey of the key issues influencing the construction and early history of a unified German state founded under Prussian dominance in 1871. The changing faces of liberalism, nationalism, conservatism and socialism will be analyzed, as they evolved following the aborted revolution of 1848 up to the outbreak of World War I.

HST 438 History of Modern Germany (4)

A survey of the nature and evolution of German society, culture and politics with an emphasis on World War I, the Revolution of 1918/9, the Weimar Republic, and the Nazi state. At the heart of this course lies the question of the rise of Hitler to power and the reasons for the string of successes experienced by the Nazi regime prior to its eventual downfall.

HST 439 History of Modern Germany (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. The revolution of 1989 and the conflicts engendered by reunification will serve as the conclusion to this course.

HST 440 Modern France: Revolution and Napoleon (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 441 Modern France: 19th Century (4)

The political, economic and social development of France in the 19th century, her changing governments and her attempts to achieve the ideals of liberty, equality and fraternity, which had been set forth in her 1789 revolution; her changing international position.

HST 442 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 443/543 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 444/544 20th Century Europe: The Two World Wars (4)

The impact of World War I, the interwar adjustment and conflict between democracy and the totalitarian powers; World War II.

HST 445/545 20th Century Europe: Postwar Period (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 446 Arab World in Transition (4)

A critical examination of the history of the Middle East from the First World War to the Gulf War, based on a critique of the theory of modernization, emphasizing the political dimensions of human choices in "traditional settings." These dimensions are explored through a study of social, cultural, and political history of the Arab world.

HST 447/547 History of Russia/Eastern Europe (4)

History of Russia and Eastern Europe from the time of the rise of the Medieval monarchies in the 9th century to 1700. Course is designed to discuss the development of the eastern European monarchies, the impact of Mongol and Ottoman conquests and to convey an understanding of the reasons for the relative underdevelopment of this geographic area compared to Western Europe.

HST 448/548 History of Russia/Eastern Europe (4)

The History of Russia and Eastern Europe from the end of the 17th century to the First World War. Focal points of this course will be various attempts to 'modernize' the regimes and societies of the Russian, Habsburg, and Ottoman empires and the Polish-Lithuanian Commonwealth; the development of nationalism; the development of labor movements; and the survival of absolutist monarchies into the 20th century.

HST 449/549 History of Russia/Eastern Europe (4)

The History of Russia and Eastern Europe from the Russian Revolutions of 1917 to the Present. Emphasis will be placed on understanding the origins and the nature of Bolshevism, Stalinism, and Soviet society; the rise of right-wing authoritarian regimes in Eastern Europe between the First and Second World Wars; the mechanisms of inclusion of Eastern Europe into the Soviet sphere of influence after 1945; the reasons for the ultimate disintegration of Eastern bloc societies and economies; and the nature of the revolutions of 1989.

HST 450/550 Popular Culture in China (4)

A survey on Chinese culture. Included are social relationships, religions and philosophies, sciences and medicines, geomancy and cosmology, food and health, arts and cinemas from traditional to modern time period. It is to provide students with an understanding of Chinese culture, assessment of their unique thoughts and systems of values.

HST 451/551 Popular Culture in Japan (4)

A survey on Japanese culture. Included are patterns of behavior, popular morality, philosophies and religions, folk tales, arts, music, theater, also the taste of nature shown in the daily diet, flower arrangement, and gardens. It is to provide students with an understanding of the traditional Japanese way of life. Specific emphasis will be placed on how these customs have been practiced in Japanese society.

HST 452/552 History of Spain and Portugal (4)

Starting with a description of the Pre-Roman societies of the Iberian Peninsula, this course traces the evolution of the cultures and states that developed in the Iberian Peninsula through 1700. The Islamic civilization in medieval Iberia, gradual reconquest of Arab Spain by Christian armies, the emergence of the regional monarchies, the foundations of global empires by Spain and Portugal, and the cultural achievements of early modern Spain and Portugal will be some of the crucial issues structuring this course.

HST 453/553 History of Spain and Portugal (4)

This course will analyze the 18th century reforms, the French occupation (1807-1813), and the turbulent interrelationship between liberalism and conservatism characterizing much of the 19th century. In the 20th century the course will concentrate on the loss of the empires, the development of positivism, nationalism, socialism, and anarchism. The nature of the Portuguese and Spanish Republics, the origins of the Spanish Civil War, the Franco and Salazar dictatorships, and the transition to democracy in the 1970s will be some of the issues addressed.

HST 454/554 History of Modern Italy (4)

This course will cover the history of modern Italy from the era of Habsburg dominance to the present. Emphasis will be placed on the 19th and 20th centuries; the Liberal era prior to 1914; the rise of fascism, the transition from fascism to democracy; and the politics, culture and society of the post-1945 Italian Republic.

HST 455 Colonial America (4)

Colonial background of North American history from the Age of Discovery to the Revolution. Emphasis on broad, unifying themes of the colonial period.

HST 457 Jacksonian America (4)

The United States, 1815-1850. Westward expansion and the roots of intersectional conflicts; growth of a native American culture: party struggles of the age of Jackson.

HST 458 Civil War and Reconstruction (4)
The critical decade before the Civil War; the war to preserve the Union; efforts to reconstruct southern society after the war, and the resulting turmoil. Emphasis on changing interpretations of Civil War history.

HST 459 Business America and Progressivism (4)
An examination of urban-industrial development in the years following Reconstruction to the turn of the century. The course will also deal with intellectual, social and cultural change as well as American foreign policy.

HST 460, 461 Multicultural America in Historical Perspective (4 each)
The history of ethnicity, race and multicultural issues in the United States from the period of colonization to the present. HST 460 presents these themes from indigenous cultures prior to European colonization to the mid-nineteenth century. HST 461 considers the period from the late 19th century to the present.

HST 462 American Voices: Autobiography, Biography, and Memoir in American History (4)
This course will provide students with a critical foundation in the analysis of autobiography and biography as sources for the study of the American past. Students will consider a variety of texts, will study theory and methodologies for using these sources in scholarly analysis, and will consider gender, race, ethnicity, and class as categories of analysis for the course.

HST 463 America and the World Wars (4)
This course will examine the impact of World War I and World War II on Americans and American society. Students will consider such issues as gender and war, the home front, national and international policy, labor issues, race and ethnicity, and the transformation of American culture through mechanization, bureaucratization, and wartime shifts in production.

HST 464 Cold War America (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 465 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. Students will consider the ways in which difference --in race, ethnicity, class, sexuality, age, abilities, and other categories-- has affected women's and men's experiences of health and healing in historical and contemporary terms.

HST 466 Mexican Foundations of Chican@/Latin@ History: From the Olmecs to the Mexican Revolution (4)
An overview of Mexican history and culture from the invention of civilization to the creation of the modern Mexican state. Pre-Columbian themes include agriculture, trade, religion, art, architecture, and political expansion. Colonial themes include the conquest and fusion of Spanish and Native American cultures. Nineteenth century themes include independence, foreign invasion, civil war, and modernization. Emphasis of relevance to Chican@/Latin@ heritage.

HST 467 Chican@ History (4)
A history of people of Mexican descent in the United States with emphasis on the origins of their constitutional status as citizens of the United States. The course explores the implications of various reinterpretations of that status for a people confronted with the Anglo-American culture of colonization from the early 19th century through the emergence of a culturally and politically self-conscious Chican@ movement in the late 20th century, with attention to the implications of immigration trends in the late 20th century.

HST 468 Canada to Confederation - 1867 (4)
Examines the history of Canada from the pre-contact era through confederation in 1867 with attention to nationalist trends at the provincial and regional levels, and with particular emphasis on comparative colonial cultures within the region of North America now included as part of Canada. Explores issues of racial and cultural interaction among various immigrant groups and First Nations peoples in Canada in the context of imperial struggles for power and conflict with the nationalist interests of the United States.

HST 469 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 470 Environmental History (4)
Examines the history of ecological transformations associated with historical patterns of community organization, population movements, agricultural production, scientific inquiry, industrial development, urban growth, and systems of trade and commerce from ancient times to the present with particular attention to North America and global trends of the 19th and 20th centuries.

HST 476/576 U.S. West to 1900 (4)
Examines the origins, traditions and cultural interaction within the North American, trans-Mississippi West of peoples living in the region from the pre-contact era through the late 19th century with particular attention to comparative colonial cultures in the region, and the integration of the region into the industrial, political and social framework of the United States as an emerging imperial power. Explores issues of natural resource identification and allocation in relation to nationalist expansion and cultural conflict.

HST 477/577 U.S. West in the 20th Century (4)
Examines the transformation of the trans-Mississippi West in the 20th century with particular attention to the market networks, community traditions, and historical myths that have shaped the ways in which the diverse peoples of the West have viewed themselves in relation to their surroundings, with particular attention to economic growth and industrialization in the context of federal power and regional resistance.

HST 478/578 Pacific Northwest History (4)
This is a regional history course that explores how various events in the past shaped emerging traditions of community and government in the Pacific Northwest. The course surveys some pre-contact communities and then traces evolving relations between local communities and various incarnations of imperial power, immigration and industry through the late 20th century. It introduces students to historical methods, primary sources and professional resources suitable for teaching, community service or graduate work.

HST 485 British Constitutional History (4)
This course focuses on the historical roots of the concept of constitutional law and its application and evolution from the Magna Carta through the Glorious Revolution. Its further stage was reached in the 19th century through parliament reforms and the theoretical contributions of Walter Bagehot and Jeremy Bentham. The course explores comparative aspects of British constitutional theory in relation to the center of the empire (Great Britain) and in British colonies.

HST 486 North American Constitutional History (4)
A comparative study of constitutional history in Canada and the United States, with attention to colonial North America and emerging nationalist movements in the United States and Canada. The course will explore the evolving concepts of constitutional law and constitutional theory at the state, provincial and national levels, with an emphasis on regional perceptions of legitimate authority. This course is the second quarter of a three-quarter sequence that includes HST 485, HST 486 & HST 487/PS 479.

HST 490/590 20th-Century Latin America (4)
Comparative development patterns in Latin America. Social revolutions and authoritarian reactions. The new Latin American culture.

HST 491/591 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 492/592 World Problems (4)
Selected historical issues which are both contemporary and significant. Attention given to the political, economic and social aspects of these global issues.

HST 493/593 Modern China I: Fragmentation and Reform Movements in Late Imperial China (4)
Course discusses the clash between China and the West, and the response of China's scholars.

HST 494/594 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 495/595 Modern China III: People Republic of China, Confucianism and Socialism (4)
Course examines the birth of the Chinese Communist Party and the people of democratic China, and how Chinese socialism adjusted to live in the world. The history of modern China can connect students to present world issues in which the United States is involved, in particular in the Pacific basin.

HST 496/596 Women in Indian Society (4)
Course provides insights into Indian women's lives, and how they are influenced by religions and philosophies (Hinduism and Buddhism), caste system, marriage and family systems. Special attention will be given to the ideals of femininity influenced by the religious practices in classical Hinduism, such as apotheosis, henotheism, sacrifice and yoga; the ideal life cycle of the normative Hindu women; the alternative images of the feminine; the criticisms of the feminine ideal at the modern period regarding women's position in the Constitution and the new secular state, and the development of women's legal status, property rights, and liberation struggle.

HST 497/597 Women in Japanese Society (4)
Course broadly surveys women's positions and status in the institutions of marriage and family, and the factors which altered women's conditions, and how womanhood has been defined and redefined from traditional to modern Japanese society.

HST 498/598 Women in Chinese Society (4)
Course explores the lives of various groups of women (wife, concubines, courtesans, singer girls, and maids), including their activities in public and domestic dichotomy. In addition, specific topics to introduce traditional Chinese culture, such as foot binding, gender and sexuality in religion and literature, as well as gender in gynecology and pathology.

HST 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 501M Research (1-6)
Terms and hours to be arranged.

HST 503M Thesis (1-6)
Terms and hours to be arranged.

HST 505M Reading and Conference (1-6)
Terms and hours to be arranged.

HST 507M Seminar (3)

HST 508M Workshop (1-6)
Terms and hours to be arranged.

HST 509M Practicum (1-9)
Terms and hours to be arranged.

HST 521M United States Before 1865: Topic (4)
Reading, discussion and research of the historical literature relevant to the United States prior to 1865.

HST 522M United States After 1865: Topic (4)
Reading, discussion and research of the historical literature relevant to the United States since 1865.

HST 523M Latin America: Topic (4)
Reading, discussion and research of the historical literature relevant to Latin America.

HST 524M Europe: Topic (4)
Reading, discussion and research of the historical literature relevant to Europe.

HST 525M Asia: Topic (4)
Reading, discussion and research of the historical literature relevant to Asia.

HST 526M Africa: Topic (4)
Reading, discussion and research of the historical literature relevant to Africa.

Honors

H 101 Freshman Honors (1)
Supplementary enriching work related to a regular course taken simultaneously is guided by an instructor during weekly meetings. Students and work are subject to approval by the Honors Committee.

H 201 Sophomore Honors (1)
Supplementary enriching work related to a regular course taken simultaneously is guided by an instructor during weekly meetings. Students and work are subject to approval by the Honors Committee.

H 303 Thesis Development Seminar (1)
Development of proposal for Senior Honors Thesis, including annotated bibliography, and preparation and submission of Junior Honors Writing Portfolio. Enrollment limited to students in Honors or Honors Associate programs.

H 401 Senior Honors (2-3)
Individual research or original writing with scheduled seminars in approved areas of work. Enrollment is limited to selected students of superior academic achievement. Limit of six credit hours. Enrollment limited to students in Honors or Honors Associate programs.

H 403 Senior Honors Thesis (3)
Individual research or original writing with scheduled seminars in approved areas of work. Enrollment limited to students in Honors or Honors Associate programs.

H 407 Honors Seminar (3)

Humanities

HUM 199 Special Studies (1-15)
Terms and hours to be arranged.

HUM 306 Special Studies in Humanities (3)
One of a variety of topics in the humanities as announced in the schedule of classes. The course may be taken twice if content is not repeated.

HUM 325 German Literature in Translation (3)
A study of a period, literary movement or theme in German literature. Specific focus will be identified in schedule of classes. May be taken twice if content is not repeated.

HUM 328 Introduction to Chican@ Literature (3)
Introduction to texts representative of the Chican@ literary heritage. Sampling of genres, as well as historical and geographical settings and perspectives, characteristic of work written by Chican@s during the 20th century. PREREQ: When this course is conducted in English with a HUM prefix, no requirements necessary, but it will not count for the Spanish major.

HUM 340 Civilization & Culture of Mexico (3)
A cultural survey of Mexico from the pre-Hispanic times to the present, including history, anthropology, literature, art, geography, politics, economics, and religion. Conducted in English.

HUM 342 Introduction to Chican@ Life & Culture (3)
A cultural survey of the Chican@ presence in the Southwest, including art, geography, history, folklore, politics, and current trends in the contemporary period. Students will acquire an understanding of experiences and preoccupations pertinent to Chican@s from the 1960s to the contemporary period. PREREQ: When this course is conducted in English with a HUM prefix, no requirements necessary, but it will not count for the Spanish major.

HUM 399 Special Studies (3-4)

HUM 406 Special Individual Studies (1-6)
Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest, under the guidance of a designated faculty member.

HUM 407 Seminar (1-15)
Terms and hours to be arranged.

HUM 408 Workshop (2-3)

HUM 409/509 Internship (1-12)
Terms and hours to be arranged. Supervised practical experience in a Humanities discipline, with supervision from a Humanities faculty member as appropriate (e.g., in the "Philosophy for Children" program, as a writer for an ad agency, as a master of ceremonies for a club's program).

HUM 450 Senior Portfolio (1)
Provides guidance in producing and assembling the senior portfolio required of all students in the BA in English and BA/BS in Humanities degrees.

HUM 503M Thesis (3-9)

HUM 506M Special Individual Studies (1-6)
Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest, under the guidance of a designated faculty member.

HUM 507M Seminar (1-15)
Terms and hours to be arranged.

HUM 508M Workshop (2-3)

HUM 533M Philosophy in the Classroom (1-6)
Theory and pedagogy of developing reasoning skills and rational dispositions in the school classroom through guided philosophical discussions. Participants are involved in apprenticeship-type experiences in the conduct of such discussions. Content of course will vary, depending on chosen focus as to grade level(s) and subject area(s) of the curriculum. Course may be repeated up to a maximum of 8 hours if content is not repeated.

HUM 534M Project in Philosophy in the Classroom (1-3)
Follow-up project to HUM 533, to be taken in conjunction with that course or with special permission of the instructor.

Information Systems

IS 270 Applied Operating Systems (3)
Students will develop an understanding of how operating systems work and develop the necessary skills to interact with current operating systems. Includes laboratory assignments. PREREQ: CS 162.

IS 320 Data Structures (3)
Develops the ability to work with the classical abstract data structures. Students will work with the time complexity when applied to sorting and searching various data structures. Students will work with algorithms that apply to graphs. PREREQ: CS 260.

IS 409 Internship (3-6)
Offers practical experience working within a business or industry. PREREQ: IS 421 or IS 483.

IS 421 Database Administration (3)
Presents the fundamentals of database administration, including installation, configuration, physical storage allocation and management, security, auditing, backup and recovery, and troubleshooting. Upon successfully completing this course, students will know how to install and configure SQL servers; create and manage user logins and privileges; establish backup and recovery procedures; manage devices, databases and other disk storage; establish auditing procedures; and solve problems which arise during SQL server operations. PREREQ: CS 420.

IS 431 Web Based Application Development (3)
An introduction to the implementation of common business applications for electronic commerce using Internet related technologies. The basics of Hyper-Text Markup Language (HTML), Common Gateway Interfaces (CGI), Java, and other current technologies will be covered in the context of electronic commerce applications on the Internet. PREREQ: CS 350, CS 420 and CS 425.

IS 452 Internet (3)
Course focuses on networking hardware, software, and protocols related to the Internet beyond a LAN. Topics may include routing protocols, HTTP, network security, and web server configuration and operation. PREREQ: CS 350.

IS 483 Systems Administration (3)
Students will gain knowledge so they can be well prepared as server administrators. PREREQ: CS 350.

International

INTL 199 Reading/Writing/Research for International Students (6)
English course for non-native English speakers focusing on writing, reading and research paper writing skills for academic purposes. This is a required course for international students in the ESL Bridge Program/Conditional Admission Program. Other non-native speakers are also welcome.



INTL 199 Listening/Speaking for International Students (3)

English course for non-native English speakers focusing on academic notetaking, lectures and interpersonal communication skills. This is a required course for international students in the ESL Bridge Program/Conditional Admission Program. Other non-native speakers are also welcome.

INTL 199 International Student Orientation (1)

Orientation course to prepare international students for academic success through the use and introduction to campus resources. This is a required course for international students in the ESL Bridge Program/Conditional Admission Program. Other non-native speakers are also welcome.

Interpreting

INT 253 Comparative Linguistics: ASL/English (3)

Designed to compare the grammatical structures of American Sign Language and English. Students will use a comparative/contrastive approach to the study of ASL and English and will focus on grammatically-acceptable ASL productions. Students are introduced to the linguistic and culturally-based communication issues that impact the interpreting process.

INT 254 Introduction to the Profession of Interpreting (3)

An introductory overview to the profession of interpreting. Course content includes the history of interpreting, terminology, the responsibilities, skills, aptitudes of interpreters, the process of becoming an interpreter, employment environment and options, and current issues.

INT 301 American Sign Language VII (3)

Course provides students with opportunities to expand expressive and receptive use of American Sign Language (ASL), including a variety of special topics at an advanced level. Special emphasis will be placed on increasing spatial use, ASL fluency, and nonmanual behaviors.

INT 302 American Sign Language VIII (3)

Course is the second in an advanced series of the study of the use of American Sign Language (ASL). Students will be given opportunities to increase expressive and receptive skills through activities and class discussions, including a variety of special topics at an advanced level. Special emphasis will be placed on understanding the importance of spatialization, nonmanual grammar and morphology, and discourse features of ASL, such as register and academic language use. PREREQ: SPED 101, 102, 103, SPED 201, 202 and 204 and/or permission of instructor.

INT 330 Theory and Process of Interpreting I (3)

Introduces the sociolinguistic factors that influence communication, strategies for analyzing discourse and the theory and process of bilingual/bicultural interpreting. Course content includes the ways in which speakers construct messages, current theories in the process of interpreting, language acquisition/language learning theories, and their impact on the interpreting process. Content also includes interpreting task analysis, pre-interpreting skills and process management skills that promote the effective analysis of interpreted messages. PREREQ: Admission to Interpreting program.

INT 330L Theory and Process of Interpreting I Lab (1)

This interpreting lab, to be taken concurrently with INT 330, offers students an opportunity to apply the theories and to practice the techniques introduced in INT 330. In this lab, students will practice interpreting task analysis, pre-interpreting skills, and process management skills.

INT 340 Ethics and Decision Making for Interpreters (3)

Includes a study of the Registry of Interpreters for the Deaf Code of Ethics, ethics-related terminology, values systems and change, the ways in which situational, institutional and legal constraints affect

professional decision making, and becoming an ethical professional. Course content includes information on group theory and skills, decision making, problem solving, conflict resolution, stress management, and communication skills.

INT 341 Theory and Process of Interpreting II (3)

Introduces students to the analysis and production aspects of ASL-to-English and English-to-ASL interpretation. Students analyze texts using a Goal-to-Detail information management system and practice a variety of visualization techniques. Students participate in group translations of ASL and English texts and consecutively interpret analyzed monologues and dialogues.

INT 341L Theory and Process of Interpreting II Lab (1)

This interpreting lab, to be taken concurrently with INT 341, offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting II class. In this lab, students analyze texts, develop individual and group translations and practice consecutive interpretation.

INT 342 Theory and Process of Interpreting III (3)

Concentrates on the production aspects of ASL-to-English and English-to-ASL interpretation. Students linguistically analyze texts using a Goal-to-Detail information management system and accomplish functional analysis of texts focusing on register, style and affect of speakers. Students consecutively interpret from both pre-analyzed and unfamiliar monologues and dialogues whose content is taken from community interpreting settings. Students work with taped messages and with guest speakers.

INT 342L Theory and Process of Interpreting III Lab (1)

This interpreting lab, to be taken concurrently with INT 342, offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting III class. In this lab, students analyze tests for register, style and affect; practice consecutive interpretations of pre-analyzed monologues and dialogues, and practice consecutive interpretations of unfamiliar material.

INT 365 Interpreting in Community Settings (3)

Introduces students to a variety of settings in which interpreters work and the vocabulary and discourse patterns used by consumers in these settings. Through contact with interpreters and consumers, students become familiar with the specific vocabulary, professional issues, ethical considerations, knowledge bases, and skills related to each community setting. Students will be introduced to several interpreting settings, including social service, government, legal, medical, mental health, business, religious, performing arts, and sports activities.

INT 406 Individual Studies in Interpreting (1-3)

Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest under the guidance of a designated faculty member. PREREQ: Consent of instructor.

INT 407 Seminar: Interpreting (1-12)

Terms and hours to be arranged. PREREQ: Consent of instructor.

INT 408 Workshop (1-12)

Terms and hours to be arranged. PREREQ: Consent of instructor.

INT 409 Practicum: Interpreting (1-12)

Terms and hours to be arranged. PREREQ: Consent of instructor.

INT 410 Internship (3-12)

Offers students the opportunity to work with a professional interpreter who serves as a mentor. Students observe professional interpreters, provide interpreting services while under supervision, and perform independent interpreting assignments. Students apply the theory, knowledge and skills obtained in the classroom to the delivery of interpreting services, acquire new professional knowledge and skills, and develop effective professional work habits and positive working relationships with co-workers and consumers.

INT 420/520 Deaf History: Social and Cultural Issues (3)

Introduces students to a history of the social, cultural, political, educational, and social service aspects of the Deaf community. Students examine the norms and values of Deaf culture, the linguistic, educational, social, and professional influences on the Deaf community, and the ways in which deaf and hearing people interact in American society.

INT 441 Theory and Process of Interpreting IV (3)

Concentrates on the production aspects of spontaneous ASL-to-English and English-to-ASL interpreting. Students incorporate linguistic and functional text analyses into their consecutive interpreting performances. Students work with recorded messages and with guest speakers in interpreting situations that include monologues, dialogues, interviews, and group discussions. Emphasis is on accurate and fluent interpretations, and students are introduced to team interpreting techniques.

INT 441L Theory and Process of Interpreting IV Lab (1)

This interpreting lab, to be taken concurrently with INT 441, offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting IV class. In this lab, students practice consecutive interpretations of spontaneous monologues, dialogues, interviews, and group discussions. Students also practice team interpreting techniques.

INT 442 Theory and Process of Interpreting V (3)

This course concentrates on the successful interpretation of texts within a simultaneous interpreting framework. Students incorporate linguistic and functional text analyses into simultaneous interpretations, work with both recorded material and guest speakers and are introduced to the techniques of relay (Deaf intermediary) interpreting. Students are expected to produce accurate and fluent simultaneous interpretations of increasingly difficult monologues, dialogues, interviews, and group discussions. Students are introduced to transliteration, producing accurate and fluent transliterations over a variety of topics.

INT 442L Theory and Process of Interpreting V Lab (1)

This interpreting lab, to be taken concurrently with INT 442, offers students an opportunity to apply the theories and to practice the techniques introduced in the Interpreting V class. In this lab, students practice simultaneous interpretations of increasingly difficult monologues, dialogues, interviews, and group discussions. Students also practice transliterating and relay interpreting techniques.

INT 465 Current Issues for Interpreters (3)

Investigates current issues facing the professional interpreter. For example, students discuss issues of bilingualism/bi-culturalism, legal statutes and liability, certification and quality assurance, confidentiality, accountability, minority status of American Sign Language and Deaf Culture, oppression and empowerment of the Deaf Community, the interpreter as a cross-cultural mediator, and other contemporary issues.

INT 467 Interpreting in Educational Settings (3)

Designed to apply advanced interpreting, transliterating, and classroom support skills to educational settings. The course includes strategies for interpreting frozen texts, negotiating situational-based signs and interpreting for speakers from various content areas who have a variety of instructional styles. Students are introduced to the effect of hearing loss on language and educational development and to the laws that affect the education of deaf/hard of hearing students. Students practice tutoring, note taking and inservice techniques, and discuss the ways that interpreters collaborate with other professionals to work with deaf and hard of hearing students.

INT 468 Specialized Interpreting Techniques (2)

Students introduced to specialized communication and interpreting techniques that are used with a variety of consumers and in specific situations. Students are introduced to oral, deaf-blind and manually-coded English interpreting techniques. This course includes work with television/videotape cameras, telephones, microphones, and assistive listening devices.

Library Science

LIB 406 Special Individual Studies (1-9)

Terms and hours to be arranged.

LIB 407 Seminar (1-6), variable

Terms and hours to be arranged.

LIB 409 Practicum (3-9)

Terms and hours to be arranged.

LIB 410/510 Library Management (3)

Analysis of library systems such as acquisitions, technical processes, cataloging, and classification, and circulation. An exploration of record keeping, planning and forecasting techniques applied to library management needs.

LIB 420/520 Organization of Library Collections (3)

Analysis of the organization and management of library collections and operations to accomplish their various functions effectively. A study of the concepts of multiple access, descriptive cataloging, L.C. Dewey and other classification systems, and L.C. Sears and other subject heading lists. Survey of commercial vendors cataloging services and on-line cataloging systems.

LIB 430/530 Literature for Children and Young Adults (3)

The development of an understanding of literacy theory appropriate to literature for children and young adults. Information about selection processes, authors, illustrators, and books for pupils from pre-school through high school is included.

LIB 436/536 Information Design and Production (3)

Librarians, media specialists, classroom teachers, and trainers can create instructional graphic materials to meet specific local needs. The purpose of this course is to develop various skills in creation of graphics and lettering by a variety of methods, instruct students in techniques of preservation and presentation of graphic audio and video materials, and to offer the students the opportunity to demonstrate the skills acquired in materials production and use. PREREQ: ED 435/535 or consent of instructor.

LIB 440/540 Information Service and Sources (3)

Examination of the fundamental concepts of reference service in the school media center and of the use and evaluation of appropriate basic reference materials for school media center users.

LIB 450/550 Collection Development (3)

A study of the concepts of collection assessment and development. Examination and use of selection tools and criteria for all types of print and non-print materials and equipment. Development of selection policies for both materials and equipment as well as philosophical viewpoints and current issues in censorship and intellectual freedom.

LIB 470/570 Teaching Information Skills (3)

Exploration of curriculum developments, currently available materials, programs and techniques used to teach information skills. Examination of state and national standards and guidelines for library media programs.

LIB 506M Special Individual Studies (1-9)

Terms and hours to be arranged.

LIB 507M Seminar (1-6), variable

Terms and hours to be arranged.

LIB 508M Workshop (1-9)

Terms and hours to be arranged.

LIB 509M Practicum (3-9)

Terms and hours to be arranged.

LIB 526M Computer in Library Management (3)
Performance of needs analysis of library management tasks. Practical experience with spreadsheet, graphing, and database programs provided.

LIB 546M Information Transfer (3)
A survey of theories of sociology of knowledge and creation, diffusion and utilization of information in society, application of these theories to the creation and use of information services and sources, and the role of libraries in this process. PREREQ: LIB 540 or consent of instructor.

LIB 560M Library Automation (3)
An examination of planning, forecasting and record keeping techniques leading to a task analysis applied to the management needs of a library. A study of the preparation of a library for large scale automation; vendor selection process; and an overview of major products in automated acquisitions, catalog, and circulation systems.

LIB 580M Communication Theory (3)
Examination of theoretical models of communication and their application to various technologies of communication (e.g., print, video, motion picture film, etc.) to enhance training and instruction.

LIB 584M Organizational Theory (3)
The study of organizational theory and management principles as applied to library and instructional settings, with emphasis on the impact of instructional technology on organizational environments and the development of leadership skills.

LIB 586M Emerging Information Technology (3)
A study of current and emerging information systems from a philosophical and practical perspective. The origins, storage, transmission and retrieval of information will be explored, as well as the technologies which assist these activities.

Linguistics

LING 210 Introduction to Linguistics (4)
An examination of similarities and differences in languages of the world (phonetics, phonology, morphology, syntax, and semantics), as well as issues in applied linguistics, child language acquisition, literacy, and dialect diversity.

LING 215 Structure of English I (4)
Overview of the linguistic structure of English including the sound system, word structure, and the grammar of simple and complex clauses.

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. PREREQ: LING 210 and 215, or consent of instructor.

LING 370 Discourse and Text (4)
The study of linguistic structure and function in context, including the analysis of style, genre, register and dialect. PREREQ: LING 210 or LING 215 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. PREREQ: Consent of instructor required.

LING 407/507 Seminar (4)

LING 450/550 Grammar and Writing (4)
A discussion of approaches to grammar and grammar instruction. Topics to be covered include the history of grammar as a field of study; a historical overview of grammar instruction; the relationship between grammar and writing; the on-going debate on the contributions of

grammar to writing; current approaches to grammar for rhetorical/stylistic effects especially as they relate to the convention and sentence-fluency traits of the Oregon Writing Assessment. PREREQ: LING 210 and LING 215, 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. PREREQ: LING 210 and LING 215, or consent of instructor.

LING 492 Structure of English II (4)
Advanced study of English syntax and semantics from a variety of theoretical perspectives. PREREQ: LING 215 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. PREREQ: Consent of instructor.

LING 506M Special Individual Studies (1-15)
Terms and hours to be arranged. To provide graduate students the opportunity to study a special or individual area of interest under the guidance of a designated faculty member. PREREQ: Consent of instructor required.

LING 510M Theories of Grammar (3)
A survey of grammatical systems (traditional, structural, phrase structure, transformational, case).

LING 515M Applied Linguistics for Teachers (3)
Application of principles of the scientific study of language to areas of interest to teachers, including pronunciation, grammar, dialect, spelling, vocabulary development and English as a second language. No prerequisites.

Mathematics

The department offers two calculus sequences to meet students' needs. MTH 251, 252 is the standard sequence recommended to most students in the physical sciences and mathematics. MTH 241, 242 is designed to serve the mathematical needs of students in the business, managerial, and social sciences. The choice between these two sequences is an important one; the choice of MTH 241, 242 effectively closes the door to most advanced mathematics courses.

MTH 099 Pre-college Algebra (4)
Basics of algebra, including arithmetic of signed numbers, order of operations, arithmetic of polynomials, linear equations, problem solving, factoring techniques, graphing lines, exponents, radicals, quadratic equations. Credits earned apply for enrollment (eligibility) but do not apply toward a degree; satisfy no university or college requirement. Additional fee applies.

MTH 105 Introduction to Contemporary Mathematics (4)
Use of mathematical problem solving activities from real world situations designed to convey the application of mathematics. Extensive use of computer and graphics calculator required. The class is intended only for those students obtaining a BA Degree.

MTH 111 College Algebra (4)
Polynomial equations and inequalities, functions and graphs, inverse functions, rational functions, exponential and logarithmic functions. PREREQ: MTH 095 or MTH 099 with grade C- or better, satisfactory score on WOU's math placement test, or consent of instructor.

MTH 112 Elementary Functions (4)
Triangle trigonometry, trigonometric equations and identities, circular functions and graphs, complex numbers, polar coordinates. PREREQ: MTH 111 with grade C- or better or consent of instructor.

MTH 199 Special Studies: Mathematics (1-6)

MTH 211 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, integer operations. 3 hours lecture plus 2 hours lab. PREREQ: Satisfactory score on math placement test taken at WOU or MTH 095 with a grade of C- or better or MTH 099 with a grade of C- or better. Does not apply toward a math major.

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. 3 hours lecture plus 2 hours lab. PREREQ: MTH 211 with a grade of C- or better. Does not apply toward a math major.

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). 3 hours lecture plus 2 hours lab. PREREQ: MTH 212 with a grade of C- or better. Does not apply toward a math major.

MTH 231 Elements of Discrete Mathematics (3)
Includes sets, set operations, sequences, elementary symbolic logic, induction, division in integers, matrices, functions, order of growth, relations. PREREQ: MTH 111 with grade C- or better, or consent of instructor. Does not apply toward a math major/minor.

MTH 241 Calculus for Social Science I (4)
Differential calculus with emphasis on applications and model building in business and social science. PREREQ: MTH 111 with grade C- or better. This course does not apply to a math major/minor.

MTH 242 Calculus for Social Sciences II (4)
Integral and multivariate calculus with emphasis on applications and model building in business and social science. PREREQ: MTH 241 with grade C- or better. This course does not apply to a math major/minor.

MTH 243 Introduction to Probability and Statistics (4)
Descriptive statistics, discrete and continuous probability models including binomial and normal distributions, sampling distributions; hypothesis testing, point and interval estimation. PREREQ: MTH 111 with grade C- or better. Does not apply toward a math major/minor.

MTH 251 Calculus I (5)
Differential calculus of functions of a single variable, including transcendental functions. PREREQ: MTH 112 with grade C- or better or consent of instructor.

MTH 252 Calculus II (5)
Integral calculus of functions of a single variable. The Fundamental Theorem of Calculus. PREREQ: MTH 251 with grade C- or better or consent of instructor.

MTH 253 Calculus III: Sequences and Series (3)
Convergence and divergence of sequences, L'Hopital's rule, improper integrals, infinite series, convergence tests, Taylor's Theorem with remainder, power series. PREREQ: MTH 252 with grade C- or better.

MTH 254 Multivariate Calculus (5)
Elementary vector algebra. Curves in space. Differential and integral calculus of functions of several variables and applications. Line integrals, Green's Theorem. PREREQ: MTH 252 with grade C- or better.

MTH 280 Introduction to Proof (3)
An introduction to basic proof strategies and elementary logic. Elementary set and function theory. PREREQ: MTH 252 with grade C- or better.

MTH 292 College Algebra for Elementary Teachers (3)
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. PREREQ: MTH 213 with grade C- or better in MTH 211, 212 and 213 or consent of instructor. Does not apply toward a math major.

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. PREREQ: MTH 253 and MTH 254 with grade C- or better. Concurrent enrollment in MTH 341. Recommended: MTH 280.

MTH 312 Advanced Calculus II (4)
A rigorous introduction to differential and integral analysis of functions of one variable. The Mean Value Theorem, Taylor's Theorem. The Riemann integral. The Fundamental Theorem of Calculus. PREREQ: MTH 311 with grade C- or better.

MTH 313 Advanced Calculus III (4)
A rigorous treatment of the differential and integral calculus of functions of several variables. The Inverse Function Theorem, the Implicit Function Theorem, Lagrange's method of constrained optimization. Representation of functions by infinite series, power series and integrals. PREREQ: MTH 312 with grade C- or better.

MTH 314 Differential Equations I (3)
Introduction to methods of solutions of first and second order differential equations. Linear and nonlinear equations, series solutions, applications. PREREQ: MTH 253 or MTH 254 with grade C- or better or consent of instructor.

MTH 337 Geometry (3)
Selected topics from advanced plane or solid Euclidean, analytic, transformational, spherical geometry. PREREQ: MTH 254 with grade C- or better. Recommended: MTH 280.

MTH 338 Axiomatic Geometry (3)
A formal development of Euclidean and non-Euclidean geometry from axioms. History of geometry. PREREQ: MTH 280 and either MTH 341 or MTH 337 with grade C- or better.

MTH 341 Linear Algebra I (4)
Vector algebra and geometry of 3-space; systems of linear equations; Gaussian elimination; real vector spaces; determinants; linear transformations. PREREQ: Concurrent enrollment in MTH 254. Recommended: MTH 280.

MTH 344 Group Theory (3)
An introduction to the theory of groups. Lagrange's Theorem, normal subgroups, homomorphisms, the isomorphism theorems. PREREQ: MTH 280 and MTH 341 with grade C- or better.

MTH 345 Ring Theory (3)
An introduction to the theory of rings and fields. PREREQ: MTH 344 with grade C- or better.

MTH 346 Number Theory (3)
Properties of integers. The division and Euclidean algorithms, Diophantine equations, prime numbers, congruencies and residues. PREREQ: MTH 253 or MTH 254 with grade C- or better. Recommended: MTH 280.

MTH 351 Introduction to Numerical Analysis (3)
Computer representation of numbers, error analysis, rootfinding, interpolation, approximation of functions, numerical integration and differentiation. PREREQ: MTH 341 with grade C- or better.

MTH 354 Discrete Mathematics for Computer Science (3)
Enumeration relations, digraphs trees, graph theory, and related topics for computer science students. PREREQ: MTH 231. Does not apply toward a math major/minor.

MTH 355 Discrete Mathematics (3)

Sets, relations, functions, enumeration, mathematical induction, graph theory. PREREQ: MTH 254 with grade C- or better. Recommended: MTH 280.

MTH 363 Linear Programming and Games (3)

Optimization of functions with linear constraints, convex sets, the simplex method and applications, duality; two person matrix games. PREREQ: MTH 341 with grade C- or better.

MTH 365 Mathematical Probability (3)

Probability theory developed through moment generating functions. Random variables, classical probability distributions. PREREQ: MTH 253 or MTH 254 with grade C- or better.

MTH 366 Mathematical Statistics (3)

Theory of point and interval estimation, hypothesis and significance testing. PREREQ: MTH 365 with grade C- or better.

MTH 391 Manipulatives in Mathematics (3)

Using concrete models to teach mathematics. Learning theory from concrete to abstract. Models include Cuisenaire rods, bean sticks, 2 cm. cubes, geoboards, and multi-base blocks. Two hours of lecture plus two hours of lab. PREREQ: MTH 213 with a grade of C- or better in MTH 211, 212 and 213 or consent of instructor. Does not apply toward math major/minor.

MTH 392 Introduction to Abstract Algebra (3)

An introduction to abstract mathematics as a structured mathematical system. The system of whole numbers, elementary group theory, and integers are examined. Students are expected to make conjectures and prove them true or false with a deductive proof or counter example. Some elementary logic is also examined. PREREQ: MTH 213 with a grade of C- or better in MTH 211, 212 and 213 or consent of instructor. Does not apply toward math major/minor.

MTH 393 Probability and Statistics for Elementary Teachers (3)

Using basic elements of probability and statistics to solve problems involving the organization, description and interpretation of data. Concrete application will be explored. Two hours of lecture plus two hours of lab. PREREQ: MTH 213 with a grade of C- or better in MTH 211, 212 and 213 or consent of instructor. Does not apply toward a math major/minor.

MTH 394 Introduction to Geometry for Elementary Teachers (3)

A brief examination of intuitive geometry including construction, basic Euclidean geometry, proof, and measure. Two hours of lecture plus two hours of lab. Students may not take both MTH 394 and MTH 494 for their undergraduate program. PREREQ: MTH 211, 212, 213 with a grade of C- or better or consent of instructor. Does not apply toward a math major/minor.

MTH 395 Elementary Integrated Mathematics (3)

The study of computational skills, geometry, probability and statistics, data collection, and number theory in applied problem solving. Extensive use of group activities technology, and real-world applications will be used to gain an understanding of the underlying mathematics and an appreciation of the utility and value of mathematics. The goals of the classes are for students to achieve learning to value mathematics, becoming confident in one's own ability, becoming a mathematical problem solver, learning to communicate mathematically, and learning to reason mathematically. PREREQ: MTH 396 with a grade of C- or better or consent of instructor. Does not apply toward a math major/minor.

MTH 396 Elementary Problem Solving (3)

Goals for this class are to help elementary teachers become better mathematical problem solvers, to introduce techniques and materials helpful in improving student problem solving abilities, and to suggest ways to mentor student problem solving processes. Two hours of lecture plus two hours of lab. PREREQ: MTH 213 and a grade of C- or

better in Math 211, 212 and 213, or consent of instructor. Does not apply toward a math major/minor.

MTH 397 Secondary Problem Solving (3)

Techniques for posing and solving mathematical problems. Critical analysis of student solutions. Intended for secondary mathematics teachers. PREREQ: MTH 341, 337, or consent of instructor. Does not apply toward a math major/minor.

MTH 401 Research (1-9)

Terms and hours to be arranged.

MTH 402 Independent Study (1-3)

Terms and hours to be arranged.

MTH 403 Senior Project (1-4)

Terms to be arranged during final year of study.

MTH 404 Work Experience; Internship (1-9)

Terms and hours to be arranged.

MTH 405 Reading and Conference (1-6)

Terms and hours to be arranged.

MTH 406 Special Problems/Projects (1-3)

Terms and hours to be arranged.

MTH 407/507 Seminar (1-3)

Terms and hours to be arranged.

MTH 408 Workshop (1-9)

Terms and hours to be arranged.

MTH 409 Practicum (1-4)

Terms and hours to be arranged.

MTH 410/510 Advanced Topics: Analysis (3)

Topics in analysis for advanced undergraduate students. Students enrolled in MTH 510 will be expected to complete a graduate project. PREREQ: MTH 312 with grade C- or better.

MTH 414 Differential Equations II (3)

Methods of solutions of n^{th} order linear equations, the method of Laplace transforms, systems of 1^{st} order equations, numerical methods, applications. PREREQ: MTH 314 and MTH 341 with grade C- or better.

MTH 416 Complex Analysis (3)

The analysis of functions of a single complex variable. Conformal mappings, Cauchy's Theorem, Cauchy's Integral Formula, power series expansions of analytic functions. PREREQ: Concurrent enrollment in MTH 312.

MTH 420/520 Advanced Topics: Applied Mathematics (3)

Topics in applied mathematics for undergraduate students. Students enrolled in MTH 520 will be expected to complete a graduate project. PREREQ: Consent of instructor.

MTH 430/530 Advanced Topics: Geometry (3)

Topics in geometry for advanced undergraduate students. Students enrolled in MTH 530 will be expected to complete a graduate project. PREREQ: Consent of instructor.

MTH 437/537 Topology (3)

Introduction to point set topology and metric spaces. Continuity, compactness, connectedness. Students enrolled in MTH 537 will be expected to complete a graduate project. PREREQ: MTH 311.

MTH 439 Transformational Geometry (3)

A study of transformations of the plane. Classification of the plane isometries. Crystallographic and frieze groups. PREREQ: MTH 337 or 338 with grade C- or better.

MTH 440 Advanced Topics: Algebra (3)

Topics in modern algebra for advanced undergraduate students. PREREQ: Consent of instructor.

MTH 441/541 Linear Algebra II (3)

Complex vector spaces, linear transformations, canonical forms, the spectral theorem and eigenvalue problems, applications. Students enrolled in MTH 541 will be expected to complete a graduate project. PREREQ: MTH 341.

MTH 446 Abstract Algebra (3)

A rigorous treatment of group theory. Examples from many branches of mathematics. Normal subgroups, quotient groups, the homomorphism and isomorphism theorems. PREREQ: MTH 345 or consent of instructor.

MTH 451 Numerical Analysis (3)

Introduction to numerical linear algebra, elements of approximation theory including data fitting. Theoretical foundations of numerical analysis. PREREQ: MTH 311 and MTH 351.

MTH 460 Advanced Topics: Probability and Statistics (3)

Topics in probability and statistics for advanced undergraduate students. PREREQ: Consent of instructor.

MTH 472 History of Mathematics (3)

The history of mathematics from ancient to modern times. The effect of mathematics on the development of science. The interaction of mathematics with other fields of human endeavor such as philosophy, arts and social values. PREREQ: Consent of instructor.

MTH 482 Foundations of Mathematics (3)

Selected topics from: Axiomatic systems, consistency, completeness, set theory, cardinality. Construction of number systems. PREREQ: Consent of instructor.

MTH 493/593 Experimental Probability and Statistics for Middle School Teachers (3)

The study of data collection and hypothesis testing through laboratory experiments, simulations and applications. The use of technology will be an important part of the data collection and analysis. Does not apply toward a math major/minor. PREREQ: MTH 212 with a grade of C- or better in MTH 211 and MTH 212, 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. PREREQ: MTH 213 with a grade of C- or better in MTH 211, 212 and 213 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 hour lecture plus two hour lab. PREREQ: MTH 111 or MTH 292 with a grade of C- or better, or consent of instructor. Does not apply towards a math major.

MTH 498/598 Computer Applications in Math (3)

Integration of the computer into mathematics as a tool in problem solving and traditional mathematical computations at all levels. Commercial and student-written programs will be used. Students enrolled in MTH 598 will be expected to complete a graduate project. PREREQ: CS 211, MTH 252, or consent of instructor.

MTH 501M Research (1-9)

Terms and hours to be arranged.

MTH 502M Independent Study (1-3)

Terms and hours to be arranged.

MTH 503M Thesis (1-9)

Terms and hours to be arranged.

MTH 504M Work Experience Internship (1-9)

Terms and hours to be arranged.

MTH 505M Reading and Conference (1-6)

Terms and hours to be arranged.

MTH 506M Special Problems/Projects (1-3)

Terms and hours to be arranged.

MTH 508M Workshop (1-9)

Terms and hours to be arranged.

MTH 509M Practicum (1-4)

Terms and hours to be arranged.

MTH 517M Complex Analysis (3)

The analysis of functions of a single complex variable. Conformal mappings, Cauchy's Theorem, Cauchy's Integral Formula, power series expansion of analytic functions. PREREQ: Consent of instructor.

MTH 538M Transformational Geometry (3)

A study of transformations of the plane. Classification of the plane isometrics. Crystallographic and frieze groups. PREREQ: Consent of instructor.

MTH 547M Abstract Algebra (3)

Advanced group theory or ring and field theory. PREREQ: Consent of instructor.

MTH 552M Numerical Analysis (3)

Introduction to numerical linear algebra, elements of approximation theory including data fitting. Theoretical foundations of numerical analysis. PREREQ: Consent of the instructor.

MTH 573M History of Mathematics (3)

The history of mathematics from ancient to modern times. The effect of mathematics on the development of science. The interaction of mathematics with other fields of human endeavor such as philosophy, arts and social values. PREREQ: Consent of instructor.

MTH 581M Foundations of Mathematics (3)

Selected topics from: axiomatic systems, consistency, completeness, set theory, cardinality. Construction of number systems. PREREQ: Consent of instructor.

MTH 590M Advanced Topics: Mathematics Education (3)

A study of selected topics in the teaching of mathematics. PREREQ: Consent of instructor.

Military Science (ROTC)

MS 111 Adventure Training (1)

Introduction to ROTC, its relationship to the U.S. Army. Role of the Army officer, including leadership and management fundamentals. Types of jobs available to Army officers.

MS 112 Adventure Training (1)

Basic rifle marksmanship; military first aid; customs and traditions of the U.S. Army; unit organization and missions.

MS 113 Adventure Training (1)

How to read a topographic map and use a magnetic compass; includes practical exercises.

MS 211 Military Science II: Effective Team Building (2)

An examination of effective leadership. Military Leadership: styles, methods and techniques. Development of interpersonal skills using practical exercises and case studies.

MS 212 Military Science II: Fundamentals of Military Operations I (2)

Introduction to battle drills, battle focus and situational training exercises. Basic U.S. Army tactics at the individual, team and squad levels. Integration of military skills in offensive and defensive operations.

MS 213 Military Science II: Fundamentals of Military Operations II (2)

Introduction to troop leading procedures, the commander's estimate and military orders. Application of leadership concepts in offensive and defensive operations at the squad level.

MS 214 Basic Summer Camp: Camp Challenge (6)

Six weeks of leadership training at Fort Knox, Kentucky. Substitute for the first two years of the ROTC program. Summer only.

MS 215 Fundamentals of Military Science (3)

Leadership and management fundamentals; role of the Army ROTC and the Army officer. Individual military skills and their incorporation into tactical operations at the squad level. Land navigation using map and compass.

MS 216 Basic Military Science (6)

Introduction to leadership and management. Organization of the Army and ROTC. The Army as a profession. Map reading and land navigation. Military tactics. Role of the Army officer. Summer only.

MS 311, 312, 313 Military Science III: Leadership and Management of Military Organizations (3 each)

The study of military leadership, management, and theory and dynamics of the military team. Apply principles to advanced military operations. Includes: leadership, management, and organizational theory, group dynamics, functions of staff organizations, development of the commander's estimate, combat orders and plans, troop leading procedures, application of leadership concepts in offensive and defensive operations at the squad, platoon, and company level, and fundamentals of small unit tactics/patrolling.

MS 314 Advanced Summer Camp: Camp Adventure (6)

Practical and theoretical instruction for six weeks at Fort Lewis, Washington. Practical leadership application and experience in a military environment. PREREQ: MS 311, 312, 313.

MS 405 Reading and Conference

Terms and hours to be arranged. Consent of instructor required.

MS 411, 412, 413 Military Science IV: Preparation for Officership (3 each)

Recent military history, national defense policy and its application in current world events. Includes military law, law of land warfare, small unit administration, and ethics and professionalism with emphasis on applied leadership, management techniques and ethical decision making. Designed to assist the future army officer with the transition from student to junior officer in the armed forces of the United States.

Modern Languages

ML 199 First Year Foreign Language: Topic (4-12)
Offers students studying foreign languages which are not currently offered at the university the opportunity to earn credit for their efforts.

ML 299 Second Year Foreign Language: Topic (4-12)
Offers students studying foreign languages which are not currently offered at the university the opportunity to earn credit for their efforts.

ML 496 Strategies in Modern Language Teaching (3)
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

A maximum of 12 hours of music ensemble may be counted toward graduation. Courses include MUS 101/301 to 109/309.

MUS 100/300 Pep Band (1)

Participation in the pep band during football and basketball season. Offered fall and winter terms only. No audition required. Students at the Freshman or sophomore level register for MUS 100. Students at the junior or senior level register for MUS 300.

MUS 101/301 Concert Choir (1)

Participation in concert choir. Students at the freshman or sophomore level register for MUS 101. Students at the junior or senior level register for MUS 301.

MUS 102/302 Chamber Singers (1)

Participation in chamber singers. Auditions are required for participation in this ensemble. Students at the freshman and sophomore level register for MUS 102. Students at the junior or senior level register for MUS 302.

MUS 103/303 Vocal Jazz Ensemble (1)

Participation in vocal jazz ensemble. Auditions are required for participation in this ensemble. Students at the freshman or sophomore level register for MUS 103. Students at the junior or senior level register for MUS 303.

MUS 105/305 Symphony Orchestra (1)

Participation in the symphony orchestra. Auditions are required for participation in this ensemble. Students at the freshman or sophomore level register for MUS 105. Students at the junior or senior level register for MUS 305.

MUS 106/ 306 Instrumental Chamber Ensembles (1)

Participation in various woodwind, brass and string chamber ensembles. These ensembles may require auditions for participation. Students at the freshman or sophomore level register for MUS 106. Students at the junior or senior level register for MUS 306.

MUS 107/307 Percussion Ensemble (1)

Participation in the percussion ensemble. This ensemble may require auditions for participation. Students at the freshman or sophomore level register in MUS 107. Students at the junior or senior level register in MUS 307.

MUS 108/308 Jazz Ensemble (1)

Participation in the jazz ensemble. This ensemble may require auditions for participation. Students at the freshman or sophomore level register for Mus 108. Students at the junior or senior level register for MUS 308.

MUS 109/309 Wind Ensemble (1)

The wind ensemble is a large ensemble that performs literature for symphonic band, wind ensemble and wind symphony. Featuring woodwinds, brass and percussion performers, the wind ensemble rehearses three times a week and performs a concert at the end of each term. Students at the freshman or sophomore level register for MUS 109. Students at the junior or senior level register for MUS 309.

MUS 111 Beginning Musicianship (3)

Introduction to the elements of musical composition, including chords, scales, rhythm, and notation. No previous musical experience required. Recommended for students who wish to take MUE 318 or MUE 320. Satisfies LACC.

MUS 153/353 Musical Theatre: Vocal (1-3)

Participation in the vocal cast of a musical. Auditions required. Freshmen and sophomores register for 153, juniors and seniors register for 353.

MUS 154/354 Musical Theatre: Instrumental (1)
Participation in the pit orchestra of a musical. Auditions may be required. Freshmen and sophomore register for 154, juniors and seniors register for 354.

MUS 181, 182, 183 Voice Class (2 each)
Essentials of singing, including tone production, diction, style and interpretation.

MUS 189, 190, 191 Piano Proficiency (2 each)
Elementary piano course including rhythm, notation, transposition, harmonization, performance of easy repertoire and sight reading. First three terms of a six-term sequence specially designed for the music major who is preparing for the piano proficiency examination.
PREREQ: Must be declared music major or minor.

MUS 199 Special Studies (1-15)
Terms and hours to be arranged.

MUS 201 Introduction to Music and Its Literature (3)
An introduction to music literature through the study of elements and organizing principles as they relate to music of all periods. Stress is placed on listening to music that is popular in the concert hall.

MUS 202 Music of Broadway (3)
An introduction to the elements and organizing principles of music as they relate to the music of Broadway. Stress is placed on developing fundamental listening skills with this music. An historical overview of Broadway music is included.

MUS 203 Jazz History (3)
An historical and analytical view of America's first indigenous musical art form. Focus on major figures and stylistic periods from Dixieland to post-fusion.

MUS 204 Music of the World (3)
Investigation of music in culture. A comparative view, with emphasis on musics of Africa, Indonesia, South America, India, and Japan.

MUS 205 Music of the Black Heritage (3)
Survey of roots, influences and development of the music of Black composers and performers in America from pre-Civil War to the present.

MUS 206 Introduction to Music and MIDI (3)
A historical survey of electroacoustic music and the evolution of music technology, including an introduction to MIDI-based instruments, computer-music application, sound design, and basic electroacoustic composition techniques.

MUS 207 Song Writing (3)
Students will study examples of successful popular songs and fundamentals of music theory and notation. Using music writing and playback software, students will compose and record original songs. No prerequisite; satisfies LACC requirement in music.



MUS 208 Popular Music in America (3)
Survey of popular music in America from 1840 to the present. Satisfies LACC in music.

MUS 209 Rock Music: A Social History (3)
A three decade overview of rock music history (1950-1980) and how the music both reflected and influenced societal attitudes and behaviors regarding: sexuality, human rights movements, utopian and counter-culture perspectives, and the influence of mass media in these areas.

MUS 211, 212, 213 Music Theory I, II, III (3 each)
The study of music through performance, listening, analysis, and composing. Ear training and keyboard work included. Meter, rhythm, scale materials, melody, counterpoint (two and three voice texture), and formal aspects are studied.

Students must achieve a grade of "C" or higher in MUS 212 to proceed to the next term of the sequence, and all subsequent terms of the Musicianship core.

MUS 211L, 212L, 213L Aural Skills I, II, III (1 each)
Study of sight singing, ear training and temporal acuity products. Taken concurrently with MUS 211, 212, 213.

MUS 250 Concert Attendance (0)
Concert attendance for music majors. Available P/F only.

MUS 289, 290, 291 Piano Proficiency (2 each)
The study of solo repertoire and technical studies. Second three terms of a six-term sequence specially designed for the music major who is preparing for the piano proficiency examination. PREREQ: MUS 191 or consent of instructor.

MUS 310 Women in Music (3)
Women's contributions to music from 1800 to the present will be presented from a variety of perspectives. Performers, composers, conductors, and arts supporters will be central to the material.

MUS 311, 312, 313 Music Theory IV, V, VI (4 each)
The study of music through performance, listening, analysis and composing. Ear training and keyboard work included. Topical emphases: counterpoint, harmony, arranging and form. PREREQ: MUS 213.

MUS 311L, 312L, 313L Aural Skills IV, V, VI (1 each)
Development of ear training, singing and keyboard skills relating to musicianship studies. Taken concurrently with MUS 311, 312, 313.

MUS 320 Basic Conducting (3)
Techniques of conducting, vocal and instrumental, including analysis of composition conducted. The class serves as a laboratory for singing and playing compositions conducted. PREREQ: MUS 213, or consent of instructor.

MUS 321 Instrumental Conducting (3)
Continued study of techniques in conducting instrumental music including analysis of compositions conducted, work with transpositions and full scores. Opportunity to conduct instrumental ensemble. PREREQ: MUS 320

MUS 322 Choral Conducting (3)
Problems and techniques in choral conducting, together with harmonic and structural analysis of musical scores. Students will be involved with the preparation of repertoire and proper interpretation of music of all periods, with special emphasis on problems and solutions in contemporary music.

MUS 330 Rhythmic Awareness (3)
An exploration of the musical components of rhythm in relation to dance. Elements such as beat, meter and form are studied and developed in the context of movement and choreography. Also explored is the potential for collaboration between dancers and musicians, and basic elements of rhythmic notation.

MUS 331 Improvisation I (2)

The study of major and minor keys and chord-scale relationships, and analysis and performance of jazz standards with a strong tonal center. Emphasis on melodic fluency. PREREQ: MUS 211.

MUS 332 Improvisation II (2)

The advanced study of functional tonality from a jazz perspective, including tonal gravity, secondary dominants, substitute chords and scales, multi-level analysis, and performance of jazz standards with multiple tonal centers. Emphasis on repertoire from Tin-Pan Alley and the Bebop era. PREREQ: MUS 331.

MUS 333 Improvisation III (2)

The study and practice of varied improvisatory idioms and materials, including free and structured improvisation and nonfunctional tonality. Emphasis on performance of original compositions in a small-group setting. PREREQ: MUS 332.

MUS 341 Pedagogy Studies—Piano (2)

Study and evaluation of various methods of piano pedagogy for beginners through advanced students. Practical application of the methods is required.

MUS 342 Vocal Pedagogy (3)

Introduction of methods and materials for teaching singing in a studio or small class. Attention is given to all elements of vocal production: respiration, phonation, resonance and articulation. Practical application of the methods is required. PREREQ: 3 terms of voice.

MUS 345 The Business of Music (3)

Topics concerning legal aspects of professional musicians in the marketplace, including performance rights, copyright laws, royalties, contracts, and affiliations with publishers, agents, and arts organizations.

MUS 351 Accompanying (2)

Study of skills required for successful accompanying of instrumentalists and vocalists. Practical application of the techniques required.

MUS 360 Music from the Ancient World through the Renaissance (3)

A historical survey of the music of the Western World, beginning with Ancient Greece and concluding in the late 16th century.

MUS 361 17th and 18th Century Music (3)

A historical survey of Western European art music from the early modern period through the enlightenment, covering composers from Monteverdi through Mozart.

MUS 362 19th and 20th Century Music (3)

A historical survey of Western European and American art music of the last two centuries, covering composers from Beethoven through today's active artists.

MUS 363 Ethnomusicology I (3)

Introduction to the discipline of ethnomusicology. Course focuses on the relationship of music and cultures. Will include specific study of selected world cultures. PREREQ: MUS 213 or consent of instructor.

MUS 364 Ethnomusicology II (3)

In depth study of music and lifeway of selected world cultures will be followed by field research in local musical subcultures. PREREQ: MUS 363.

MUS 365 Jazz Styles and Analysis (3)

An historical, analytical and theoretical view of America's first indigenous musical art form, with a focus on major jazz figures and stylistic periods from Dixieland to post-fusion. This course is designed for music majors. PREREQ: MUS 213 or consent of instructor.

MUS 366 Music Since 1950 (3)

Historical investigation of the major compositional styles developed by late 20th century composers, as well as a consideration of cross influences among classical, popular and folk genres worldwide. PREREQ: MUS 362, 364, and 365.

MUS 398 Opera Workshop (2)

Study, analysis, rehearsal, performance of operas, operettas and musicals from classics to modern works. Small works and excerpts from longer operas may be used. May be repeated to a maximum of six hours toward graduation. PREREQ: consent of instructor.

MUS 399 Special Studies (1-3)**MUS 405 Senior Seminar and Project (1)**

Overview of contemporary music worldwide and selected topics for focused study. Selection, development, and presentation of a senior project. PREREQ: Senior standing in music. May be repeated for credit.

MUS 406 Special Individual Studies (1-15)

Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest under the guidance of a designated faculty member.

MUS 407 Seminar (1-15)

Terms and hours to be arranged.

MUS 408 Workshops (1-15)

Terms and hours to be arranged.

MUS 409 Practicum (1-12)

Terms and hours to be arranged. Field experience in areas other than public school teaching. Maximum of 12 hours.

MUS 414 Jazz Theory (2)

An introduction to the fundamentals of jazz theory and jazz composition, including harmony, scales, modes, rhythms, instrumentation, orchestration, nomenclature, and manuscript. Compositions for jazz combo will be performed and critiqued. PREREQ: MUS 213 or consent of instructor.

MUS 415 Jazz Arranging I (2)

Arranging for jazz combo and large ensemble: Harmonizing melodic lines, writing for rhythm section, developing original ideas. Students will produce parts and scores, and hear their music performed. PREREQ: MUS 414 or consent of instructor.

MUS 416 Jazz Arranging II (2)

Advanced arranging and composition techniques for the jazz orchestra with emphasis on counterpoint, 5-part voicing, extended forms, and advanced orchestration and instrumentation techniques. Compositions and arrangements will be performed and critiqued. PREREQ: MUS 415.

MUS 417 Counterpoint (3)

Study of and experience in writing in various imitative and non-imitative contrapuntal styles, with emphasis on 16th century counterpoint. PREREQ: MUS 313.

MUS 418 Contemporary Composition Techniques (3)

Twentieth-century strategies, systems, methods, and techniques of composing music for various genre and mediums. Compositions will be performed and critiqued. PREREQ: MUS 313, MUS 362 or consent of instructor.

MUS 419 Music and Technology (4)

An introduction to computers and music technology, emphasizing algorithmic programming, sequencing, digital sound design, and multimedia authoring tools. Includes weekly studio times. PREREQ: MTH 111, CS 161, and MUS 213.

MUS 421 Electronic Music I (3)

A composition-based course in basic digital music production techniques with emphasis on MIDI sequencing and notation. Includes weekly studio times in the MIDI lab. PREREQ: MUS 206.

MUS 422 Electronic Music II (3)

A composition-based course in digital music production techniques with emphasis on hard-disk recording, digital audio recording, studio recording techniques, and CD mastering. Includes weekly studio times in the digital music production studio. PREREQ: MUS 421.

MUS 423 Scoring for Film and Television (3)
Composing music for film and television with emphasis on the industry, synchronization and timings, spotting, dramatic conceptualization, orchestration, recording techniques, styles, and genres. Underscoring projects will be performed, recorded, and critiqued. Includes weekly studio times in the digital music production studio. PREREQ: MUS 422.

MUS 424 Vocal Literature (3)
Study of classical vocal solo literature from Renaissance lute songs through the twentieth century. Activities include listening, performing, analysis of styles and performance practices.

MUS 425 Keyboard Literature (2)
An overview of keyboard literature from Baroque, Classical, Romantic and Twentieth Century periods. Activities include listening, study of style, performance practices and score identification.

MUS 455 Lyric Diction (3)
Essentials of diction for singers in English, Italian, German and French using I.P.A. symbols.

MUS 460 Special Topics in Music History (3)
A cultural study on a historical, artistic, literary, cultural, or philosophical movement using the role of music in that movement as a catalyst or point of departure with which to explore it. The central topic will change with each offering in order to address the diverse interests and needs of the student body.

MUS 506M Special Individual Studies (1-3)
This course is designed for graduate advanced individual study under the guidance of a designated faculty member.

MUS 507M Seminar (1-15)
Terms and hours to be arranged.

MUS 508M Workshop (1-15)
Terms and hours to be arranged.

MUS 515M Arranging (2)
Independent study of texts on choral arranging, with analysis of vocal and instrumental scores. Students will make sample arrangements for the various media studied. Insofar as possible, arrangements will be performed and criticized on the basis of their practicability and accuracy.

MUS 520M Arranging and Compositional Studies (3)
Students will develop skills in arranging and composing music. Compositions and arrangements will be analyzed. Students demonstrate a grasp of the styles studied through their own assigned and contracted compositions and arrangements. Reading and reports of texts and articles relating to the writing techniques of traditional, 20th-century and avant garde are encouraged. All compositions and arrangements will be performed and critiqued based on their performance ability, musicality and accuracy of notation.

MUS 521M Analytical and Compositional Studies (2)
Students will examine and analyze musical literature illustrating stylistic techniques. Grasp of style demonstrated by sample compositions. Reading and reports on texts and articles relating to writing techniques of traditional, 20th-century and avant garde music are included.

MUS 527M Computer Applications in Music (3)
Exploration and use of the microcomputer for CAI and management in music, word processing, database, spreadsheets, MIDI and music software, including music sequencing on a digital keyboard computer.

MUS 550M Music History and Literature (3)
Study projects of selected representative composers from different musical eras. Emphasis on acquisition of competency in identifying stylistic traits peculiar to each style studied and their relationship to other periods, and on developing a sensitivity for aesthetic values and a basis for value judgments. (Specific content determined by placement examination.)

MUS 551M Music History and Literature (2)
Individual projects in Music History/Musicology. PREREQ: MUS 550 or consent of instructor.

MUS 570M Advanced Conducting and Literature (3)
Problems and techniques in choral and instrumental conducting. Preparation of repertoire and proper interpretation of music of all periods. Emphasis on problems and solutions in contemporary music. Challenging new literature for band, chorus, and combined ensembles, including evaluation.

MUS 571M Conducting (2)
Problems and techniques in choral or instrumental conducting. Preparation of repertoire and proper interpretation of music from various periods. Emphasis on problems of contemporary music. (Specific content determined by placement examination.)

Music Education

MUE 318 Music for the Classroom Teacher (3)
Music activities, materials and curriculum for the early childhood and elementary classroom teacher. No previous musical training is required; however, skills such as those developed in musicianship (MUS 111 or 211), class piano, or class voice will enable students to gain greater insight into the processes discussed and practiced in this class. PREREQ: 2.6 GPA and declared Education major.

MUE 320 Introduction to Orff-Schulwerk (3)
An introduction to teaching music to children using ideas and instruments developed by composer Carl Orff. This comprehensive approach is useful for classroom teachers as well as music specialists, and focuses on experiential learning. Previous music experience is helpful but not required.

MUE 399 Special Studies (1-3)

MUE 425/525 Orff Schulwerk Level I (6)
Intensive two-week course offered summers only, exploring a comprehensive approach to teaching music and movement to children. The first of three levels leading to certification by the American Orff-Schulwerk Association (AOSA). Recommended for elementary education students with an emphasis area in music and for MS in Education students with a content area in creative arts or interdisciplinary studies. PREREQ: MUS 111, 211, or the ability to read music notation.

MUE 430/530 Technology in Music Education (2)
MIDI as a tool for delivering music instruction. Includes software analysis and curriculum development. PREREQ: MUS 211.

Music Performance

Students who register for private lessons will be required to attend a 50 minute seminar every other Tuesday at 11:00 a.m. in addition to their regular lesson time. See instructor for further details.

MUP 171-199 Performance Studies (2-4 each term)
Individual instruction in voice, keyboard, wind, string and percussion instruments; composition; and conducting. First level of lower-division study. PREREQ: Consent of instructor.

MUP 171 Piano
MUP 172 Harpsichord
MUP 173 Organ
MUP 174 Voice
MUP 175 Violin
MUP 176 Viola
MUP 177 Cello

MUP 178 Bass
 MUP 179 Jazz Piano
 MUP 180 Guitar
 MUP 181 Flute
 MUP 182 Oboe
 MUP 183 Clarinet
 MUP 184 Saxophone
 MUP 185 Bassoon
 MUP 186 Trumpet
 MUP 187 Horn
 MUP 188 Trombone
 MUP 189 Euphonium
 MUP 190 Tuba
 MUP 191 Percussion
 MUP 192 Composition
 MUP 193 Jazz Guitar
 MUP 194 Jazz Bass
 MUP 195 Conducting
 MUP 199 Miscellaneous

MUP 271-299 Performance Studies (2-4 each term)
 Second level of lower-division study. For details see MUP 171-199.
 PREREQ: Three terms of MUP 171-199, successful audition and consent of instructor.

MUP 341-369 Performance Studies (2-4 each term)
 Upper-division study for students who have not passed the jury audition required for MUP 371-399. PREREQ: Consent of instructor required.

MUP 341 Piano
 MUP 342 Harpsichord
 MUP 343 Organ
 MUP 344 Voice
 MUP 345 Violin
 MUP 346 Viola
 MUP 347 Cello
 MUP 348 Bass
 MUP 349 Jazz Piano
 MUP 350 Guitar
 MUP 351 Flute
 MUP 352 Oboe
 MUP 353 Clarinet
 MUP 354 Saxophone
 MUP 355 Bassoon
 MUP 356 Trumpet
 MUP 357 Horn
 MUP 358 Trombone
 MUP 359 Euphonium
 MUP 360 Tuba
 MUP 361 Percussion
 MUP 362 Composition
 MUP 363 Jazz Guitar
 MUP 364 Jazz Bass
 MUP 369 Miscellaneous

MUP 371-399 Performance Studies (2-4 each)
 First level of upper-division study. For details, see MUP 171-199.
 PREREQ: Three terms of MUP 271-299, successful audition, and consent of instructor.

MUP 471-499 Performance Studies (2-4 each)
 Second level of upper-division study. For details, see MUP 171-199.
 PREREQ: Three terms of MUP 371-399, successful audition, and consent of instructor.

MUP 541M-563M Performance Studies (1-2 each)
 Individual instruction at the graduate level. For details, see MUP 341-369. PREREQ: Consent of instructor required.

MUP 592M Music Performance: Composition (1-2)
 Weekly private lessons in composition. Composition of large forms, investigation of contemporary musical style and technique, instrumentation and orchestration. Weekly seminar. Performance of student's works. PREREQ: Post baccalaureate standing, successful completion of level-change jury requirements from MUP 492.

Philosophy

PHL 101 Introduction to Philosophy: Knowledge and Reality (3)

An introduction to philosophical reflection on the fundamental nature of reality, on our knowledge of it and on the justification of that knowledge. LACC.

PHL 102 Introduction to Philosophy: Personal Morality and Social Justice (3)

An introduction to philosophical reflection on the nature of morality and justice and to basic principles of practical moral reasoning in private and public life, business, medicine, etc. LACC.

PHL 103 Introduction to Logic (3)

Introduction to both informal and formal logic. Informal topics include analysis and evaluation of techniques of reasoning, problem solving, and judgment and decision-making. Formal logic will examine techniques of deductive reasoning. LACC.

PHL 199 Philosophy Discussion (1)

Weekly philosophy discussion group meeting: Terms and hours to be arranged. Repeatable for up to 15 credits. P/NP.

PHL 207H, 208H, 209H Philosophy in the Western World (3 each)

A chronological survey of major philosophers, ideas, and world views in the Western world. PHL 207H: Ancient to Medieval. PHL 208H: Medieval to Enlightenment. PHL 209H: Enlightenment to present. PREREQ: Participation in Western's Honor's Program.

PHL 251 Ethics (3)

This course will cover major classical and contemporary theories in normative ethics. It will include a careful study of virtue ethics, natural law, utilitarianism and deontology. It will also compare the justification of moral judgments with that of scientific judgments. LACC

PHL 252 Issues in Applied Ethics (3)

In-depth study of selected issues in applied ethics. Possible issues may include biomedical ethics, business ethics, ethics in the helping professions, sexual ethics. May be taken twice for credit if content is not repeated. LACC

PHL 253 Social and Political Philosophy (3)

Philosophical exploration of basic topics and problems of social, political and economic life, together with theories that indicate how these topics and problems should be understood and handled. Special attention given to principles involved in criticism and justification of institutionalized distributions of power and resources. LACC

PHL 261 Metaphysics: Theory of Being (3)

Survey of representative issues and theories regarding the fundamental principles and structure of reality, including such topics as mind-body relation, mind-brain relation, nature of life, nature of matter, reality as a whole, etc. LACC

PHL 262 Epistemology: Theory of Knowledge (3)

Survey of representative issues and theories in the philosophical study of human knowledge and its foundations. LACC

PHL 263 Philosophy of Mind (3)

Exploration of philosophical questions about the mind, mental states and its relation of mind and brain. Main topics are dualism and various forms of materialism, behaviorism, mind-body identity theories, and functionalism; the nature and content of mental states (e.g. belief, desire, meaning). LACC.

PHL 282 Philosophy of Art (3)

Introduction to theories of beauty and art and interpretations of the meaning and value of aesthetic experience. LACC.

PHL 283 Philosophy of Religion (3)

Introduction to theories of religion and basic philosophical issues

relating to religion, such as the nature and existence of an ultimate reality, the problem of evil, the interpretation of religious language and symbols, and the nature of mystical experience. LACC.

NOTE: Three to six hours of lower-division philosophy recommended as background for upper-division courses.

PHL 311 Ancient Philosophy (3)

History of philosophical thought of the ancient Greek and Roman periods. May be taken twice for credit if content is not repeated.

PHL 313 Medieval and Renaissance Philosophy (3)

History of European philosophy of the Medieval and Renaissance periods.

PHL 314 Modern European Philosophy (3)

History of European philosophy from the dawn of modern science through the 19th century. Emphasis given to different philosophers on alternate years offered. May be taken twice for credit if content is not repeated.

PHL 316 Contemporary Philosophy (3)

Principal philosophical figures and movements of 20th century philosophy in America and Europe. May include pragmatism, analytic philosophy, existentialism, phenomenology, structuralism, Marxism. May be taken twice for credit if content is not repeated.

PHL 360 Philosophy of Education (3)

A philosophical exploration of the educational process, both in general and in relation to its contemporary institutional setting, drawing upon a variety of philosophical perspectives both ancient and modern. Three hours of introductory philosophy recommended but not required as prerequisite.

PHL 370 Philosophy of Science (3)

Philosophical investigation of theoretical issues of science and scientific methodology, such as scientific explanation, the structure of theories, nature of scientific laws, revolutions in science, and the distinction between observation and theory.

PHL 380 Philosophy of Law (3)

Philosophical examination of major issues and concepts in law. Covers theories of jurisprudence such as natural law theory, legal positivism, and critical legal studies, and also covers areas of criminal and constitutional law such as self-defense, insanity defense, civil liberties, etc.

PHL 398 Special Studies A (1-6)

This is an open-ended course covering areas in ethics, value theory, aesthetics, and related areas. It is offered from time to time as a regular 3 hour course with a special topic. It may also include study of the work of a specific philosopher or school. Terms and hours to be arranged. Course may be taken up to 9 hours without repeating a topic.

PHL 399 Special Studies B (1-6)

This is an open-ended course covering areas of metaphysics, epistemology, language, science, logic, and related areas. It is offered from time to time as a regular 3 hour course with a special topic. It may also include study of the work of a specific philosopher or school. Terms and hours to be arranged. Course may be taken up to 9 hours without repeating a topic.

PHL 405 Senior Tutorial in Philosophy (3)

Capstone of undergraduate course work in philosophy: research, senior essay, presentation, critique, and response to critique. For seniors with either a minor in philosophy or a major in humanities with a concentration in philosophy.

PHL 406 Special Individual Studies (1-15)

Terms and hours to be arranged. Individual or special studies in a specific area of interest, under the guidance of a designated faculty member.

PHL 407 Seminar (1-15)

Terms and hours to be arranged.

PHL 433/533 Philosophy for Children (3)

Introduction to the teaching of higher level thinking and reasoning skills at elementary, intermediate and secondary levels, making use of curricula such as those developed by the Institute for the Advancement of Philosophy for Children. PREREQ: Consent of instructor. Course may be retaken up to a maximum of 9 hours if content is not repeated. Limit of 20 students.

PHL 507M Seminar (3)

One of a variety of topics in philosophy as announced in the schedule of classes.

Physical Education

PE 100-119 Conditioning Activities (1)

Sports (baseball, basketball, etc.), weight training and conditioning, jogging and aerobic dance.

PE 120-129 Rhythms and Dance (1)

Folk and square dance, social dance, and basic rhythms.

PE 131 Individual Health and Fitness (2)

Health values of physical fitness, components and measurements of physical fitness, conditioning programs, designing an individual fitness program, weight control and exercise, nutrition and exercise, disease and exercise, adapted fitness activities, community resources. Lab activities will include an exposure to various conditioning programs and completion of an individualized fitness program. Students will be able to assess their own fitness levels and design an appropriate individualized program. One hour of lecture and two hours of lab per week.

PE 130-149 Individual Sports (1)

Badminton, tennis, archery, handball, racquetball, self-defense, wrestling, backpacking, bowling, golf, gymnastics, fishing.

PE 135 Intermediate Golf (1)

Provides intermediate golfers the opportunity to develop their abilities through instruction, assignments and practice. Students will be responsible for establishing proper practice routines, developing greater understanding of the rules of golf, and improving their skill beyond the basic elements of the game. PREREQ: PE 134 or instructor approval.

PE 142 Backpacking (2)

Backpacking will provide the student exposure to the fundamental concepts and guidelines of hiking and backpacking. The course will discuss minimizing the impact on the environment, safety and orienteering to make the experience a safe and enjoyable one. The course will also examine equipment associated with the sport as well as new trends. The course content emphasis rests primarily with extended day hikes and overnight excursions.

PE 143 Yoga (1)

Students will be gaining knowledge and practicing various yoga stretches and poses. Yoga consists of the practice of breathing, performing poses and relaxation. This practice of controlled movement and postures has many health benefits. It provides a workout for the mind and body.

PE 144 Energy Yoga (1)

A multi-level (begin/inter/adv) course focused in the energy arts of Eastern Yoga and Asian Qigong. Introduces student to basic philosophy, concepts, principles and physical forms associated with the practice of Ashtanga (Hatha) Yoga and Badaunjin Chi Kung.

PE 145 Tai Chi (1)

Beginning level course in the ancient Chinese art of Taiji Quan. Introduces participant to the basic physical movements and principles associated with the five major styles of Taiji Quan currently being practiced throughout the world today. The Yang style, twenty-four posture form (also called simplified form), will be promoted here.

PE 146 Intermediate Tai Chi (1)

Course content will build on previous course work, reinforcing the fundamental principles of Tai Chi practice, along with the basic physical movements and concepts associated with the five major styles of Tai Chi currently being practiced throughout the world today.

PE 147 Karate (1)

Beginning level course in the Korean martial art of Tang Soo Do karate. Introduces student to the basic philosophy, concepts, physical forms, and principles associated with, and common to, all major Asian styles of karate.

PE 150-159 Team Sports (1)

Basketball, field sports, field hockey, recreational games, soccer, softball, volleyball.

PE 160-169 Aquatics (1)**PE 162 Fitness Swim (1)**

In this fitness swim class a student will learn and practice competitive swim strokes and participate in water aerobic workouts. The student will also learn personal water safety skills in order to develop confidence, coordination and relaxation in the water.

PE 170 Teaching Games and Physical Activities to Children (1)

This activity course involves the content, methods and materials for teaching games to children (K-6). Emphasis will be placed on learning how to analyze, modify, adapt, design, and teach developmentally appropriate, purposeful and inclusive games and game-related activities to children as well as teach children how to create their own games.

PE 171 Teaching Educational Gymnastics (K-12) (1)**PE 172 Teaching Dance and Rhythmic Activities to Children (1)**

This activity course involves skill development, methods and materials for teaching dance and rhythmic activities to children (K-6). Emphasis will be placed on developmentally appropriate dance and rhythmic activities, movement progressions, teaching methods and organizational formats, and assessment/evaluation techniques.

PE 199 Special Studies (1-15)

Terms and hours to be arranged.

PE 200-229 Professional Activities (1)
(For PE Majors and Specialists.)**PE 217 Teaching Weight Training and Conditioning (2)**

This course is designed to expose student to a variety of training methodologies, philosophies, and applications. The emphasis is to prepare the student with an adequate knowledge base in the area of resistive exercise so they may write prescriptive training regimens for specific performance areas.

PE 218 Teaching Aerobic Fitness (2)

This professional activity course involves the methods and materials for teaching aerobic fitness and related conditioning activities to middle and high school students (grades 6-12) and to the general population. Activities include aerobic dance-exercise, step aerobics, resistance training, flexibility training, and a variety of fitness games and physical activities used in physical education and fitness environments.

PE 230 Foundations of Exercise Science (3)

This course introduces students into the field of exercise science and its various professional applications. An overview of each of the sub-disciplines of exercise science will be provided as well as career tracks and opportunities and related professional organizations. From this study, students are motivated to develop their own philosophies and select a program/career track.

PE 240 Teaching Dance in Secondary Schools (3)

This professional activity course involves the methods and materials for teaching recreational forms of dance to middle and high school students (grades 6-12). Emphasis will be placed on analysis of developmentally appropriate dance skills, techniques and movement progressions; organizational and instructional strategies; and assessment/evaluation techniques.

PE 241 Teaching Court Sports in Secondary Schools (3)

This course will cover the basic components of teaching volleyball, basketball, badminton, and other court sports including pickleball, team handball, gym hockey, etc. Emphasis will be on how to teach skills, strategies and rules as well as appropriate drills, progressions and games.

PE 242 Teaching Field Sports in Secondary Schools (3)

This course will cover the basic components of teaching track and field, softball, soccer, and/or the other field sports. Emphasis will be on how to teach skills, strategies, and rules as well as appropriate drills, progressions, and games.

PE 243 Teaching Lifetime Activities in Secondary Schools (3)

This professional activity course involves the methods and materials for teaching recreational forms of "lifetime activities" to middle and high school students (grades 6-12). Emphasis will be placed on analysis of developmentally appropriate activities, skills, techniques, and movement progressions; organizational and instructional strategies; and assessment/evaluation techniques. The lifetime activities will include bowling, tennis, racquetball, and golf. Other activities could be included.

PE 246 Teaching Movement Concepts and Skills to Children (1)

Activity and theory designed to examine, experience and develop progressions in the fundamental or basic skills associated with human performance. Body mechanics, locomotor, non-locomotor, manipulative, and perceptual motor skills included.

PE 250-269 Intercollegiate Athletics (1)**PE 256 Advanced Soccer (1)**

This course creates an environment for students to be involved with high level instruction and competition in the sport of soccer. This course is limited to female students who are members of our women's soccer team.

PE 291 Life Guard Training (2)**PE 292 Water Safety Instructor (2)**

NOTE: Admission to some upper-division classes may be limited to students who have been formally admitted to the Division. Admission to the Division is determined by a formal process and is selective.

PE 301 Basic Exercise Sciences (3)

Designed to provide basic exercise information in the areas of kinesiology and physiology of exercise. No scientific background is prerequisite.

PE 310 Motor Learning (3)

An examination of the processes underlying skilled human performance, how skilled performance is learned, and how to apply the principles governing motor performance and learning in teaching, coaching and rehabilitation settings.

PE 320 Fitness and Recreation Programs for the General Population (3)

A developmental and practical application of fitness and recreation activities that would effectively apply to all age groups of the general population. Incorporates scientific knowledge into programs for health clubs, recreation and community centers, and private or public corporations.

PE 337, 338, 339 Officiating Sports (1 each)

Rules, techniques and game practice in men's and women's sports.

PE 343 Organization and Administration of Physical Education (3)

Policies and procedures, facilities, staff, budget, scheduling, equipment.

PE 359 Care and Prevention of Athletic Injuries (4)

Examination in the techniques used in the prevention of athletic injuries, including taping, bandaging and strapping along with how to recognize and evaluate basic signs and symptoms associated with common injuries. Establishing a plan of care which includes rehabilitative exercise will also be studied. Three lectures and one two-hour lab each week.

PE 361 Coaching Youth Sports (2)

Examination of the practices and philosophies involved in coaching and administering youth sports with emphasis on developing practical materials and philosophical goals and strategies.

PE 365 Football Coaching (2)

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching, and management of games.

PE 366 Basketball Coaching (2)

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching, and management of games. PREREQ: activity course in basketball.

PE 367 Baseball Coaching (2)

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching, and management of games.

PE 368 Track and Field Coaching (2)

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching, and management of meets. PREREQ: activity course in track and field.

PE 369 Wrestling Coaching (2)

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching, and management of matches. PREREQ: activity course in wrestling.

PE 370 Volleyball Coaching (2)

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching, and management of contests and tournaments. PREREQ: activity course in volleyball.

PE 371 Kinesiology (4)

Kinesiology is the study of human movement from the perspectives of musculoskeletal anatomy and biomechanics. Anatomical kinesiology addresses the interactions among joint structure and muscle function. Biomechanical concepts to be addressed include vector representation of muscle force, Newton's Laws, and calculations of work, power and energy in the context of human movement. PREREQ: BI 334.

PE 373 Recreational Sports Management (3)

Introduces students into sports program development and management in the service oriented professions of community recreation agencies; private or commercial recreation programs; youth agencies; and/or educational settings.

PE 375 Athletics: Coaching and Administration (3)

An examination of the dynamics of personal interaction in athletics; guidance in practice and game organization and conduct; and knowledge of the scope and function of athletic governing bodies as well as current trends and problems in athletics.

PE 399 Special Studies

Terms and hours to be arranged.

PE 406 Special Individual Studies (1-4)

Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

PE 407 Seminar (1-4)

Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

PE 408 Workshop (1-4)

Credit for PE 406, 407 and 408, singly or combined, may not exceed 9 credit hours.

PE 409 Practicum (1-12)

Terms and hours to be arranged.

PE 410/510 Sport Ethics (3)

Examines the ethics branch of philosophy and then applies this branch of philosophy to a variety of issues in athletics. Examples of these issues include: racism, performance enhancement drugs, gender equity, sportsmanship, commercialization in college athletics, and violence in sports.

PE 415 Lifespan Motor Development (3)

Provides students of physical education and exercise science with a knowledge base in the study of changes in motor behavior across the lifespan, the processes that underlie these changes and the factors that affect them.

PE 433 Physical Education in the Elementary School (3)

Theory and practice in rhythm; group and folk dancing; stunts, games, self-testing activities, tumbling; materials; planning and evaluation programs with reference to basic principles of physical education for elementary teachers. PREREQ: junior or senior standing.

PE 434 Elementary Physical Education Teaching Practicum (1)

Course involves students teaching small groups of local homeschooled children (pre-K through grade 6) a series of elementary physical education content and activities. Instructor lectures; demonstrations; active participation and discussion of sample activities and how to teach them; and videos of exemplary teachers will be used. Students will design lesson plans and assist teaching physical education lessons;

observe and evaluate their own and peers' lesson content and effectiveness. Emphasis will be placed on application of previously learned teaching and organizational methods. Content areas will include: fitness activities; movement concepts; fundamental motor skills; manipulative activities; dance and rhythm activities; educational gymnastics; and educational games. PREREQ: PE 433 and PE 246.

PE 440 Legal Issues in PE and Sport (3)

Familiarizes the students with legal aspects relating to physical education and sport. Included will be discussions regarding ways to provide a safe environment for students/individuals by providing proper instruction, using proper methodology and insuring proper and adequate supervision. Student's constitutional right's in the public school setting, as they relate to physical education and sport, with specific attention given to the First, Fourth and Fourteenth Amendments. Federal and state legislation relating to health, physical education, interscholastic and intercollegiate athletics, and school activity programs will be reviewed. Title IX, Gender Equity and the Americans with Disabilities Act will be discussed. PREREQ: junior, senior, or post-bac standing.

PE 444 Adaptive Physical Activity (3)

Programs, methods and facilities necessary for the physical education of those students who, because of disability, need remedial instruction.

PE 445/545 Physical Education Curriculum (3)

Construction of physical education curricula on the basis of accepted principles, criteria, functions, and evaluations; emphasis on integration with the total school program. PREREQ: senior, post-baccalaureate, or graduate standing.

PE 446 Measurement and Evaluation (3)

The use of tests and measurements in physical education; evaluation of objectives, programs and student achievement through measurement techniques. PREREQ: junior or senior standing.

PE 447/547 Principles of Physical Education (3)

History, philosophy and trends; scientific bases; place of physical education in the general education program; practical problems. PREREQ: senior standing or consent of instructor.

PE 459 Recognition and Evaluation of Athletic Injuries (2)

Study in the basic principles involved with the prevention, recognition, evaluation, treatment, and rehabilitation of athletic injuries. PREREQ: PE 359.

PE 460 Therapeutic Exercise: Foundations and Techniques (2)

Advanced study in the development and application of appropriate exercise principles and techniques used in the care and treatment of muscular skeletal injuries. PREREQ: PE 359.

PE 461 Evaluation & Treatment of Athletic Injuries (3)

Advanced study in the recognition of signs, symptoms, interpretation and application of functional stress tests used to evaluate common athletic injuries. Study will also include the application of appropriate exercise principles and techniques as part of the treatment plan of care. PREREQ: PE 359

PE 463 Computer Applications in PE and Health (3)

Current software applications in physical education and health. Students will select programs relative to their interest areas to investigate and evaluate. Hardware modifications and the use of interactive devices will be demonstrated. PREREQ: senior standing.

PE 470 Social and Psychological Aspects of Physical Activity and Sport (3)

This course will focus on social and psychological factors associated with physical activity and sport experiences across the lifespan.

PE 473 Physiology of Exercise (4)

Physiological effects of muscular exercise, physical conditioning and training. The significance of these effects for health and for performance in activity programs. PREREQ: BI 334 and 335.

PE 483 Biomechanical Analysis (4)

The application of principles from motor learning and kinesiology to the analysis of complex human movement. In the context of a major term project, students will apply conceptual and technological analysis tools in evaluating human movement, addressing various aspects of performance enhancement and injury risk assessment. PREREQ: PE 310 and 371.

PE 496 Secondary Teaching Methods (3)

Development of teaching strategies in physical education, grades 7-12. (For PE majors and specialists.) PREREQ: junior or senior standing.

PE 506M Special Individual Studies (1-9)

Terms and hours to be arranged.

PE 507M Seminar (1-9)

Terms and hours to be arranged.

PE 508M Workshop (1-9)

Terms and hours to be arranged.

PE 509M Practicum (1-9)

Terms and hours to be arranged.

PE 559M School Sports Medicine (2)

Study in the management, treatment and disposition of athletic injuries; includes emergency procedures, sports nutrition, therapeutic exercises, and assessment of common athletic injuries that occur to participants of school sponsored athletics.

Physics

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

The study of mechanics, heat, sound, optics, electricity, magnetism, and topics in modern physics. Three lectures and one two-hour laboratory per week. PREREQ: MTH 112 or above; a grade of C or better in PH 201 for admittance into PH 202; a grade of C or better in PH 202 for admittance into PH 203.

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

Fundamental principles and applications of classical mechanics, heat, electricity and magnetism, wave motion, and optics. For students in pre-engineering and the natural sciences. Three lectures and one three-hour laboratory period. PREREQ: MTH 251 (can be taken concurrently).

PH 311, 312 Introduction to Modern Physics (4 each)

Physical theories and research of the 20th century, including theories of relativity and quantum-wave mechanics, electrons and X rays, atomic spectra and structure, solid-state physics, low temperature physics, nuclear physics, and fundamental particle physics. Three lectures and one three-hour laboratory period. PREREQ: PH 213.

PH 470 Selected Topics in Physics (1-3)

Topics of special interest such as cosmology, relativity, medical, and radiation physics, and biophysics.

PH 581M, 582M Modern Physics (3 each)

A survey of the developments in physics since 1895. Topics include relativity and quantum mechanics, solid-state and low temperature physics, cosmic rays, and fundamental particles and forces. Three lectures. PREREQ: One year each of college mathematics and physics. Offered during summer session.

Political Science

PS 199 Special Studies (1-6)

Terms and hours to be arranged. Special studies designed to develop research, writing, career-related or participatory skills at a basic level in a variety of political science/public policy and administration areas, such as Model United Nations, Great Decisions in U.S. Foreign Policy, government or campaign experiences.

PS 201 American National Government (3)

An introduction to the study of political institutions, public policy and public opinion in the United States.

PS 202 State and Local Government (3)

A survey of government operations, political processes, contemporary issues, problems, and recent reforms relating to the state and local levels, with emphasis on Oregon.

PS 203 International Relations (3)

An introduction to the analysis of relations among nations, international organizations, global problems and possibilities.

PS 325 Democracy: Theory and Practice (3)

This course integrates political philosophy and modern social science research to examine the nature and relationship between democratic ideals and practices.

PS 350 Introduction to Public Policy (3)

An investigation of the political processes and substantive content of American public policy, patterns of problem identification, policy creation, approval, implementation, and evaluation. Consideration of selected contemporary national, state and local policies.

PS 351 Introduction to Public Administration (3)

An investigation of the role of public administration in the political process; administrative organization; basic problems of management; personnel and financial administration. An analysis of the continuing role of bureaucracy in the solution of public problems.

PS 352 Introduction to Comparative Politics (3)

An introduction to the comparative method of analysis of different political systems, and to political concepts such as formal government institutions, political participation and socialization, ideologies, power and authority, and democratization.

PS 399 Special Studies (1-3)

Special studies designed to develop research, writing, career-related or participatory skills at an advanced level in a variety of political science/public policy and administration areas. PREREQ: PS 199 or consent of instructor.

PS 406 Special Individual Studies (1-6)

Terms and hours to be arranged. A specialized or individualized course of study within political science/public policy and administration developed in consultation with the instructor. PREREQ: consent of instructor.

PS 407 Seminar (1-3)

Terms and hours to be arranged. Special seminar topic offerings in the political science/public policy and administration discipline.

PS 409 Practicum: Administrative Internship (3-12)

Terms and hours to be arranged. This course provides opportunities for practical experience in the administrative processes of federal, state and local government agencies and public or nonprofit organizations. PREREQ: Consent of instructor and at least a 3.0 GPA.

PS 410 Political Science Internship (3-12)

Provides opportunities for practical experience with the Oregon State Legislature, city councils, legal offices, political campaign or interest group activities. PREREQ: Consent of instructor and at least 3.0 GPA.

PS 414 Political Parties, Pressure Groups and Elections (3)

An analysis of the nature, organization and operation of political parties, pressure groups and elections with special attention to their

functions in the American political process. A consideration of current problems and reforms in the area. PREREQ: PS 201 or consent of instructor.

PS 415 Politics and Psychology (3)

An analysis of the motivations for various forms of political behavior (apathy, voting, revolution) and the creation of political belief systems with emphasis on psychological theories and the socialization process. Consideration of the impact of various beliefs and behaviors on political systems. PREREQ: PS 201 or consent of instructor.

PS 416 Politics and Communication (3)

An examination of the relationship between politics and communication and how it affects American society. Emphasis is on the politics of communication, the ways in which institutions of mass media, particularly television, help create, advance and reinforce public opinion and political agendas. PREREQ: PS 201 or consent of instructor.

PS 419 American Presidential Elections (3)

Examination of the processes and outcomes of American presidential elections with emphasis on the period from 1952 to the present. Considers impact of political parties, groups, issues, candidates, and process. PREREQ: PS 201 or consent of instructor.

PS 423 Issues in National Policy (3)

A detailed analysis of the functions and policies of American national government with emphasis on selected contemporary problems and issues. PREREQ: PS 201 or consent of instructor.

PS 424 Policy-making in the States (3)

An examination and analysis of selected key issues and characteristics of contemporary state government. PREREQ: PS 202 or consent of instructor.

PS 426 Federalism and Intergovernmental Relations (3)

An investigation of the constitutional, political, financial, and administrative relationships among national, state and local governments within the American Federal system. PREREQ: PS 201, PS 202 or consent of instructor.

PS 430 The Aging Society (3)

Analyzes the demographic, economic, social, and political dimensions of our aging population. The unique nature, needs and policy implications of the growing elderly population receive particular attention.

PS 435 Women and Politics (3)

A survey and analysis of the socioeconomic and political status of women, the structures and concerns of the feminist movement, public policy issues relevant to the status of women and roles women play in the political arena. PREREQ: PS 201, PS 202, or consent of instructor.

PS 436 Gender and Public Policy (3)

Examines public policy, the policy process and policy-making institutions through a "gender lens." It deals with how gender differences affect the identification of public policy problems, their perceived importance and their potential solutions, the differences between male and female policy-makers, and the differential gender impact of policies.

PS 445 Introduction to Policy Analysis (3)

A study of the process and problem of policy analysis with a focus on the limitations and proper use of analytical techniques. PREREQ: PS 201, or consent of instructor.

PS 446 Land Resource Politics and Policy (3)

A broad examination of the development and present nature of land use policies, particularly the management of national lands. PREREQ: PS 201, or consent of instructor.

PS 447 Environmental Politics and Policy (3)

An analysis of the history, politics and implementation of national environmental policy and the most important environmental laws and organizations. PREREQ: PS 201, or consent of instructor.

PS 449 Environmental Values and Political Action (3)

Surveys the values and philosophies which influence the level and nature of political activism in environmental and natural resource issues. Analysis focuses on "classic" and contemporary writings ranging from ecocentrism to the wise use and market-oriented perspectives and their practical influence.

PS 454 Public Personnel Administration (3)

A study of governmental personnel systems. Topics include the underlying values of public personnel administration, classification, pay, and benefits, evaluation, recruitment, training, affirmative action, and collective bargaining. PREREQ: PS 350, PS 351 or consent of instructor.

PS 460 Governments and Politics of Asia (3)

A comparative study of political cultures, ideologies, governments and contemporary issues in selected Asian nations. PREREQ: PS 203, PS 352 or consent of instructor.

PS 461 Politics and Governments of Post-Communist States (3)

A comparative study of political cultures, ideologies, governments and contemporary issues in selected post-communist nations. PREREQ: PS 203, PS 352 or consent of instructor.

PS 462 Politics and Governments of Europe (3)

A comparative study of political cultures, ideologies, governments, and contemporary issues in selected European nations. A consideration of the problems and possibilities of regional integration. PREREQ: PS 352 or consent of instructor.

PS 463 Governments and Politics of Developing Nations (3)

A comparative study of political cultures, ideologies, governments and contemporary issues in selected developing nations. PREREQ: PS 203, PS 352, or consent of instructor.

PS 466 Governmental Budgeting (3)

A study of the political, fiscal, policy and management aspects of budget formation and implementation in American state and national governments. PREREQ: PS 350, PS 351 or consent of instructor.

PS 469 Congress and the Presidency (3)

An investigation of the structures, powers, operations, politics, and problems of the American Congress and the Presidency with emphasis on the functioning of Separation of Powers. PREREQ: PS 201 or consent of instructor.

PS 478 Political Fiction (3)

A study of political belief systems, behaviors, relationships, and concepts (justice, moral choice, liberty) in various cultures and time periods through the medium of the political novel.

PS 479 American Constitutional Law (3)

An introduction to the study of American constitutional law that involves a detailed case-study approach in which the students prepare briefs on case law. Focuses on the application of the concepts of federalism and separation of powers; the evolving relationship between the states and the national government; between the three institutions of the Presidency, Congress, and the Courts; and between government and the individual.

PS 480 Administrative Law (3)

An advanced review of the legal context of public administration. The legal process within the bureaucracy and the duties and responsibilities of the individual administrator receive particular attention. PREREQ: PS 350, PS 351 or consent of instructor.

PS 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. PREREQ: PS 203 or consent of instructor.

PS 484 American Jurisprudence (3)

This course is intended to improve understanding of how the law works and of legal reasoning through reading and discussion of cases and essays. It covers both concrete legal principles and more abstract reflection on the sources and functions of the law. PREREQ: PS 201 or consent of instructor and at least junior standing.

PS 485 Legal Research and Writing (3)

This course is designed for those considering a career in the law. It consists of training in the use of legal research sources, briefing cases, writing legal briefs and arguing cases in topical areas in both civil and criminal law. PREREQ: PS 201 or consent of instructor and at least junior standing.

PS 490 Community Politics (3)

An analysis of political processes, institutions, problems, and issues at the local level with emphasis on metropolitan areas, city management and federal/state/urban relations. PREREQ: PS 202 or consent of instructor.

PS 492 Ideologies of the 21st Century (3)

Capitalism, liberalism, conservatism, communism, socialism, and fascism considered as world views and politico-economic systems in various cultures, with emphasis on comparative values and methods. PREREQ: PS 203, or consent of instructor.

PS 493 International Organizations (3)

An advanced study of global problems (war, human rights, economic development) and organizations designed to alleviate them. Consideration and assessment of various cultural views of such problems and of the successes/failures of the United Nations, European Union and collective security arrangements. PREREQ: PS 203, or consent of instructor.

PS 495 Public Sector Labor Relations (3)

Introduction to labor relations in the public sector. Topics include the historical background and legal environment of public sector unions, the fundamentals of collective bargaining, including processes, politics, and methods of resolving impasses, the implementation of collective bargaining agreements, including grievance procedures, and the impact of unions on public personnel policies.

PS 497 American Foreign Relations (3)

A consideration of the origin, character and consequences of American foreign policy with an emphasis on policy-making and issues since 1945. PREREQ: PS 201, PS 203 or consent of instructor.

PS 501M Research (1-6)

Terms and hours to be arranged.

PS 503M Thesis or Field Study (1-6)

Terms and hours to be arranged.

PS 505M Reading and Conference (1-6)

Terms and hours to be arranged.

PS 507M Seminar (3)**PS 508M Workshop (1-6)****PS 509M Practicum: Internship (1-9)****PS 515M Social Policy Case Studies (3)**

This course provides opportunities for experience in social problem analysis and solution. Students will consider case studies in teams, devise problem solutions and implementation plans and compare their results with those of others. Students pursuing the MS in Social Policy are especially encouraged to take this course.

PS 530 The Aging Society (3)

Analyzes the demographic, economic, social, and political dimensions of our aging population. The unique nature, needs and policy implications of the growing elderly population receive particular attention.

PS 536 Gender and Public Policy (3)

This course examines public policy, the policy process and policy-making institutions through a "gender lens." It deals with how gender differences affect the identification of public policy problems, their perceived importance and their potential solutions, the differences between male and female policy-makers and the differential gender impact of policies.

PS 540M Policy Implementation (3)

Graduate level examination of the factors that influence the social impacts of policies. The impacts of legislative design, administrative structure and social context of policy are central concerns.

PS 554 Public Personnel Administration (3)

A study of governmental personnel systems. Topics include the underlying values of public personnel administration, classification, pay and benefits, evaluation, recruitment, training, affirmative action, and collective bargaining.

PS 566 Governmental Budgeting (3)

A study of the political, fiscal, policy, and management aspects of budget formation and implementation in American state and national governments.

PS 575M Policy Issues and the Law (3)

A reading and research seminar focused on legal issues associated with social policy. These issues concern free speech, religion, press, and privacy, the rights of the criminally accused, and issues relating to race and gender based discrimination. Students will write and present a research paper related to social policy legal issues.

PS 579 Constitutional Law (3)

An introduction to the study of American constitutional law that involves a detailed case-study approach in which the students prepare briefs on case law. Focuses on the application of the concepts of federalism and separation of powers; the evolving relationship between the states and the national government; between the three institutions of the presidency, congress, and the courts; and between government and the individual. PREREQ: PS 201 or consent of instructor.

PS 580 Administrative Law (3)

An advanced review of the legal context of public administration. The legal process within the bureaucracy and the duties and responsibilities of the individual administrator receive particular attention.

Psychology

PSY 199 Special Studies (1-3)

Terms and hours to be arranged.

PSY 201 General Psychology (4)

A study of the science of human behavior and experience. Areas covered may include: biological bases of behavior, learning, memory, motivation, perception, cognition, and development.

PSY 202 General Psychology (4)

A study of the science of human behavior and experience. Areas covered may include: consciousness, personality, health psychology, abnormal behavior, psychotherapy, and social psychology.

PSY 217 Introduction to Research Methods (4)

An exploration of psychological research including topics of design, methodology, statistical analysis, and report writing. Student will design and conduct research and prepare a formal paper on this original research. PREREQ: PSY 201 and 202 or equivalent.

PSY 218 Psychological Foundations of Education (3)

A survey of psychological topics relevant to educational settings. These topics may include child and adolescent development, learning, memory, cognitive processes, motivation, assessment, and behavioral management. This class is not intended for psychology majors.

PSY 311 Developmental Psychology (4)

The psychological study of human development from conception to death. Stages and issues of development throughout the life-span are identified and examined. Developmental theories, research and methods are studied and applied to the various stages and issues. PREREQ: PSY 201 or PSY 218 or equivalent.

PSY 328 Mental Health (4)

A survey of theories of adequate and optimal psychological functioning. A study of processes which may lead to the development of adaptive functioning and its maintenance and how these processes may be brought into play in the individual's environment or community. PREREQ: PSY 201 and 202 or equivalent.

PSY 334 Social Psychology (4)

The psychological study of how people think about, influence and relate to one another. Theoretical and research bases will be utilized to explore the nature and content of this field and its applications to social issues and every day events. PREREQ: PSY 201 or PSY 218 or equivalent.

PSY 349 Introduction to Behavior Modification (4)

A survey of behavior modification topics including principles of learning and relevant methodology. An exploration of practical applications. PREREQ: PSY 201 or PSY 218 or equivalent.

PSY 360 Cognitive Psychology (4)

This class provides an overview of basic topics in cognitive psychology including learning, memory, attention, sensation, perception, language/phonology, and problem solving. PREREQ: PSY 201 and 202 or equivalent.

PSY 373 Sensation and Perception (4)

Principles and theories relating to sensory stimulation and perceptual processes will be explored. Psychophysical methods will be used to demonstrate human visual and auditory processes. PREREQ: PSY 201 and 202 or equivalent.

PSY 390 Theories of Learning (4)

Survey of fundamental concepts of conditioning, rate learning, discrimination, theories of reinforcement, extinction and avoidance learning. Major theories of learning, and related experimental literature. PREREQ: PSY 201 or PSY 218 or equivalent.

PSY 398 Professional Issues in Psychology (4)

Exploration of the roles and functions of persons employed in occupations for which the study of psychology prepares students. Survey and practice of specific and non-specific skills of helping and interpersonal influence such as interviewing and small group dynamics. Ethics and other professional issues will be considered. PREREQ: PSY 201 and 202 or equivalent.

PSY 399 SPECIAL STUDIES (1-4)

Terms and hours to be arranged.

PSY 406 Special Individual Studies (1-6)

Designed for individual or special studies in a defined area of interest under the guidance of a designated faculty member.

PSY 407 Seminar (1-15)

Terms and hours to be arranged.

PSY 408 Workshop (1-15)

Terms and hours to be arranged.

PSY 409 Practicum (1-9)

Field experience in applied psychology. PREREQ: Consent of instructor.

PSY 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. PREREQ: Consent of instructor.

PSY 411 Mentoring II (1-4)

Students continue to mentor, collect, analyze and present data on mentoring progress towards goals. PREREQ: 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. PREREQ: PSY 201 and 202 or equivalent.

PSY 423 Interviewing and Appraisal (4)

Exploration of the interview as a method of information gathering and social influence. Topics include the uses of interviews, the strengths and weakness of the interview as a methodology, training in specific interviewing skills, and the relation of the interview to other methods of appraisal of human behavior. Applications will be drawn from many areas of human interaction including the helping professions and business. PREREQ: PSY 201 and 202 or equivalent.

PSY 426 History of Psychology (4)

Historical study of psychologists, basic psychological concepts and theories. PREREQ: minimum of 15 hours upper-division psychology courses.

PSY 435/535 Theories of Personality (4)

Major historical and contemporary theories of personality development and function and their relation to current issues in psychology. PREREQ: 300-level course in psychology.

PSY 437/537 Advanced Social Psychology (4)

An in-depth study of several social-psychological theories and their application to social issues and interactions. Topics may include small group interaction and functioning, social cognition, attitudes and persuasion, social influence, and social relations. PREREQ: PSY 217 and PSY 334 or equivalent.

PSY 440/540 Small Group Theory (3)

Survey of major social-psychological theories and research related to small groups; application of theory and research to development, organization and functioning of small groups. PREREQ: six or more hours of upper-division psychology courses.

PSY 443/543 Group Processes (4)

An analysis of the basic psychological processes of group interactions. Principles, techniques, and characteristics of productive groups in business, education and the community will be discussed. PREREQ: PSY 201 or PSY 218, and PSY 334 or equivalent.

PSY 445/545 Introduction to Industrial/Organizational Psychology (4)

A study of psychology as applied to work settings in industry, business, government, and social service. Topics include trends in organizational design, personnel selection and placement, human resource management, work motivation, job satisfaction, and leadership. PREREQ: PSY 201, PSY 202 and PSY 334.

PSY 446/546 Applying Psychology to Human Resource Management (4)

Investigation of human resource needs including manpower planning systems; concepts of adult learning and development; long- and short-range planning models; and employee training programs. PREREQ: PSY 445/545.

PSY 447/547 Organizational Development (4)

An advanced course in organizational psychology integrating processes and principles in organizational settings. PREREQ: PSY 445/545.

PSY 448/548 Topics in Organizational Psychology (4)

Topics may include at different times: strategic planning and implementation; productivity issues; career development with organizations; managerial participative management programs; negotiation, mediation and arbitration processes; and other topics of special interest. May be repeated under different subtitles. PREREQ: PSY 445/545.

PSY 450/550 Abnormal Psychology (4)

The nature, causes and treatment of various forms of unusual behavior and emotional disturbance. The full range of abnormality will be examined from extreme reactions to stressful events to psychotic breaks with reality as defined by the Diagnostic and Statistical Manual of the American Psychiatric Association. The course will integrate perspectives generated from psychological theory, research and physiological findings. PREREQ: a 300-level course in psychology.

PSY 451/551 Biopsychology (4)

A study of the ways that the physiology of the body is related to behavior. Sub-topics may include sleep and dreaming, learning and memory, pain, sexual behavior, disordered emotional states, and psychopharmacological agents. PREREQ: PSY 201 and 202 or equivalent.

PSY 460 Cognitive Neuroscience Seminar (1-4)

This class covers advanced topics in cognitive science including cognitive development, cerebral localization of function, hemispheric interaction/differences, individual differences in cognition, object recognition, face recognition, spatial perception, and neuropsychological disorders. PREREQ: PSY 360 or PSY 451.

PSY 463/563 Maladjusted Child (4)

Examination of the nature, causes and treatment of emotional and social maladjustments in children and adolescents. A broad range of disturbances will be examined from minor problems in living to psychotic breaks with reality and self-destructiveness. The home, school and cultural environments will be examined as well as possible genetic and biological determinations of the mental health of children and youth. PREREQ: PSY 201 or PSY 218, and PSY 311 or equivalent.

PSY 465/565 Motivation (4)

Deals primarily with human motivation. Topics such as stress, conflict, learned motives, arousal, and unconscious determinants will be considered. PREREQ: 3 or more hours of 300-level psychology.

PSY 467 Quantitative Methods (4)

Methods which psychologists use to describe, summarize and make inferences about measurements made on people, things or events. PREREQ: PSY 201, 202, 217, and MTH 105 or MTH 111 or equivalent.

PSY 468 Research Methods in Psychology (4)

An introduction to the experimental, correlational and survey methods employed in psychological research. PREREQ: PSY 467 with a grade of C- or better.

PSY 471/571 Computers in Psychology (4)

Survey of computer applications in psychology with emphasis on microcomputers. Topics include computer testing; methods and ethics, computer aided instruction, artificial intelligence, networking and research applications. PREREQ: PSY 201, 202 and CS 101 or equivalent.

PSY 472/572 Psychological Assessment (4)

The use of psychological assessment approaches to developing understanding of individuals and groups. Basic principles of test theory and interpretation of test scores will provide a framework for test evaluation. Interviewing and non-quantitative assessment approaches will also be examined. Research and theoretical issues involving major constructs such as intelligence, aptitude, interest and personality will be addressed. PREREQ: a 300-level psychology course.

PSY 480/580 Infancy and Childhood (4)

Theory and research related to prenatal, infancy, and early childhood phases. Includes study of the motor, emotional, cognitive, social, and linguistic domains with emphasis on applications for professionals offering services to young children and their families. PREREQ: PSY 201 or PSY 218, and PSY 311 or equivalent.

PSY 481/581 Middle and Late Childhood (3)

Theory and research related to children who are between school age and adolescence. Emphasis on socialization, cognitive development, and deviations from typical development. PREREQ: PSY 201 or PSY 218, and PSY 311 or equivalent.

PSY 482/582 Adolescence (4)
Study of the transitions and issues of adolescence. Includes an overview of theory and research with an emphasis on applications for parents, teachers and professionals offering services to adolescents and youth. PREREQ: PSY 201 or PSY 218, and PSY 311, or equivalent.

PSY 483/583 Adulthood and Aging (4)
Examination of current models of aging. Includes theory and research relevant to early, middle and late adulthood. Emphasis on applications of information concerning the issues of adulthood. PREREQ: PSY 201, 202 and 311 or equivalent.

PSY 484/584 Death, Dying and Grief (4)
Focuses on numerous topics related to the developmental processes of death, dying and grief throughout the life-span. PREREQ: PSY 201, 202 and 311 or equivalent.

PSY 487/587 Cross-Cultural Development (4)
Study of the relationship between culture and psychological functioning with an emphasis on developmental processes. PREREQ: PSY 201, 202, and 311 or equivalent.

PSY 488/588 Theories of Development (4)
Theories of human development across the life-span are examined, integrated and compared. Assumptions of major, contemporary theories of development are studied including a review of related research findings and consideration of practical applications. PREREQ: PSY 201, 202 and 311 or equivalent.

PSY 489/589 Special Topics in Developmental Psychology (1-9)
Each quarter this course is offered, a single special topic in development will be studied in-depth. Topics may include the development of sex roles, moral development or social skills training. May be repeated under different subtitles. PREREQ: PSY 201, 202 and 311 or equivalent.

PSY 492/592 Psychology of Women (4)
Application of psychological methods to the study of women's roles and behavior. Sub-topics may include development, sexuality, achievement, aptitudes, and work. PREREQ: PSY 201 and 202 or equivalent.

PSY 496/596 Program Evaluation (3)
An introduction to the purposes, models and methods of quantitative and qualitative evaluation of programs in agencies, schools, businesses, and organizations. PREREQ: PSY 217 or equivalent.

PSY 498/598 Advanced General Psychology (3)
A survey of the latest and most important research findings in the major areas of psychology including human development, physiological, social, learning, memory, motivation, personality, abnormal, health, thinking, and perception. PREREQ: minimum 15 hours of upper-division psychology courses.

PSY 506M Special Individual Studies (1-6)
Terms and hours to be arranged.

PSY 507M Seminar (1-15)
Terms and hours to be arranged.

PSY 508M Workshop (1-15)
Terms and hours to be arranged.

PSY 509M Practicum (1-15)
Terms and hours to be arranged.

PSY 519M Research Methods in Human Development (3)
A survey of methods for observing, recording, analyzing, and interpreting changes in the physical, cognitive, affective, and social behavior of children and adults.

PSY 520M Learning and Memory for Instruction (3)
A survey of contemporary theories of learning and memory. An emphasis will be placed on research involving cognitive, social, motivational, and biological aspects of learning and memory. Applications will focus on instructional settings.

PSY 521M Developmental Psychology: Concepts and Applications (3)
An overview of developmental psychology with an emphasis on theories and classroom applications. Assumptions of major contemporary theories of development are studied, including a review of related research findings and consideration of practical applications.

PSY 522M Adolescent Development for Educators (3)
A course focusing on transitions and issues of normative development from early to late adolescence. Includes an overview of theory and research with an emphasis on applications for middle school and high school teachers.

PSY 523M Intelligence Testing and Reporting (3)
Course objectives are to train individuals to administer and score individual intelligence scales competently and accurately and to learn initial aspects of test interpretation and reporting. Social, cultural and socioeconomic factors that affect test results will also be discussed.

PSY 524M Individual Intelligence Testing (3)
Selection, administration and interpretation of individual tests. Problems in testing of exceptional children and the integration of referral and history assessment data into a case study report, including an individual educational program. PREREQ: PSY 523M.

PSY 527M Identification and Assessment of the Talented and Gifted (3)
An introduction to the measures and procedures used to identify talented and gifted individuals. Differential assessment procedures for identifying the wide range of gifted individuals will be evaluated and new concepts in assessing talent and giftedness will be explored.

PSY 532M Advanced Behavior Modification (3)
Experimental and theoretical foundations of a variety of behavior modification techniques such as operant conditioning, contingency contracting, systematic desensitization, modeling, self-management, aversive therapy, token economics, and others. In addition, opportunity will be available for practical applications of such techniques. A study of the role of cognitive variables in behavior modification will be included. PREREQ: 12-15 hours of psychology, including learning or behavior modification.

PSY 549M Psychology of Organizations (3)
A study of psychology as applied to organizations such as for-profit, non-profit, and government entities. Topics may include theory of organizations, organizational design, structure, and essential functions. Examination of functions such as personnel processes, motivation, leadership, organizational development, job satisfaction, and productivity will be examined.

Rehabilitation Counseling

RC 407/507 Seminar
Terms and hours to be arranged.

RC 440/540 Medical Aspects of Disability in Rehabilitation (3)
An examination of common disabilities and implications for their management in rehabilitation-related settings. It includes an overview of environmental and attitudinal barriers with various disabling conditions, focusing on the young adult up through the older adult populations. Provides knowledge of medical terminology, physical and psychological characteristics of disabilities, and medical information needed to facilitate service delivery for people with disabilities.

RC 461/561 Disability and Its Effect on Individual Behavior (3)

An analysis of the psychological impact of disability from both an individual and societal perspective. Developmental issues (e.g. childhood to adulthood) and disability will be explored. Influence of the family and helping professions are discussed both in historical and legal contexts. Resources available to both professional and lay public are noted.

RC 490/590 Professional Issues: Rehabilitation Counseling with Deaf Clients (3)

An examination of the social and vocational implications of hearing loss on individuals who are hard of hearing and Deaf. Also, an extensive review of the social services that respond to the unique needs of this population with an emphasis on the state vocational rehabilitation agency.

RC 506M Special Projects (1-9)

Terms and hours to be arranged.

RC 507M Seminar (1-9)

Terms and hours to be arranged.

RC 508M Workshop (1-6)

Terms and hours to be arranged.

RC 509M Practicum in Rehabilitation Counseling (3-9)

Field experience in which the student is supervised by an experienced counselor in the practical application of counseling skills. Practicums are designed to help the student develop basic counseling competencies. Self, peer and supervisor critique are stressed. Practicum is taught concurrently with counseling theory courses (RC 551, 552, 553). PREREQ: consent of program coordinator.

RC 510M Rehabilitation Counseling Internship (3-18)

A full-term, on-site placement with a public or private social service agency charged with meeting specific rehabilitation needs of persons with disabilities and/or who are Deaf. Students counsel persons of disability and/or who are Deaf and are expected to function per expectations of other full-time employed counseling staff at that location. A minimum 120 clock hours of experience required for each 3 credits. PREREQ: successful completion of RC 551, 552, 553, 555, 509 Practicum (9hrs), 562, 564, and 565.

RC 551M Theories and Techniques of Rehabilitation Counseling I (3)

First in a series of three courses that present the theories and techniques used in effective rehabilitation counseling. This course is designed to provide the student with an understanding of his/her own personality and how it may affect the provision of professional rehabilitation counseling services. The formation of general interpersonal skills and basic helping relationships is stressed. PREREQ: requires concurrent enrollment in RC 509.

RC 552M Theories and Techniques of Rehabilitation Counseling II (3)

Second in a series of three courses that present the theories and techniques used in effective rehabilitation counseling. Emphasis is placed on the appropriateness of several selected theories when counseling directly with clients who have physical disabilities. PREREQ: requires concurrent enrollment in RC 509.

RC 553M Theories and Techniques of Rehabilitation Counseling III (3)

Third in a series of three courses designed to explore the foundational issues of work, the principles of human and career development (early childhood to senior adult) and the major career counseling theories as applied to different stages in life. Course will address the significance of life-style and career decision-making processes. The integration of career development and counseling theories will be considered for a "whole person" approach to persons with disabilities. Special attention will be given to the impact of developmental, environmental and attitudinal barriers faced by persons with disabilities in the career

development process. Ethnic, racial, social, and gender issues related to career development will be considered. PREREQ: requires concurrent enrollment in RC 509M.

RC 555M Social and Cultural Counseling in Rehabilitation (3)

This course is intended to assist students in understanding the dynamics of issues when providing rehabilitation counseling across social, cultural and community lines. Students will explore the nature of society and culture and how these impact the rehabilitation counseling process. Special emphasis is to be placed on the student's examining his/her own cultural identity, attitudes and biases. Attention will be given to developing understanding of gender, class, race, ethnicity, disability, family structure, roles and values, and various lifestyles.

RC 562M Measurement and Assessment Procedures in Deafness and in Rehabilitation (3)

Selection, administration and interpretation of various psychological, achievement and interest instruments used with persons who are Deaf, hearing impaired, and persons who have disabilities. Special emphasis will be placed on test interpretation in the client-counselor or teacher-student relationship. Demonstration and practice will be included.

RC 564M Introduction to the Rehabilitation Process (3)

History, philosophy and legal bases for vocational rehabilitation. Specific consideration is given to the rehabilitation process and the development of individual plans of employment (IPE) for persons with disabilities. PREREQ: consent of program coordinator.

RC 565M Placement and Use of Community Resources in Rehabilitation (3)

Examines the theory, role, techniques, and issues of job placement as they lead to competitive employment for persons with disabilities. Relevant factors of job readiness, transferable skills analysis, worker attributes, work environment, job development, job search skills, and job placement will be discussed. This course will offer a comprehensive overview of the placement process and community resources for individuals with disabilities and will focus on specific career counseling techniques in directing consumers toward informed choice and vocational goal attainment. PREREQ: consent of program coordinator.

RC 571M Group Procedures (3)

A conceptual and experiential introduction to group dynamics. Group counseling approaches and models; issues of group leadership; styles of leadership and group facilitation skills. Consideration is given to group counseling goals, compositions phases and research. PREREQ: Admission to the program.

RC 572M Family Counseling (3)

A broad introduction to family counseling that includes a balanced presentation of the major theoretical underpinnings and current practices. Family systems and how families deal with daily challenges of disability and situations will be explored. Students will begin to develop competencies essential for a rehabilitation counselor in assisting families in improving relationships. PREREQ: consent of program coordinator.

RC 596M Case Management and Contemporary Issues in Rehabilitation Counseling (3)

Examines strategies for providing effective and efficient case management services for persons with disabilities. Case management principles and systems within rehabilitation services will be explored. Contemporary issues faced by the rehabilitation counselor managing a caseload will be explored, e.g. counselor preparedness, client intake and diagnosis, maintaining confidential file information, licensure, ethics, mental health services, and case management with specialized caseloads, e.g. clients who are occupationally injured workers or have AIDS/HIV.

Religion

R 201 Introduction to the World's Religions: Eastern (3)
An introduction to the major religions of the Far East: Confucianism, Taoism, Hinduism, and the Buddhism of India, Tibet and Japan (Zen).

R 204 Introduction to the World's Religions: Western (3)
An introduction to the major religions of the West: Judaism, Christianity and Islam.

R 315 Interpreting Religious Phenomena (3)
Approaches to interpretation of the meaning of diverse religious phenomena, both theoretical and practical. Of use to persons who seek to handle religion in the public classroom as well as those who wish to understand religion for its own sake. PREREQ: R 201, R 204 or equivalent, required as background.

R 399 Special Studies (1-15)
Terms and hours to be arranged.

R 460/560 Comparative Religion (3)
A study and comparison of the great religions of the world. R 201 and R 204 or equivalent recommended as background, preferably both.

Social Science

SSC 199 Special Studies (1-15)
Terms and hours to be arranged.

SSC 201 Introduction to Gender Studies (3)
A survey and critical analysis of the essential issues of feminism. Historical and contemporary texts form the basis for discussion of topics affecting men's and women's lives. Clarification of key concepts such as gender as a social construct, patriarchy and the interaction of race, class and gender.

SSC 401 Research (3-6)
Terms and hours to be arranged.

SSC 403 Field Study (1-9)
Terms and hours to be arranged. Maximum of nine hours. Not intended as practicum for teaching majors.

SSC 406 Special Individual Studies (1-15)
Terms and hours to be arranged.

SSC 407/507 Seminar (1-3)
Terms and hours to be arranged.

SSC 408 Workshop (1-15)
Terms and hours to be arranged.

SSC 409 Practicum (3-12)
Terms and hours to be arranged.

SSC 490, 491 Senior Social Science Seminar (3 each)
A senior interdisciplinary culminating course designed to help students to integrate social science around such contemporary concerns as urban studies, minority group studies, environmental studies, and the like.

SSC 501M Research (3-9)
Terms and hours to be arranged.

SSC 503M Thesis or Field Study (3-9)
Terms and hours to be arranged.

SSC 506M Special Individual Studies (1-15)
Terms and hours to be arranged.

SSC 507M Seminar (1-15)
Terms and hours to be arranged.

SSC 509M Practicum/Service Learning (6-9)
Terms and hours to be arranged.
This course provides opportunities for practical experience or service learning in conjunction with a federal, state or local government agency or a public or nonprofit corporation. It is specifically intended to assist students enrolled in the graduate program in Social Policy to develop a thesis or field study, while also contributing valuable work to the community.

SSC 511M Contemporary Developments in the Social Sciences (3)
A study of contemporary literature in the various social science areas for elementary teachers.

SSC 512M Contemporary Developments in the Social Sciences (3)
A study of contemporary literature in the various social science areas for junior and senior high school teachers. (Acceptable for secondary certification.)

SSC 513M Social Problems in American Democracy (3)
A selected list of problems in the United States such as conservation, health, crime, etc. Designed to give factual and interpretative background for secondary teachers.

SSC 515M Political Problems in American Democracy (3)
A study of current domestic political problems.

Sociology

SOC 223 Theoretical Foundations of Sociology (3)
A broad introduction to the discipline of sociology, synthesizing the contributions of classical authors and applying their insights to the core concerns of the discipline. Focus is on the theoretical and historical dimensions of sociology in a multicultural context.

SOC 224 Empirical Foundations of Sociology (3)
An introduction to the empirical practice of sociology, emphasizing research methods, applied perspectives, and critical analysis.

SOC 225 Social Problems (3)
Critical analysis of contemporary U.S. society and selected social problems. Causes and consequences of problems are examined.

SOC 290 World Population and Social Structure (3)
Introduction to the general field of population studies, provided within a sociological framework and analysis of historical, contemporary and anticipated population conditions and trends as these are related to social situations and the organization of society.

SOC 300 Proseminar (3)
Advanced (required for majors) introduction to sociology as an academic and professional pursuit. Includes preparation for senior thesis. PREREQ: sociology major, junior standing.

SOC 309 American Society (3)
A critical overview of the development of U.S. society. Major changes in American society and selected contemporary problems examined in their relation to major institutions. PREREQ: SOC 223 or consent of instructor.

SOC 310 Service Learning and Community Praxis (3)
This course will develop and examine the role of student volunteer projects in community service activities. It will include class discussions of various concepts of service learning and coordination of a student volunteer project. PREREQ: SOC 223, 224 and 225 or nine hours sociology credit.

SOC 312 History and Anthropology of the Little Big Horn (3)

The Battle of the Little Big Horn is a well-known symbol of the conflict between Native Americans and the expansionist ambitions of a developing capitalist economy. This course will explore the causes and consequences of this important collision of cultures. The course includes short ethnographies of the Lakota and Cheyenne.

SOC 315 Social Stratification and Inequality (3)

Introduction to the social bases of stratification and inequality in capitalist societies. The focus of the course is critical examination of the causes and consequences of poverty and the unequal distribution of resources. Concepts of class and status will be given special attention.

SOC 320 Industrial Sociology (3)

Introduction to the history and structure of industrial capitalist societies. Development of the labor process and industrial bureaucracy is a focus. Social and political history of labor is included. Relevance for contemporary economic development is considered.

SOC 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 Introduction to Social Research (3)

The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative studies from the standpoint of methodology; the utilization of basic skills.

SOC 328 Introduction to Social Data Analysis (3)

Introduction to quantitative statistical analysis techniques employed in the social sciences; emphasis on probability theory and the general linear model. PREREQ: SOC 327 or equivalent.

SOC 330 Urban Sociology (3)

An introduction to urban development. Includes a historical and contemporary analysis of the rise of towns and cities. Consideration given to the role of cities in the development of capitalism. Contemporary urban forms and problems are examined. Attention given to special topics such as urban redevelopment, urban government, fiscal crisis, housing, and gentrification.

SOC 334 Self and Society (3)

A distinctly sociological approach to the analysis of the individual in the context of larger social structures.

SOC 338 Sociology of the Family (3)

An analysis of family in both public and private spheres. This course will emphasize how mechanisms of gender/race/ class shape the family as an institution.

SOC 350 Food and Hunger (3)

Analysis of the production and distribution of food on a world scale. Examination of food shortages and famines in the underdeveloped world. Political-economy of agriculture is included. Alternative production and distribution systems are examined.

SOC 354 Sociology of Deviant Behavior (3)

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)

This course explores the analytic concept of gender from a sociological perspective. Theories and empirical conditions that address gender

differences and gender inequalities will be examined within the institutional structures of the economy, the state, and the family. An exploration of topics concerning the formation of gender identity, the symbolic representation of gender, and the relationship between gender/crime/violence is included.

SOC 390 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.

SOC 400 Globalization and Development (3)

Introduction to the problematics of development and underdevelopment in the world political-economy. Social, economic and political dimensions of the core and periphery are examined. History of colonialism, imperialism and neo-colonialism is reviewed. Theories and concepts of globalization examined.

SOC 406 Special Individual Studies (3)**SOC 407 Seminar: Special Topics in Sociology (3)****SOC 409 Practicum: Latin@ Ed Mentor (1-6)**

This class has two goals: 1) reduce the high school dropout rate for Latin@ students at McKay High School; 2) increase the college participation rate for Latin@ graduates from McKay High School. This class will implement these goals by providing personal resources and communication to the Latin@ student, the mentee. The WOU student will act as mentor in providing these goals.

SOC 410 Historical Sociology: Origins of Capitalism (3)

Historical and theoretical analysis of the emergence of capitalism in the West. Consideration of the transition from feudalism to capitalism is included. The social structures of feudalism, mercantilism, and industrial capitalism are presented. Historical analysis of the Industrial Revolution is also included.

SOC 415 Community Organizing (3)

A review and analysis of the history and practice of grassroots community organizing, especially labor unions, tenant groups and neighborhood associations. Particular attention is given to community organizations working toward social change. Tactics and strategies of mobilization, confrontation and resistance are discussed within a practical, contemporary context.

SOC 416 Community Action (3)

Practical application of community organizing strategies and skills. Requires extensive time outside of classroom working on community project organized for positive social change. PREREQ: SOC 340.

SOC 420 Political Sociology: Theories of the State (3)

Critical introduction to theories of power and the state. Historical dimensions of the state are included. Versions of elitism, pluralism, Weberianism, Marxism, and Neo-Marxism are presented. Attention is also given to the development of the modern welfare state.

SOC 427 Revolutionary Social Movements (3)

Description and analysis of revolutionary movements around the world. Special attention given to the French, Russian and Chinese Revolutions. Forms, causes, and consequences of revolutions are considered as part of an effort to develop a theory of revolution. Course includes the development and critical examination of the concepts of class and class struggle.

SOC 430 Political-Economy as Social Theory (3)

Survey of classical political-economy as a form of social (sociological) theory. Writings of Marx, Adam Smith, Ricardo, Weber, and others are introduced and critically evaluated. The relationships between the social structures of the economy and the polity are analyzed.

SOC 434 African American Studies: Social Issues, Social Movements (3)

Introduction to the theoretical perspectives and social science research used to analyze the experience of African Americans in the U.S. Special emphasis will be placed on the emergence and consolidation of the Civil Rights Movement through an examination of the Brown vs. Board of Education decision, the Montgomery bus boycott, "sit-ins" at lunch counters, freedom riders, and school desegregation efforts. The course also examines the specific organizations that provided leadership during this period, such as the NAACP, the Southern Christian Leadership Conference, the Nation of Islam, and the Black Panthers. These organizations implemented various strategies to achieve their goals: legal, non-violent resistance and self-defense. Social movement perspectives will be applied to evaluate the outcome of these models.

SOC 435 Chican@/Latin@ Studies: Social Issues, Social Movements (3)

Examines the structural factors that shape socio-economic conditions for people of Mexican descent living in the U.S. Also addresses the grass-roots perspectives in which social movements were constructed to counter some of the negative effects of these structural conditions. The analysis will include texts that address historical background of U.S./Mexican relations, labor conditions, academic achievement, and identity construction.

SOC 436 Native American/Asian American Studies: Social Issues, Social Movements (3)

Overview of structural conditions that define social reality of Native American and Asian American populations in current U.S. society. To analyze the situation of Native Americans we examine the historical experience of contact with European origin populations; the impact of conquest by dominant society; and emergence of various social movements designed to confront the effects of genocide and oppression. Special attention is given to the confrontations at Wounded Knee and the formation of the American Indian Movement (AIM). The majority of texts used are written by Native American authors. To analyze the situation of Asian Americans we make a comparative examination of the socio-economic factors that impact the lives of people of Japanese, Chinese and Vietnamese descent. Special attention is given to the internment experience of Japanese Americans in Oregon.

SOC 437 Sociology of Race/Ethnic Relations (3)

Introduction to the history of problems that racial and ethnic groups have confronted in the U.S. Analysis will include an overview of the social movements that have emerged to confront forms of oppression and discrimination. The impact of racial discrimination on women is given special attention. The intersection of race and class is considered.

SOC 440 Women and Development (3)

Historical and contemporary analysis of women in the development and underdevelopment of the world political economy. Topics include a consideration of women's household labor and wage labor. The impact of militarization and violence against women will also be addressed.

SOC 450 Latin American Society (3)

Analysis of current social issues in Latin America. Topics include economic restructuring, state transformation, gender and family relations.

SOC 460 Feminist Theory (3)

Provides an introduction to major themes of feminist thought. A wide range of representative works of theorists from the first and second wave feminist movements will be included.

SOC 471 Classical Sociological Theory (3)

An examination of the concepts and theories of some of the most renowned social thinkers of the 19th and early 20th centuries. The focus is on the work of Karl Marx, Max Weber and Emile Durkheim. PREREQ: SOC 223 and 224.

SOC 472 Contemporary Sociological Theory (3)

Study of significant sociological theories and concepts from the early 20th century to the present. PREREQ: SOC 223, 224 and 471.

SOC 492 Senior Seminar I (3)

A research-oriented seminar.

SOC 493 Senior Seminar II (3)

A research-oriented seminar.

SOC 494 Senior Seminar III (3)

A research-oriented seminar.

SOC 507 Seminar in Social Policy (3)

A topical seminar on current issues in social policy. Special attention will be given to readings and discussion that focuses on social problems and policy evaluation. The goal of this class is to provide faculty and students with an appreciation of contemporary, controversial issues in social policy.

SOC 510M Critical Theory and Public Policy (3)

Introduction and review of critical theory. Analysis and critique of public policy from the perspective of critical theory. Particular emphasis on the political nature of public discourse, planning and administration as methods of domination. Consideration of public policy formation as a potential source of emancipation.

SOC 525M Social Problems and Policy (3)

An advanced introduction to contemporary social problems and related public policies. The causes and consequences of problems are considered. Selected policies and programs are surveyed in relation to problems such as poverty, racism, sexism, environmental degradation, substance abuse, and various forms of crime. The goal of this course is to provide the student with a strong foundation for the analysis of problems and policies.

SOC 527M Social Movements and Social Policy (3)

A survey of social movements in the United States is the core concern of this course. An examination of federal and state policies/programs that resulted from selected social movements is also a consideration. Special attention will be given to the labor movement, civil rights and the feminist movement. The goal of the course is to provide the student with an appreciation of the importance of social movements in the development of government policies and programs. Theories of social movements are reviewed and evaluated.

SOC 528M Social Policy Research Methods (3)

Introduction to major social science methods of data collection. Considers both qualitative and quantitative strategies in the context of social policy research.

SOC 529M Policy Evaluation (3)

Review of research strategies employed to evaluate the effectiveness of social policy interventions. Both study design and techniques of statistical analysis are covered.

SOC 537 Sociology of Race/Ethnic Relations (3)

This course provides an introduction to the history and problems that racial and ethnic groups have confronted in the United States. Analysis will include an overview of the social movements that have emerged to confront forms of oppression and discrimination. The impact of racial discrimination on women is given special attention.

SOC 540M Urban Development (3)

A survey of urban development is presented with a focus on the "political economy" of the city. The role of government in the development of the "built environment" is an important topic. Urban problems and related government programs are surveyed and evaluated. Urban planning is reviewed critically. The goal of the course is to provide students with a broad understanding of urban development theoretically and historically.

SOC 550M Political Economy (3)

Theoretical, historical and empirical review of the "state" in capitalist societies, with focus on the development of the national government in the U.S. Relations between the economy and polity are explored with special attention given to the development of social programs. Analysis of the New Deal and the rise of the "welfare state". The basic goal is to provide students with a theoretical and historical understanding of the development of the state.

SOC 554 Sociology of Deviant Behavior (3)

Review of major sociological theories of deviance. Focus on historical patterns of deviance and the relationship between deviance and systems of power and social control. Also includes a critical analysis of dominant psychological and medical models of mental illness.

Spanish

SPAN 101, 102, 103 First Year Spanish (4 each)

Open to any student who wishes to begin the study of Spanish. This course allows the student to acquire experience systematically in speaking, reading and writing Spanish, including practice in conversational Spanish in small groups and individual work with cassettes.

SPAN 199 Special Studies (1-15)

Terms and hours to be arranged.

SPAN 201, 202, 203 Second Year Spanish (4 each)

For students who wish to improve their ability to speak, read, understand, and write Spanish. Emphasis is on mastering the skills and grammar introduced in first year, increasing vocabulary and acquiring fluency through practice. PREREQ: SPAN 103 or two years of high school Spanish.

SPAN 299 Special Studies in Language (1-15)

Terms and hours to be arranged.

SPAN 301, 302, 303 Intermediate Spanish Composition and Conversation (4 each)

Intensive practice in speaking and writing the language. Oral reports and writing of original compositions. Reading includes selections of newspaper articles, short stories and the like. Conducted in Spanish. PREREQ: SPAN 203, or equivalent.

SPAN 317, 318, 319 Spanish for Bilingual/Heritage Speakers (4 each)

For speakers of Spanish as a first language who can read and write. Improve native speakers' Spanish skills in spelling, grammar, reading, composition, translation, and knowledge of the Hispanic world.

SPAN 320 Business Spanish (3)

Description and analysis of business terminology in Spanish. Study of business organization, operation and management in Spanish speaking cultures, and introduction to the language of accounting, marketing and economic matters in Spanish. Conducted in Spanish. PREREQ: SPAN 203 or permission of instructor.

SPAN 328 Introduction to Chican@ Literature (3)

Introduction to texts representative of the Chican@ literary heritage. Sampling of genres, as well as historical and geographical settings and perspectives, characteristic of work written by Chican@s during the 20th century. PREREQ: When this course is conducted in Spanish, recommended SPAN 203 or consent of instructor. When this course is conducted in English with a HUM prefix, there are no requirements, but it will not count for the Spanish major.

SPAN 338 Hispanic Culture and Civilization: Spain (3)

A cultural survey of Spain, including geography, history, politics, economics, religion and contemporary civilization. Conducted in Spanish. PREREQ: two years of college Spanish or equivalent. Recommended: SPAN 301, 302, 303.

SPAN 339 Hispanic Culture and Civilization: Latin America (3)

A cultural survey of Latin America, including geography, history, politics, economics, religion and contemporary civilization. Conducted in Spanish. PREREQ: two years of college Spanish or equivalent. Recommended: SPAN 301, 302, 303.

SPAN 340 Civilization & Culture of Mexico (3)

A cultural survey of Mexico from the pre-Hispanic times to present; including literature, geography, history, politics, economics, sociolinguistics, and religion. Conducted in Spanish. PREREQ: two years of college Spanish or equivalent. Recommended: SPAN 301, 302, 303.

SPAN 342 Introduction to Chican@ Life & Culture (3)

A cultural survey of the Chican@ presence in the Southwest, including art, geography, history, folklore, politics, and current trends in the contemporary period. Students will acquire an understanding of experiences and concerns pertinent to Chican@s from the 1960s to the contemporary period. PREREQ: Recommended SPAN 203 or consent of instructor.

SPAN 350 Spanish Pronunciation and Phonetics (3)

A thorough study of the sound system of Spanish, with individual attention to each student's difficulties. PREREQ: two years of college Spanish or equivalent.

SPAN 361 Hispanic Poetry (3)

An introduction to careful textual analysis of poetry with attention given to the poetic voice, metric forms and other poetic techniques. Poetry selected may vary but will likely include texts from both Spain and Latin America. Conducted in Spanish. PREREQ: SPAN 203 or equivalent. Highly recommended: SPAN 301, 302, 303 and ENG 223.

SPAN 362 Hispanic Drama (3)

An introduction to careful textual analysis of drama with attention given to the dramatic recourses available to the playwright and their effect on the collective consciousness of the audience. Plays selected may vary and will likely include texts from both Spain and Latin America. Conducted in Spanish. PREREQ: SPAN 203 or equivalent. Highly recommended: SPAN 301, 302, 303 and ENG 223.

SPAN 363 Hispanic Novel (3)

An introduction to careful textual analysis of the novel with attention given to the narrator, point of view, and other recourses. Novels selected may vary but will likely include texts from both Spain and Latin America. Conducted in Spanish. PREREQ: SPAN 203 or equivalent. Highly recommended: SPAN 301, 302, 303 and ENG 223.

SPAN 370, 371 Introduction to Latin American Literature (3 each)

An overview of major currents, voices and concerns of Latin American literature from the Colonial period to the present with the reading of representative literary selections. Conducted in Spanish. PREREQ: SPAN 203 or equivalent. Highly recommended: SPAN 301, 302, 303 and ENG 223.

SPAN 380 Applied Linguistics: Spanish (3)

The application of linguistic science in the foreign language classroom. Emphasis on comparing and contrasting the sound systems and the grammars of English and Spanish. Recommended: SPAN 350.

SPAN 399 Special Studies (1-3)**SPAN 401, 402, 403 Advanced Spanish Composition and Conversation (3 each)**

Systematic review of functional grammar and extensive practice in composition and conversation. Special attention given to idioms. Conducted in Spanish. PREREQ: SPAN 303 or equivalent.

SPAN 405 Reading and Conference (1-6)

Terms and hours to be arranged. Credit for SPAN 405 and 407, singly or combined, may not exceed six hours.

SPAN 407 Seminar (3-6)

Terms and hours to be arranged. Credit for SPAN 405 and 407, singly or combined, may not exceed six hours.

SPAN 411 Spanish Literature I: Medieval (3)

An in-depth study of major works of the Spanish Middle Ages within the historical and cultural context. Conducted in Spanish. PREREQ: SPAN 303. Highly recommended: SPAN 361, 362, and 363.

SPAN 412 Spanish Literature II: Golden Age (3)

An in-depth study of major works of the great writers of 16th and 17th century Spain. Conducted in Spanish. PREREQ: SPAN 303. Highly recommended: SPAN 361, 362, and 363.

SPAN 413 Spanish Literature III: 18th and 19th Century (3)

An in-depth study of major literary currents of 18th and 19th century Spain, including Romanticism and Realism. Conducted in Spanish. PREREQ: SPAN 303. Highly recommended: SPAN 361, 362, and 363.

SPAN 414 Spanish Literature IV: Generation of 1898 (3)

An in-depth study of major literary works of authors of the Generation of '98, focusing on how these authors responded to the philosophical, political and social climate of 1898. Conducted in Spanish. PREREQ: SPAN 303. Highly Recommended: SPAN 361, 362, and 363.

SPAN 415 Spanish Literature V: 20th Century (3)

An in-depth study of major literary works of 20th century Spain, including those of the Generation of 1927. Conducted in Spanish. PREREQ: SPAN 303. Highly recommended: SPAN 361, 362, and 363.

SPAN 416 Language Teaching Practicum (2 each term)

Provides students with a supervised classroom experience, either as assistants in a language classroom on campus or in an educational setting in the community. Students will read journal articles and discuss pedagogy regularly with the instructor and other practicum students. Maximum of 6 hours. PREREQ: Consent of instructor.

SPAN 441, 442, 443 20th Century Latin American Literature (3 each)

Contemporary Spanish-American literature: prose, poetry and drama. Conducted in Spanish. PREREQ: SPAN 303. Highly recommended: SPAN 370 and 371.

SPAN 445 Hispanic Women Writers (3)

An in-depth study of literary works of various genres written by Spanish and Latin American women. Specific focus on the artistic response of each writer toward cultural and social challenges facing Hispanic women. Course may be taken twice if subject content is not repeated. Conducted in Spanish.

SPAN 480 History of the Spanish Language (3)

A survey of the linguistic development of the Spanish language from Latin to Old Spanish to Modern Spanish. Conducted in Spanish. PREREQ: SPAN 303 and 350.

SPAN 490 Studies in Spanish Literature (3)

An in-depth study of a significant Spanish literary figure or topic, as identified in each year's class schedule. Students may repeat the course and accumulate a maximum of 6 credit hours if the subject content is not repeated. Conducted in Spanish. PREREQ: SPAN 303. Highly recommended: SPAN 361, 362 and 363.

SPAN 491 Studies in Latin American Literature (3)

An in-depth study of a significant Latin American literary figure or topic, as identified in each year's class schedule. Students may repeat the course and accumulate a maximum of 6 credit hours if the subject content is not repeated. Conducted in Spanish. PREREQ: SPAN 303. Highly recommended: SPAN 361, 362 and 363.

SPAN 499 Special Studies in Language, Culture and Literature (1-15)

Terms and hours to be arranged.

Special Education

SPED 101 American Sign Language I (3)

The first in a related series of courses that focus on the use and study of American Sign Language (ASL), the language that is widely used by Deaf Americans. This course includes basic ASL vocabulary, grammatical structures and conversational behaviors. Students are introduced to the values and beliefs shared by members of Deaf Culture and the behavioral norms of the Deaf Community.

SPED 102 American Sign Language II (3)

Second in a related series of courses that focus on the use and study of American Sign Language (ASL). This course includes intermediate ASL vocabulary, grammatical structures and conversational behaviors. Special focus will be emphasized on developing more awareness of the cultural values and beliefs shared by the Deaf Community.

SPED 103 American Sign Language III (3)

Third in a related series of courses that focus on the use and study of American Sign Language (ASL). This course continues to increase ASL vocabulary, grammatical structures and in depth cultural awareness. Cultural information centers upon the ways in which hearing people can work with Deaf people to establish culturally-appropriate relationships.

SPED 104 ASL Enhancement for Experienced Signers (3)

Intensive ASL course for working interpreters focusing on receptive and expressive development in the use of ASL, including sentence types, advanced vocabulary, grammatical structures, non-manual grammatical markers, conversational behaviors, and cultural appropriateness. PREREQ: By application only.

SPED 105 ASL Enhancement for Fluent Signers (3)

Intensive ASL course for working interpreters focusing on development of advanced ASL communication skills, including complex sentence types, inflection and registers. The emphasis is on grammatical sophistication and production fluency. This course includes cultural values and beliefs that impact communication and appropriate bilingual/bicultural interaction. PREREQ: By application only.

SPED 200 Introduction to Careers in Special Education and Rehabilitation (3)

Survey of career opportunities in special education and rehabilitation. Content will include examination of educational programs and rehabilitation services which support individuals having disabilities. A special focus will be the various roles of persons employed in special education and rehabilitation.

SPED 201 American Sign Language IV (3)

Provides students with the opportunity to develop and use stories and language activities in both receptive and expressive modes. Nonmanual behavior, ASL structure and fluency will be included to challenge students' ability to increase expressive and receptive skills in ASL. Perspectives on Deaf Culture will be discussed.

SPED 202 American Sign Language V (3)

Provides opportunities to expand expressive and receptive use of the language at an advanced level. Special focus will be placed on increasing sign clarity, fluency and nonmanual behavior. Deaf Culture will be included in class discussions.

SPED 204 American Sign Language VI (3)

Sixth in a related series of courses that focus on the use and study of American Sign Language (ASL). Includes ways in which signers construct meaning and messages in ASL, grammatical variation, and discourse strategies over a variety of topics. Emphasis is on accuracy and fluency.

SPED 206 Introduction to the Process of Interpreting (3)

Introduces students to the profession and process of interpreting. Includes historical and contemporary perspectives of interpreting and bilingual/bicultural interpreting and strategies to accurately receive, analyze, understand, compose and produce interpreted messages. PREREQ: By application only.

SPED 207 Introduction to the Professional Aspects of Interpreting (3)

Introduces students to ethics and professional practices of interpreting, group theory, legal aspects, problem solving, conflict resolution, and educational theory, child placement procedure, and a collaborative approach to service delivery in educational settings. PREREQ: By application only.

SPED 221 Interpreting Practice I (3)

Introduces students to the production aspects of interpretation. Students analyze texts linguistically and functionally, focusing on register, style, affect, and meaning. Introduces pre-interpreting exercises, group translations of ASL and English texts and consecutively-interpreted dialogues and monologues. Students are introduced to team interpreting. PREREQ: By application only.

SPED 222 Interpreting Practice II (3)

Concentrates on production aspects of spontaneous interpreting/transliterating. Students incorporate linguistic and functional analyses into consecutive and simultaneous interpretations/transliterations. Students work with recorded material and with guest speakers. Emphasis is on accuracy and fluency. Students are introduced to relay and oral interpreting. PREREQ: By application only.

SPED 250 Introduction to Comparative Linguistics (3)

Introduces students to comparative linguistics. Students will use a comparative/contrastive approach to the study of English and ASL, and will focus on grammatically-acceptable ASL productions. Students will be introduced to the linguistic and culturally-based communication issues that influence the interpreting process. PREREQ: By application only.

SPED 257 Introduction to Discourse Analysis (3)

Focuses on the specialized discourse and vocabulary of specific content areas that appear in educational settings, including mathematics, science and computers. Includes sociolinguistic factors that influence communication, strategies for analyzing discourse and the discourse varieties of ethnic minorities. PREREQ: By application only.

SPED 261 Preparation for Mentorship (2)

Prepares experienced interpreters with skills and knowledge to become mentors and resources for less experienced or entry-level interpreters. The course focuses on theoretical models of mentorship and interpretation; materials available for skill and knowledge upgrading, and the tasks of interpretation. Students will explore the implications of language acquisition/learning on teaching, tutoring and modeling for working interpreters and interpreting students. PREREQ: By application only.

SPED 262 Preparation for Mentorship II (2)

Second course, in a series of three, prepares experienced interpreters with skills and knowledge to become mentors and resources for less experienced or entry-level interpreters. Focuses on philosophy and methodology of various assessment and evaluation strategies that can be applied to interpretation. Mentors will examine strategies that encourage independent interpreters to participate in on-going process assessment and monitor their own interpreting process and product on a daily basis. Students examine the purpose and value of interpretation assessment, evaluate sample assessment tools, and develop diagnostic instruments that can be used with working interpreters and interpreting students. PREREQ: By application only.

SPED 263 Preparation for Mentorship III (2)

Prepares experienced interpreters with skills and knowledge to become mentors and resources for less experienced or entry-level interpreters. Third course in a series of three, traces history of ASL and English use in educational settings. Students will investigate the design and implementation of Signed English systems, their theoretical and philosophical roots, their use with deaf children, and materials for skill upgrading. Current research used to develop theoretically-based decision-making strategies for the use of ASL and Signed English with deaf consumers in educational settings. PREREQ: By application only.

SPED 270 Educational Interpreting: Classroom Theory and Techniques I (3)

Presents information to prepare instructional aides to serve hearing impaired students in both mainstreamed and residential settings. First of a two-term sequence covering adaptation of environmental conditions and classroom activities for students experiencing communication and language related challenges due to a hearing loss. PREREQ: admission to Educational Interpreting program or consent of instructor.

SPED 271 Educational Interpreting Skills I (3)

Skill development course designed to introduce specialized techniques of application to interpreting within the educational setting. Emphasis will be on transliteration, specialized terminology, language assessment/communication skills appropriate for use with deaf and hearing impaired mainstreamed students, and professional considerations. PREREQ: admission to Educational Interpreting program or consent of instructor.

SPED 275 Educational Interpreting: Classroom Theory and Techniques II (3)

Presents information to prepare instructional aides to serve hearing impaired students in both mainstreamed and residential settings. It is the second of a two-term sequence covering adaptation of content-related classroom activities and materials and basic tutoring and classroom management techniques. PREREQ: SPED 270.

SPED 281 Teaching American Sign Language (2)

Introduces students to the linguistic features of ASL as a base for second language instruction. Students study ASL on the levels of phonology, morphology, syntax, semantics, and discourse. Includes a comparison of visual-gestural and vocal-auditory languages and the implications for teaching ASL to hearing students. PREREQ: By application only.

SPED 282 Teaching American Sign Language II (2)

Second in a series of three, focuses on theories of second language acquisition, the relationship of language to culture, strategies for second language instruction and current approaches to American Sign Language (ASL) teaching. Students will analyze current curriculum and develop teaching strategies based upon a study of second and foreign language teaching methodologies. PREREQ: By application only.

SPED 283 Teaching American Sign Language III (2)

Third in a series of three, focuses on the functions of assessment and evaluation principles in language learning. Students will investigate the use and factors involved in designing assessment instruments, current approaches to language assessment, available instruments for the assessment of American Sign Language (ASL) skills, and diagnostic strategies to guide students toward more effective language learning. PREREQ: By application only.

SPED 406 Special Individual Studies (1-15)

Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest under the guidance of a designated faculty member. PREREQ: consent of instructor.

SPED 407/507 Seminar: Special Education (1-3)

Terms and hours to be arranged.

SPED 408 Workshop (1-15)

Terms and hours to be arranged.

SPED 409 Practicum: General Education (1-12)

Training. PREREQ: Consent of instructor.

SPED 412 Laboratory Experience (1-6)

An experience practicum to acquaint pre-service and inservice teachers with programs for children and youth in various societal and educational agencies; summer practicums in preschool and elementary education; practicums in addition to student teaching in subject matter areas to meet certification requirements. Limited to 6 hours.

SPED 418/518 Survey of Special Education (3)

Provides a survey of models, theories and philosophies that form the basis for special education practice. An overview is given of the aspects

of disabilities including legal, social and educational issues in the provision of education and related services from early intervention through transition to adulthood.

SPED 420/520 Introduction to Curriculum and Instructional Planning (3)

This course is designed for students who are preparing to teach children with learning problems. It provides an overview of the Oregon common curriculum goals (CCGs), content standards (CSs), benchmarks, scoring guides, and the statewide assessments. Content will include an introduction to instructional planning and (teacher) direct instruction, adapting instruction to address students' individual needs.

SPED 447/547 Partnerships in Special Education (3)

Examines family systems and the unique challenges and concerns faced by parents of children having disabilities. Family rights and effective advocacy are presented. Strategies for communicating and collaborating with parents, family members and other professionals are presented. Emphasizes collaboration and team building. PREREQ: SPED 418/518 or consent of instructor.

SPED 503M Thesis or Field Study (3-9)

PREREQ: consent of instructor.

SPED 506M Special Individual Studies (1-15)

Terms and hours to be arranged. PREREQ: consent of instructor.

SPED 507M Seminar (1-3)

SPED 508M Workshop (1-15)

Terms and hours to be arranged.

SPED 509M Practicum: Field Experience (1-15)

PREREQ: consent of instructor/advisor/chair and concurrent enrollment in SPED 507M Seminar.

SPED 510M Internship (2-12)

Supervised work experience with professional level responsibilities in public school, community college, or higher education. On-site supervision by appropriately trained and certified professionals. Supplementary conferences, reading and reports. PREREQ: consent of instructor/advisor/chair and concurrent enrollment in SPED 507M Seminar, if required.

SPED 522M Academic Remediation I (3)

The course examines remedial techniques and strategies in the language arts, particularly reading (decoding skills, word recognition, fluency, comprehension) and written expression (planning, organizing, outlining, sentence & paragraph writing, spelling, and proofing skills), monitoring student progress and making decisions about instruction and curriculum in the language arts for students with learning problems. PREREQ: SPED 418/518 and SPED 420/520 and concurrent enrollment in SPED 525M, or consent of instructor.

SPED 523M 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. This course presents state-of-the-art research-based practices for behavior support, such as functional behavior assessment (FBA), behavior intervention plans (BIP), behavioral IEPs/IFSPs, cognitive behavior modification, classroom management, social skills training. PREREQ: SPED 418/518 and SPED 420/520 (or concurrent enrollment) or consent of instructor.

SPED 525M Assessment for Instruction (3)

Introductory course in classroom assessment. It covers a range of topics, including basic assessment theory, assessment planning, criterion-referenced testing, curriculum-based assessment, formative and summative assessment, data collection and display, and use of assessment data for instructional decision making. Course addresses special problems in assessment, including assessment of English language learners and adaptations or modifications of assessment for

students with disabilities. PREREQ: SPED 420/520 and concurrent enrollment in SPED 522M, or consent of instructor.

SPED 528M Academic Remediation II (3)

Focuses on techniques and strategies to remediate deficits in mathematics and the content areas, study skills, accommodating students with special educational needs in the general education classroom. PREREQ: SPED 420/520, SPED 522M and SPED 525M, or consent of instructor.

SPED 532M Medical Aspects of Low Incidence Disabilities (3)

An examination of the physical and medical aspects of major disabilities and implications for management in educational settings. PREREQ: SPED 418/518 or consent of instructor.

SPED 533M Low Incidence Disabilities Methods (3)

This course prepares students to use a variety of assessment and instructional strategies with students who have moderate to severe disabilities. It includes the design and implementation of individualized curricula for students having severe disabilities, identification of instructional priorities, task analysis, instructional strategies, and data systems. PREREQ: SPED 418/518, SPED 420/520, and SPED 532M (or concurrent enrollment) or consent of instructor.

SPED 536M Managing Communication Systems (3)

Examines the design and implementation of communication systems for individuals with severe disabilities: oral and non-oral techniques including pre-linguistic communication, alternative/augmentative communication systems focusing on design and implementation, and technical skills necessary for assessment, program design, intervention strategies and data systems. PREREQ: SPED 533M or SPED 571M or consent of instructor.

SPED 539M Final Supervised Field Experience (3-9)

The final supervised field experience is a full-time placement for one term in either an 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. The student will gain experience and skill in a range of teacher tasks, including instruction, assessment, classroom management, and a variety of related activities. Students also observe general education classes and consult with general education teachers about how best to meet the needs of students with disabilities. PREREQ: SPED 509M Practicum: Academic/SPED 510M Internship: Academic and SPED 509M Practicum: Low Incidence/SPED 510M Internship: Low Incidence and concurrent enrollment in SPED 507M Seminar: FSFE, or consent of instructor/advisor/chair.

SPED 542M Standardized Assessment (3)

Provides instruction in the selection, administration and scoring of appropriate standardized assessment tools for children with learning problems. The course addresses the use of standardized assessment for determining special education eligibility and for developing IEPs. PREREQ: SPED 525M or consent of instructor

SPED 546M Law and Special Education (3)

This course examines the complex web of federal and state laws governing special education. These laws confer rights on students and their families and impose obligations on school districts and personnel. Students learn to apply relevant legal principles to hypothetical situations typical of those that occur in schools. PREREQ: Completion of at least 30 credit hours in M.S. program or consent of instructor.

SPED 571M Introduction to Early Intervention/Early Childhood Special Education (3)

This course presents an introduction to services for infants, toddlers and preschool children with disabilities or at risk, and their families. An overview is given of the historical, philosophical and legal basis of services in early childhood with particular emphasis on family systems theory, Individualized Family Service Plans, family-focused intervention, and multicultural environments. Methods of assessment and delivery of services are discussed along with major issues in the field of Early Intervention/Early Childhood Special

Education (IE/ECSE) including legal and social policy changes, transition, inter-agency collaboration, and collaborative service delivery models. PREREQ: SPED 418/518 or consent of instructor.

SPED 572M Transition and Self-Determination (3)
This course focuses on the transition of students with disabilities from high school to adult life. It addresses critical components of transition planning including but not limited to career development and employment, functional vocational assessment, post-secondary education, and adult living. The course emphasizes best practices related to transition planning and self-determination. PREREQ: SPED 418/518 or RC 564M and SPED 525M or consent of instructor.

SPED 577M Assessment, Curriculum and Intervention Strategies in Early Intervention/Early Childhood Special Education (3)
Course will focus on strategies for infant and child assessment to determine eligibility for early intervention and early childhood special education and to plan, implement and monitor services. Development of Individual Family Service Plans, Individual Education Plans and Transition plans. Discussion and practice strategies for designing instruction both in the home and in center based settings for successful transition to kindergarten and for program evaluation. PREREQ: SPED 418/518 and SPED 571M or consent of instructor.

SPED 582M Contemporary Issues in Special Education (3)
Introduces students to policy analysis in special education. Students explore, analyze and synthesize available knowledge and research on a wide range of perplexing or controversial issues relating to disability. Students engage in lively discourse and write an extensive, well-supported policy proposal. PREREQ: completion of all SPED courses and completion of/concurrent registration in ED 512M, ED 546M, and PSY 520M/521M/522M, or consent of instructor.

SPED 584M Emotional and Behavioral Disabilities (3)
Course addresses the theory and application of techniques for managing the classroom environment and behavior problems of students with disabilities, particularly as this applies to students with more severe emotional and behavioral disabilities (E/BD). Current theoretical frameworks and best practice regarding the education of students with E/BD will be presented in the following areas: assessment/evaluation, program planning and implementation, treatment, crisis intervention, and reintegration. PREREQ: SPED 523M or consent of instructor.

SPED 586M Autism: Issues and Strategies (3)
Examines current knowledge and practices in the education of children and youth with autism. Systems for identifying and prioritizing educational goals, design of curriculum, instructional strategies, and communication techniques will be reviewed. Social integration and parent involvement will be addressed. PREREQ: SPED 418/518 or consent of instructor.

SPED 590M Intelligence Testing and Reporting (3)
Course objectives are to train individuals to administer and score individual intelligence scales competently and accurately and to learn initial aspects of test interpretation and reporting. Social, cultural socioeconomic, and affective factors that can influence test results will be discussed along with the decision-making process regarding appropriateness of testing and test use. PREREQ: SPED 542M or consent of instructor.

SPED 591M Individual Intelligence Testing (3)
Selection, administration and interpretation of individual tests. Problems in testing of exceptional children and the integration of referral and history assessment data into a case study report, including an individual educational program. PREREQ: SPED 590M or consent of instructor.

Speech Communication

SP 111 Fundamentals of Speech (3)
Projects in oral communication to develop skill and confidence in speaking and discussion, with emphasis on content, organization, audience motivation, and language.

SP 112 Interpersonal Speech Communication (3)
Practical approaches to developing effective interpersonal speech communication skills: listening, message construction and interpretation, and nonverbal communication in dyadic and small group communication settings. No prerequisite.

SP 120 Communicative Voice and Articulation (3)
Instruction and practice in the principles of breathing, tone production, formation of speech sounds, and development of vocal effectiveness.

SP 199 Special Studies (1-15)
Terms and hours to be arranged.

SP 211 Introduction to Mass Communication (3)
Introduction to the elements of modern mass communications, both printed and electronic; history, scope, philosophy, and techniques of the various media, as well as their relevance to modern society.

SP 236 Contemporary Issues in American Broadcasting (3)
Developing critical awareness of recent issues in television and radio broadcasting; social criticism, ethical problems, government regulation, minority interests, technological effects of the broadcasting industry on society; methods of criticizing the media.

SP 239 Oral Interpretation (3)
Emphasis is placed on the practical values and application of oral reading through the interpretation of prose, poetry and dramatic literature.

SP 250 Effective Listening (3)
The study of major theories, purposes and kinds of listening; misconceptions concerning listening; self-assessment of listening ability and practical application on improving listening effectiveness.

SP 270 Principles of Forensics (1-6)
Training and participation in debate, oratory and extemporaneous speaking. Limit of 1 hour credit per term, except with consent of instructor. PREREQ: SP 111 or consent of instructor.

SP 271 Speech Communication Projects (1-3)
Training and participation in speech communication activities in the public setting. Terms and hours arranged with consent of instructor.



SP 280 Environmental Communication (3)

An overview of the rhetorical, mass mediated, organizational, interpersonal, and political communication dimensions of environmental studies. Critical analysis and practical application of environmental communication concepts and strategies.

SP 312 Public Relations Communication (3)

Instruction and practice in the role of communications in American institutions and writing and editing internal and external communications such as news releases, broadcast actualities, electronic communication, brochures, newsletters, annual reports, and speeches. Discussion of the relationship between public relations, advertising and marketing and the role of law and ethics in public relations communications.

SP 320 Communication in Organizations (3)

The study of communication processes that occur within the context of organizational life. Traditional and contemporary theories of organization are presented and assessed from a communication perspective. Practical, real life examples of daily organizational life are considered.

SP 321 Influencing Through Argument (3)

Concepts and processes of argumentation, cogency in oral communication, systems of logic, critical analysis of contemporary efforts to convince, construction and presentation of cases. PREREQ: SP 111.

SP 322 Persuasion (3)

Practical experience in preparing and communicating persuasive messages. Discussion of major theories of persuasion, audience analysis, message preparation and the ethics of persuasion.

SP 323 Group Discussion and Leadership (3)

Dynamics of discussion; group thinking and decision making; interpersonal relations; types of leadership and the application of discussion techniques in the classroom and society.

SP 324 Business and Professional Speaking (3)

Investigates the role of communication in business and the professions. Areas of study and performance include developing better listening skills, conducting meetings, preparing and presenting reports, improving interpersonal skills in business, and conducting interviews.

SP 325 Intercultural Communication (3)

Defining the links between culture and communication; understanding American cultural patterns and the diversity of other cultural patterns; developing verbal and nonverbal skills necessary for effective intercultural communication.

SP 326 Communication and Controversy: Freedom of Speech in United States (3)

Study and critical assessment of major First Amendment issues and cases.

SP 327 Communication in the Legal Field (3)

Examines communication principles in the legal setting. These include cross-exam techniques, strategies in opening and closing arguments, interpersonal factors affecting trial participant credibility, and persuasive factors in judicial opinions.

SP 330 Advanced Forensics (1-3)

Intensive training in competitive speaking. Limit of 1 hour credit per term, except with consent of instructor. PREREQ: SP 270 and/or consent of instructor.

SP 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.

SP 340 Conflict Management (3)

Explores the nature of interpersonal conflict by examining conflict in terms of conflict theories, goals, power, and conflict tactics. Students will learn to identify their personal conflict management and styles as well as those of others, and the skills necessary to effectively adapt or modify their conflict style if they so choose. PREREQ: SP 112 or consent of instructor.

SP 342 Media Literacy (3)

Encourages the development of media literacy by examining the complexity of media industries in the areas of production, economics, audience development, media effects, and institutional effects. Specific topics include the analysis of media products such as news, entertainment and advertising according to their purposes, message parameters and audience reception.

SP 343 Communication and Information Technology (3)

A study of the economic and social consequences of the "information age" including analyses of modern communications systems.

SP 399 Special Studies (3)**SP 406 Special Individual Studies (1-3)**

Terms and hours to be arranged.

SP 407 Seminar (1-6)

Terms and hours to be arranged. Six hours maximum apply to degree.

SP 408 Workshop (1-3)**SP 409 Internship (1-6)**

This is an internship students design and carry out with a supervisor in a job setting.

SP 412 The Criticism of Public Discourse (3)

Analysis and evaluation of speeches in their social settings; critical studies of invention, arrangement and style.

SP 426 Language of the Mass Media (3)

Uses of verbal and visual language in the popular media—motion pictures, television, radio, newspapers, and magazines—both by direct study and analysis of the various media and by the study of the relevant scholarship and criticism.

SP 431 Nonverbal Communication (3)

Nonverbal aspects of human communication and how they relate to and affect spoken communication; discussion of significant research; students will design and carry out simple research projects.

SP 432 Rhetoric of Western Thought (3)

A historical survey of major theories of rhetoric from Aristotle to the present.

SP 435 The Rhetoric of the Women's Movement (3)

Examination of the works of the major speakers of the women's movement from the 18th century to the present.

SP 439 Contemporary American Public Address Communication (3)

Criticism and evaluation of the rhetoric of 20th century American speakers and their relation to political, social and religious movements of their times.

SP 440 Communication Across the Life Span (3)

Examines communication across three developmental stages of the life span: infancy/childhood, young adulthood/adulthood and older adulthood/elderly. The life span approach to communication is adopted, which is an inherently pragmatic approach, to study normative processes in communication across the development of an individual's life span. PREREQ: SP 112 or consent of instructor.

Teacher Preparation: Deaf Education

TPD 407/507 Seminar (1 - 3)

TPD 456/556 First and Second Language Acquisition: Deaf and Hard of Hearing (3)

Students will be taught the differences in first and second language acquisition of the Deaf or Hard of Hearing student and the relationship to learning in the first language while the second language is acquired. Theory and research will be studied and application to the bilingual classroom setting will be emphasized.

TPD 481/581 Contrastive Linguistic Analysis: ASL/English (3)

Introduction to basic similarities and differences in the linguistic structures and uses of American Sign Language (ASL) and English. Examining categories from a universal perspective, the linguistic contrastive analysis is accomplished by focusing on: phonological and morphological processes, syntactic properties, discourse types, word classes, and linguistic variation in Deaf and Hearing communities in the United States. Also the student will then examine the basic phonological, morphological, syntactic, and semantic features of ASL.

TPD 484/584 Introduction to Deaf and Hard-of-Hearing Studies (3)

Introduction to the cultural, medical, educational and vocational issues of deafness. TPD 584 emphasizes current research on service delivery models.

TPD 492/592 Language and Communication Systems: Deaf and Hard of Hearing (3)

Provides knowledge about entry signing in the various signed systems for the classroom with emphasis on developing the ability to move along the sign language continuum and understand the "total communication" philosophy for educational purposes.

TPD 503M Thesis or Professional Project (3-9)

Terms and hours to be arranged. PREREQ: consent of instructor.

TPD 507M Seminar (1 - 3)

TPD 509M Practicum: Field Experience Deaf & Hard of Hearing Studies (1-3)

TPD 539 Student Teaching: Deaf & Hard of Hearing (3-15)

Terms and hours to be arranged.

TPD 540M Educational Research and Scholarly Writing (3)

Methods, techniques and tools for both qualitative and quantitative research, particularly relating to topics of interest to teachers and counselors of deaf and hard of hearing individuals. Students will write a research proposal according to APA specifications, and develop criteria and methods for reading and evaluating research. Emphasis will be placed on graduate level scholarly writing.

TPD 541M Diagnostic and Prescriptive Teaching for Deaf and Hard of Hearing Students (3)

Language, reading and vocational assessment, instructional techniques, and materials in basic skills in a classroom setting of the Deaf and Hard of Hearing will be addressed. Emphasis will be placed on individualized instruction and monitoring procedures to determine student progress, and on interdependence of first and second language.

TPD 542M Curriculum Development and Instructional Methods for Deaf and Hard of Hearing Students (3)

Overview of assessment, programming, curriculum, and materials for use with students who are deaf or hard of hearing. Considered are reading, mathematics, science, social studies, and health. The adaptation and development of curriculum and materials is stressed.

TPD 557M American Sign Language and English Teaching Methods: Deaf and Hard of Hearing (3)

Focuses on teaching of content area in dual language mode.

Instructional language grouping and dual language content activities will be presented. Students will develop lesson plans, and adapt and implement the teaching methodologies and materials used in ASL/English learning to the needs of the individual Deaf/Hard of Hearing (HH) child. Students will develop a knowledge of various theoretical models of writing, handwriting, signing, spelling, and finger spelling development and instruction.

TPD 558M Bilingual/Multicultural Theory & Application: DHH (3)

Course compares and adapts the major theories of Bilingual/Multicultural Education to Deaf Education, which also involves Dual Language (ASL/English) methodology and a variety of cultural perspectives, both Deaf and hearing. It is the third in a three-quarter sequence on language acquisition and language teaching for Deaf and hard of hearing pupils. Topics covered include bilingual theories, dual language instructional methodologies, second language teaching strategies, cultural inclusion, and assessment, all in the specific context of application to Deaf Education.

TPD 562M Assessment Procedures: DHH K-12 (3)

Course examines the selection, administration, and interpretation of various psychological instruments (cognitive, visual perceptual, social/emotional, adaptive and achievement) used with children/students who are Deaf or hard of hearing. Issues and controversies related to the complexities of evaluating Deaf and hard of hearing children, particularly those with additional disabilities, will be discussed and applications made for the classroom, resource or itinerant teacher working with this population.

TPD 576M Past and Present Issues in Deaf Education (3)

In-depth examination of current issues surrounding education of Deaf and Hard of Hearing students. Course content will vary providing an opportunity to give extended attention to topics which are otherwise covered briefly in course content.

TPD 578M Speech Development in Deaf and Hard of Hearing Students (3)

Specialized systems and differentiating characteristics of vowel and consonant sounds; techniques for developing these sounds; goals and materials for speech development and speech correction for use with students who are hearing impaired. Each hearing impaired program student will tutor two or more deaf or hard of hearing students in speech (one of whom will be Multi-handicapped). Each hearing impaired student is to receive an hour of therapy per week on the segmentals and suprasegmentals of English speech.

TPD 579M Methods of Teaching Math and Science: Deaf and Hard of Hearing (3)

Students will develop and design materials for teaching math and science using the Teacher Work Sample Methodology components. Students will have the knowledge of theories and techniques for teaching concepts and strategies of the elementary and middle school curricula including math and science methods, materials and experiments.

TPD 580M Language and Literacy: Deaf and Hard of Hearing (3)

Students will examine language arts as well as instructional strategies for first language and second language development. A language continuum will be identified and its relationship to approaches in first and second language development. Students will learn how to adapt commercially available materials and develop supplementary reading/language activities.

TPD 593M Audiological Measurements and Technology (3)

Methods and techniques involved in identification, audiometry, administration of basic pure tone and speech audiological tests and interpretation of results. A study of physics of sound, types and causes of hearing loss and audiological tests and their interpretation.

Theatre Arts

TA 110 Introduction to the Theatre Arts (3)

An introductory study of the theatre arts including general theatre history, play analysis, production evaluation and a basic understanding of the way in which the technical theatre areas are related to production. Field trips to view productions will be encouraged.

TA 112 Introduction to Film (3)

Introductory study of the history and process by which films are made, including general history, production planning, process, and a basic understanding of the components that are synthesized to produce films.

TA 165 Production Dynamics (3)

Introduces all the collaborative elements involved in modern theatre production: acting, design, stage management, building, crew, running, house management, directing. Concerned with acquainting majors with the opportunities, expectations and requirements within the theatre program. Required for all freshman Theatre majors.

TA 166 Text Analysis (3)

Concentration in the process of reading, understanding, analyzing and interpreting play texts for production: direction, performance, design. Teaches students how to approach and interpret dramatic literature as a unique genre. Focus on illuminating inner meaning and theme through meaningful and accurate analysis. Required for all freshman Theatre majors.

TA 167 Play Reading (3)

Students apply critical and analytical methods learned in TA 165 and TA 155 to analyze a vast body of classic and modern dramatic literature from prerepresentative historical periods. Required for all freshman Theatre majors.

TA 199 Special Studies

Terms and hours to be arranged.

TA 205 Stage Speech I (3)

Understanding basic speech production. Exploration of the essential components of voice and speech with a concentration on the organs of speech and physiological articulators. Detailed concentration on the types of sounds in spoken English, the International Phonetic Alphabet, and mastering standard American stage speech.

TA 210 Oral Expression Through Theatre (3)

Experience in stage diction. Concentrated study of speaking skills for use on the stage.

TA 240 Creative Drama for Teachers (3)

Creative dramatics leadership principles that apply to the classroom. Techniques of employing the child's native aptitude.

TA 244 Technical Theatre: Scenecraft (3)

Lecture, reading and discussion in the basic principles and process of theatrical scenecraft, with suitable opportunity for practical applications.

TA 245 Technical Theatre: Lighting (3)

Lecture, reading and discussion in the basic principles and process of theatrical lighting, with suitable opportunity for practical application.

TA 246 Technical Theatre: Costuming (3)

Lecture, reading and discussion in the basic principles and process of theatrical costuming and design with suitable opportunity for practical application.

TA 247 Technical Theatre: Sound (3)

Lecture, reading and discussion in the basic principles and process of theatrical sound, with suitable opportunity for practical applications.

TA 250 Basic Movement and Vocal Development for the Theatre (3)

Basic movement and voice training for the actor. Theory and practical application through body and vocal exercise.

TA 251 Elements of Acting (3)

For non-majors and non-performance theatre majors. Exploration of the modern acting technique with a concentration of the basic elements of acting. This course will deal with theory as well as practical performance experiences.

TA 252 Technical Theatre: Makeup (3)

Basic principles and processes of theatrical makeup, including demonstrations and daily practice in application.

TA 253 Production Workshop (1-3)

Application of principles of acting and dramatic production. Credit available for students working on scheduled theatre productions. Limit of 1 hour credit per term, except with consent of instructor. 6 hours maximum. PREREQ: By consent of instructor only.

TA 255 Physical Studio I: Movement (3)

Understanding the human body in terms of basic skeletal and muscular anatomy and how it contributes as an expressive instrument in the art and craft of acting. Students will develop an all-encompassing, adaptable physical warm-up and increased physical stamina. Students will develop dexterity, strength and coordination through basic and advanced movement and stretching exercises, explore the idea of physical center and neutral alignment, and explore relaxation and breathing techniques that increase an actor's overall physical awareness.

TA 261 Physical Studio II: Movement and Voice (3)

In depth, practical study of voice dynamics and modern techniques of voice and body integration through physical "actions". Laban, Berry, Linklater, Rodenburg exercises that focus on physical-vocal integration will be explored. A complete vocal/physical warm-up that can be adapted to any situation will be developed. A progression of voice, speech, word, text, and action exercises will culminate in a practical approach to rehearsal and performance dynamics. PREREQ: TA 255.

TA 265 Acting I (3)

For majors only. A rigorous study of modern acting technique that explores the basic tools of the actor and introduces the fundamentals of the Stanislavsky system: motivation, super objective, objective, obstacles, stakes, beats, sense memory and basic character development. Introduces textual scoring. Explores modern theories of playing "point-of-view" through improvisation, open scenes and applying all of these ideas to contemporary scene work.

TA 271 Acting II (3)

For majors only. An in-depth application of theories learned in TA 265: scene scoring, beat breakdowns, point-of-view scoring, and character development are explored through rigorous scene and monologue work.

TA 290 Physical Studio III: Advanced Movement and Voice Integration (3)

Advanced exploration of developing physical/vocal skills through a variety of specialized movement techniques and disciplines. Combines script analysis theory with methods and exercises that spring from a psycho-physical point of departure: physicalizing text, animal work, neutral and character mask work. Theories are developed in physical exercises, improvisations, character interviews and open scene work. Techniques drawn from work of Laban, Bogart, Berry, and others. PREREQ: TA 261.

TA 301, 302, 303 History of the Theatre (3 each)

A study of dramatic literature, performance and criticism in the historical perspective. TA 301: beginnings to 1650; TA 302: 1650 to 1850; TA 303: 1850 to present.

TA 305 Stage Speech II: Dialects (3)

Students apply theories learned in TA 205 to mastering European and American stage dialects. The International Phonetic Alphabet (IPA) is utilized as a practical tool for exploring differences in sounds of spoken English within America and throughout the world. Mastery of British Stage RP (Received Pronunciation) and several other commonly used stage dialects will be explored. PREREQ: TA 205.

TA 308 History of Fashion (3)

A course in the development of fashion in the clothing of men and women from earliest times to the present with an emphasis on the clothing of the western world and its relationship to the social environment of each era.

TA 310 Elements of Acting II (3)

A continuation of TA 251, with a more advanced concentration and exploration of modern acting technique. This course will deal with advance theory and practical application.

TA 330 Script Writing (3)

Concentrates on the basic skills of writing scripts for the theatre: plotting, character development, form and structure; but it will develop the form and skills necessary for writing for other media as well. Opportunity will be given to perform and critique what is written in class as part of the ongoing process of script writing.

TA 334 Stage Management (3)

A practical course in methods and procedures for mounting theatre, music and dance productions. Emphasis will be placed on organization, communication and coordination with the production team. This course is strongly suggested for all students desiring to stage manage departmental productions.

TA 336 Stage Properties (3)

Principles and techniques of stage properties, design and production. Includes script analysis, construction techniques and organizational strategies.

TA 338 History of Architecture and Decor (3)

A study of architecture, furniture and decorative arts from early Greek to modern, focusing on those eras that most commonly influence theatrical production styles.

TA 343 Costume Design (3)

Basic principles and studio practice in costume design. PREREQ: TA 246 or consent of instructor.

TA 344 Costume Crafts (3)

Concentrates on special materials and techniques used in the costume shop, including mold-making/casting, thermoplastics, dyes, paints and printing.

TA 345 Scenic Painting I (3)

Basic principles and studio practice in scene painting.

TA 346 Scenic Design (3)

Basic principles and studio practice in scene design. PREREQ: TA 244 or consent of instructor.

TA 347 Drafting for Theatre (3)

A studio course dealing with basic drafting techniques and practices used for theatrical design, including floor-plans, light-plots, sectional drawings, front and rear elevations, perspective drawings and detail drawings.

TA 348 Lighting Design (3)

Basic principles and studio practice in lighting design. PREREQ: TA 245 or consent of instructor.

TA 349 Scenic Design Studio (3)

Advanced studio course dealing with design analysis, composition and drawing/rendering techniques. Medium emphasis varies. PREREQ: TA 346 or consent of instructor.

TA 350 Advanced Creative Dramatics: Puppetry (3)

A study of special dramatic techniques and literature for a practical approach to producing puppet plays with children in grades 3-8.

TA 353 Advanced Production Workshop (1-3)

Provides students with upper-division credit for participating in acting and technical work for the theatre program. PREREQ: By consent of instructor only.

TA 354/454 Production Design (1-3)

Scenic, lighting, costume or sound design for main stage or studio theatre productions. PREREQ: Consent of instructor.

TA 355/455 Production Management (1-3)

Stage management, shop supervision or other leadership roles in theatre production. PREREQ: Consent of instructor.

TA 356 Theory of Acting (3)

Principles and techniques of acting; problems in analysis and interpretation of dramatic literature of various historical periods. An exploration of the various historical styles and theories of acting and how they were affected by the manners of the time. PREREQ: TA 250 and 251 or consent of instructor.

TA 360 Contemporary Audition (3)

Involves the practical study and application of developing modern audition technique; resume development, cold reading skills, prepared sides, prepared monologue, on-camera acting, agents. Students will develop a repertoire of modern audition material from representative modern styles and genres.

TA 364 Play Direction (3)

Introduction to dramatic theories and techniques and their application to play direction. Sources of dramatic materials, choice of plays, casting and rehearsal. PREREQ: TA 251 and consent of instructor.

TA 365 Theatrical Comedy (3)

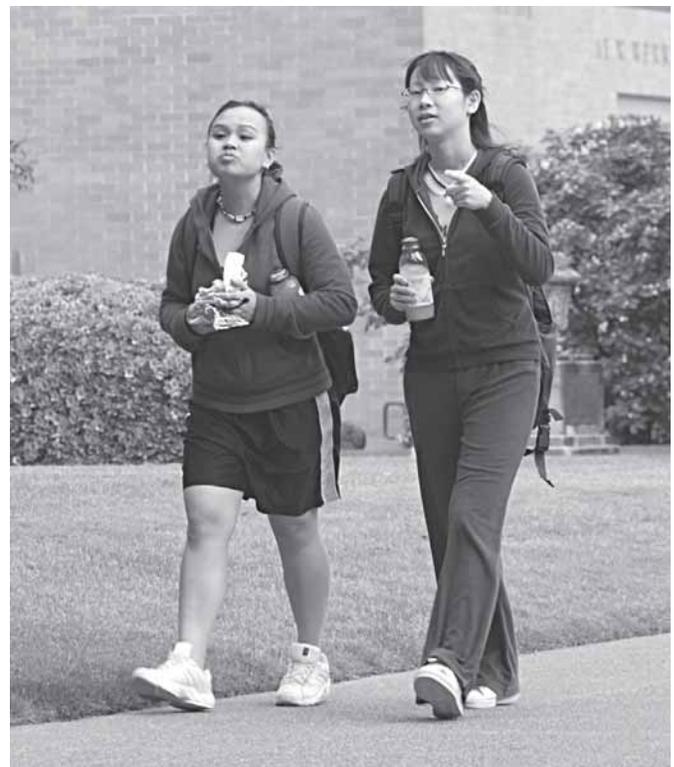
A course in the concept of comedy as a theatrical form from classical Greece to contemporary theatre. Selected comedies will be read.

TA 366 Theatrical Tragedy (3)

A course in the concept of tragedy as a theatrical form from classical Greece to contemporary theatre. Selected tragedies will be read.

TA 368 Physical Studio IV: Advanced Movement (3)

Intermediate movement dynamics are explored through tumbling and stage combat--armed and unarmed, hand-to-hand, rapier and dagger. Gestic language and psychological gesture and explored in application to modern and classical play texts. PREREQ: TA 255, TA 261, TA 290.



TA 371 Acting III (4)

Intermediate exploration of modern acting technique, focusing on selected theories and approaches to living completely and truthfully on stage, especially in regards to a character's emotional life. Primary exploration--The Sanford Meisner Technique of acting. PREREQ: TA 265 and TA 271.

TA 375 Asian Theatre (3)

A survey of the history and literature of Asiatic Theatre with particular attention to India, Southeast Asia, China, Korea, and Japan.

TA 390 Performance Studies in Acting (3)

Individual study of a character in the context of performing a character in a play before an audience. PREREQ: TA 250, TA 251, TA 356.

TA 395, 396, 397 Special Studies: Plays in Performance (1 each)

BFA students only. The study of plays through performance; viewing, analyzing, critically assessing. Students attend five professional performances one quarter per year and complete associated written work assigned by faculty advisor.

TA 399 Special Studies (1-3)

Terms and hours to be arranged.

TA 405 Acting Shakespeare (3)

Concentration in the process of acting Shakespeare for the stage. Students develop a working knowledge of using scansion as a tool for unlocking meaning in the text. Verse speaking, text analysis, antithesis, and a view to the ever-changing world of the Elizabethan acting style.

TA 406 BFA Thesis (2)

Involves the preparation and presentation of a theatrical production or appropriate theatre project. BFA candidates only.

TA 408 Workshop (1-15)

Terms and hours to be arranged.

TA 409 Practicum (1-15)

Terms and hours to be arranged.

TA 412 Portfolio Review (1)

Portfolio and resume refinement, interview skills for technical theatre, and a survey of the job market. PREREQ: Consent of instructor.

TA 414 Children's Theatre (3)

The study of aesthetic and technical problems in producing theatre for youth, including the history, philosophy and psychology and literature of children's theatre.

TA 421 American Theatre (3)

A historical study of the major developments in the American theatre from the Revolutionary War to the present.

TA 427 Contemporary Theatre (3)

Intensive study of skills required when acting various modern acting styles and traditions. Through practical application and scene work, students explore Becket, Pinter, Ibsen, Checkov, Stringdberg, O'Neil and others. Explores the world view of the plays and performance traditions. PREREQ: TA 371.

TA 432 Acting Styles I: Modernism (3)

Intensive study of the skills required when acting various modern acting styles and traditions. Through practical application and scene work, students explore Becket, Pinter, Ibsen, Checkov, Stringdberg, O'Neil, and others. Explores the world views of the plays and performance traditions. PREREQ: TA 371.

TA 433 Acting Styles II: Restoration/Manners (3)

Intensive study of the skills required when acting various classical acting styles tradition. Through practical application and scene work, students explore Restoration Comedy, Commedia el Arte, Commedy of Manners, and others. Explores the world views of the plays and performance traditions. PREREQ: TA 405.

TA 434/534 Advanced Theatre Technology and Design (3)

Advanced work in the area of scenic techniques and processes. PREREQ: TA 244 and 347 or consent of instructor.

TA 436/536 Advanced Theatre Technology and Design (3)

Advanced work in the area of costuming. PREREQ: TA 246 or consent of instructor.

A 437 Classical Audition (3)

Involves practical study and application of developing classical audition technique. Students generate a repertoire of classical verse monologues and learn how to approach cold reading verse and classical auditions; Greek, Roman, Elizabethan, Neo-Classical. PREREQ: TA 405.

TA 440 Theatre Management (3)

A study of the problems and procedures involved in running the business affairs of a theatre: The box office, house, publicity, ticket sales, supporting funds, budgeting.

TA 442/542 Using Creative Dramatics to Teach Across the Curriculum (3)

Study of and experience in the basic techniques of creative dramatics as these apply to the teaching of most disciplines in the curriculum from Early Childhood/Elementary - High School levels. (K-12). PREREQ: Upper-division or graduate standing.

TA 444/544 Theory and Criticism of Theatre Arts (3)

Comparative study of the major theories which have influenced theatrical practice in western civilizations from ancient times to the present.

TA 445 Scenic Painting II (3)

Advanced principles and studio practice in scenic painting. PREREQ: TA 345 or consent of instructor.

TA 447 Digital Imagery (3)

Advanced studio class dealing with the creation, manipulation and use of digital images in theatre production. Topics include design and production of patterns, slides and video for projection, as well as printed materials for on-stage use. PREREQ: TA 244 or consent of instructor.

TA 448 Advanced Lighting Design (3)

Advanced principles and studio practice in lighting design. PREREQ: TA 348 or consent of instructor.

TA 453 Capstone Experience (1-3)

Capstone independent study to be determined for all majors by faculty advisor.

TA 457/557 Production Styles (3)

Study of the practical processes of directing by which plays are produced in the theatre. Students will study the problems of directing by practical application of various theories in rehearsal and production of scenes from a variety of types of plays and styles of performance. PREREQ: At least one course in acting and directing or consent of instructor.

TA 506M Special Individual Studies (1-3)

Designed for graduate advanced individual study in some aspects of the theatre arts. PREREQ: consent of instructor.

TA 507M Seminar (1-15)

Terms and hours to be arranged. Designed for graduate students as a supplemental enrichment course of study in the theatrical literature and history, or production techniques, of a specific nation, culture or the work of a particular theatrical artist of contemporary or historical significance. PREREQ: consent of instructor.

TA 508M Workshop (1-3)

Terms and hours to be arranged.

TA 509M Practicum (1-15)

Terms and hours to be arranged.

WRITING

WR 115 College Writing I (4)

A writing course introducing a variety of writing strategies and emphasizing critical reading and thinking. This course helps students prepare for LACC writing requirement, WR 135.

WR 135 College Writing II (4)

An intensive writing course focusing on critical analysis, argumentation and documentation. This course meets the LACC writing requirement if passed with a grade of C- or better.

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

WR 222 Research and Composition (4)

Combines instruction in research skills with the production of essays utilizing research, including traditional library research, internet research, documentation styles, and forms of researched writing. PREREQ: WR 135 or equivalent.

WR 321 Business and Technical Writing (4)

Practice in the forms of written communication and technical writing in business and the professions. PREREQ: WR 135 or equivalent.

WR 323 Intermediate Exposition (4)

Intermediate expository writing. PREREQ: WR 135.

WR 360 Fiction Workshop (4)

First course in fiction writing, emphasizing technique and critical appreciation of fiction writing. Workshop. PREREQ: WR 135.

WR 361 Poetry Workshop (4)

First course in poetry writing, emphasizing technique and critical appreciation of poetry writing. Workshop. PREREQ: WR 135.

WR 362 Topics in Creative Writing (4)

First course in techniques of creative writing in areas other than fiction or poetry. Specific focus will be identified each time course is offered. Workshop. PREREQ: WR 135.

WR 399 Special Studies (4)

WR 409 Practicum (1-4)

WR 412/512 Writing Center Internship (1-6)

Supervised practical experience as a Writing Center consultant, diagnosing student texts and suggesting techniques for students' writing skills improvement. PREREQ: WR 135, WR 440, additional 400-level writing course, recommendation of WR 440 instructor.

WR 414 Advanced Composition (4)

Advanced instruction and practice in the principles of writing. May be taken twice. PREREQ: 300-level writing course or consent of instructor.

WR 430 Historical Issues in Composition (4)

A historical survey of rhetoric and composition theories, focusing on the development of instructional styles relevant to different periods. May be taken twice if content is not repeated. PREREQ: WR 135 or consent of instructor.

WR 440/540 Teaching of Writing (4)

A writing course dealing with current theories and practices in teaching writing in English Language Arts and other subject areas in the public school. PREREQ: WR 135 and LING 215 or consent of instructor.

WR 450 Writing for Publication (4)

A survey of methods of publication and of markets for various kinds of writing. Theory and practice in manuscript preparation, manuscript form, proofreading, and copyright application. Submission of actual manuscript for publication.

WR 460 Advanced Fiction Workshop (4)

Advanced study of fiction-writing techniques. May be repeated once for credit. Workshop. PREREQ: 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. PREREQ: WR 361 or consent of instructor.

WR 496/596 Special Topics in Writing (4)

An exploration of selected writing topics, as identified in each year's schedule of classes. May be taken twice if content is not repeated. PREREQ: one upper-division writing class or consent of instructor.

WR 506M Special Individual Studies (1-6)

Individual or special writing instruction in a specific form of writing under the guidance of a designated faculty member.

WR 510M Forms of Expository Prose (3)

Intensive study and practice in analyzing and writing expository prose. Recommended for secondary teachers.

WR 542M Writing Across the Curriculum (3)

Introduces students to the theories and techniques in teaching writing, and teaching via writing, relevant to content knowledge courses.

Faculty & Staff

WESTERN OREGON
UNIVERSITY

PRESIDENT'S STAFF

PHILIP W. CONN (2002), President; Professor. B.A. 1963, Berea College; Dipl. Soc. Pol. 1966, Institute of Social Studies, The Hague, Netherlands; M.A. 1972, University of Tennessee; M.P.A. 1982, D.P.A. 1991, University of Southern California.

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DEANS

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FACULTY

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HAMID BAHARI-KASHANI (1988), Professor of Production & Operations Mgmt; Chair, Business and Economics Division. Licentiate in Economics 1974, National University of Iran; M.B.A. 1977, Western Illinois University; Ph.D. 1983, Washington State University.

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ROY BENNETT (1982), Electronic Resources Librarian, Assistant Professor. B.A. 1971, Gonzaga University; M.A. 1981, University of Washington.

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HENRY A. (HANK) BERSANI (1999), Professor, Special Education; Chair, Special Education Division. B.A. 1972, St. Michael's College; M.S. 1973, Syracuse University; Ph.D. 1982, Syracuse University.

ANN E. BLISS (1993), Associate Professor of English. B.A. 1986, Luther College. M.A. 1988, Ph.D. 1993, University of North Carolina at Chapel Hill.

SARAH BOOMER (1997), Associate Professor of Biology. B.A. 1989, B.S. 1989, University of Puget Sound; Ph.D. 1996, University of Washington.

TIMOTHY BOWMAN (1996), Assistant Professor of Health and Physical Education. B.A. 1981, Linfield College; M.S. 1988, Idaho State.

DEAN M. BRAA (1990), Associate Professor of Sociology. B.A. 1976, University of Northern Colorado; M.A. 1980, Ph.D. 1991, University of Kansas.

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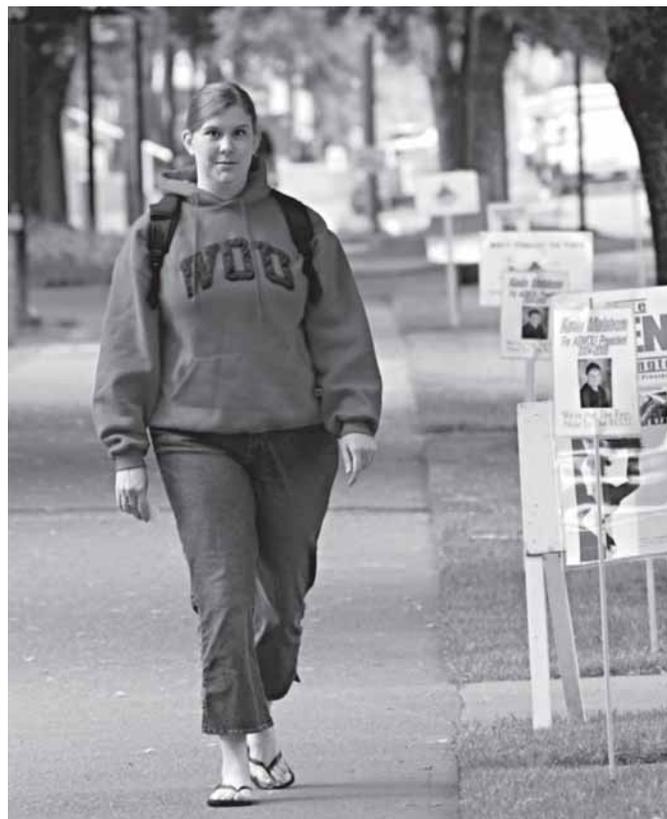
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- EDWIN SNYDER**, (1979-1996), Professor Emeritus, Music.
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- RICHARD SORENSEN**, Ph.D. (1969-1999), Professor Emeritus, Music.
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MAXINE WARNATH, Ed.D. (1962-1996), Professor Emeritus, Psychology.
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DON WHITE, Ph.D. (1971-1995), Professor Emeritus, Physics.
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The Oregon University System is governed by the State Board of Higher Education whose members are appointed by the governor with confirmation of the state Senate. Board terms are four years for regular members and two years for student members. Their terms expire on June 30 of the year shown:

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|--|------|
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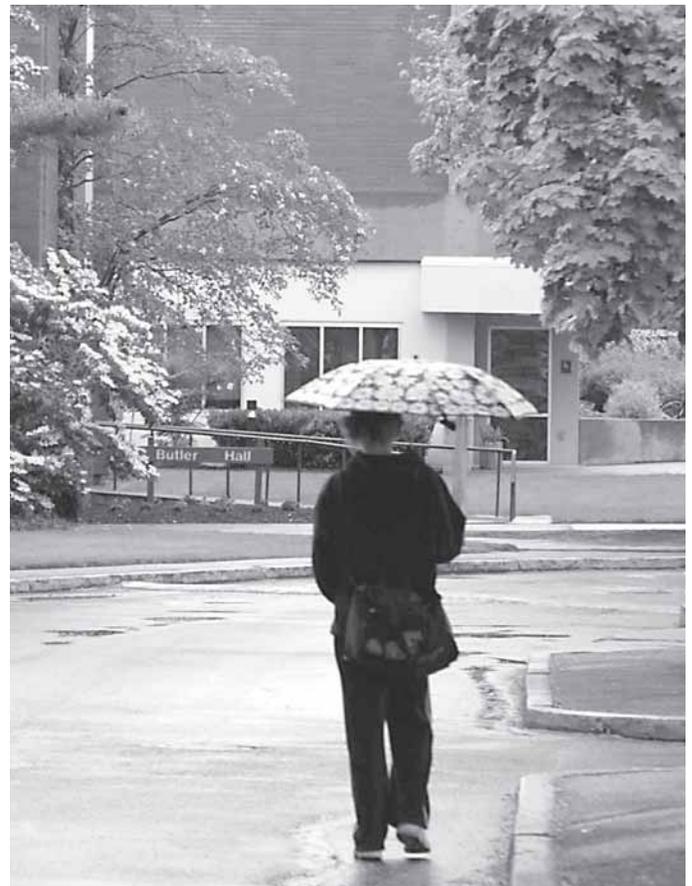
Administrative Staff

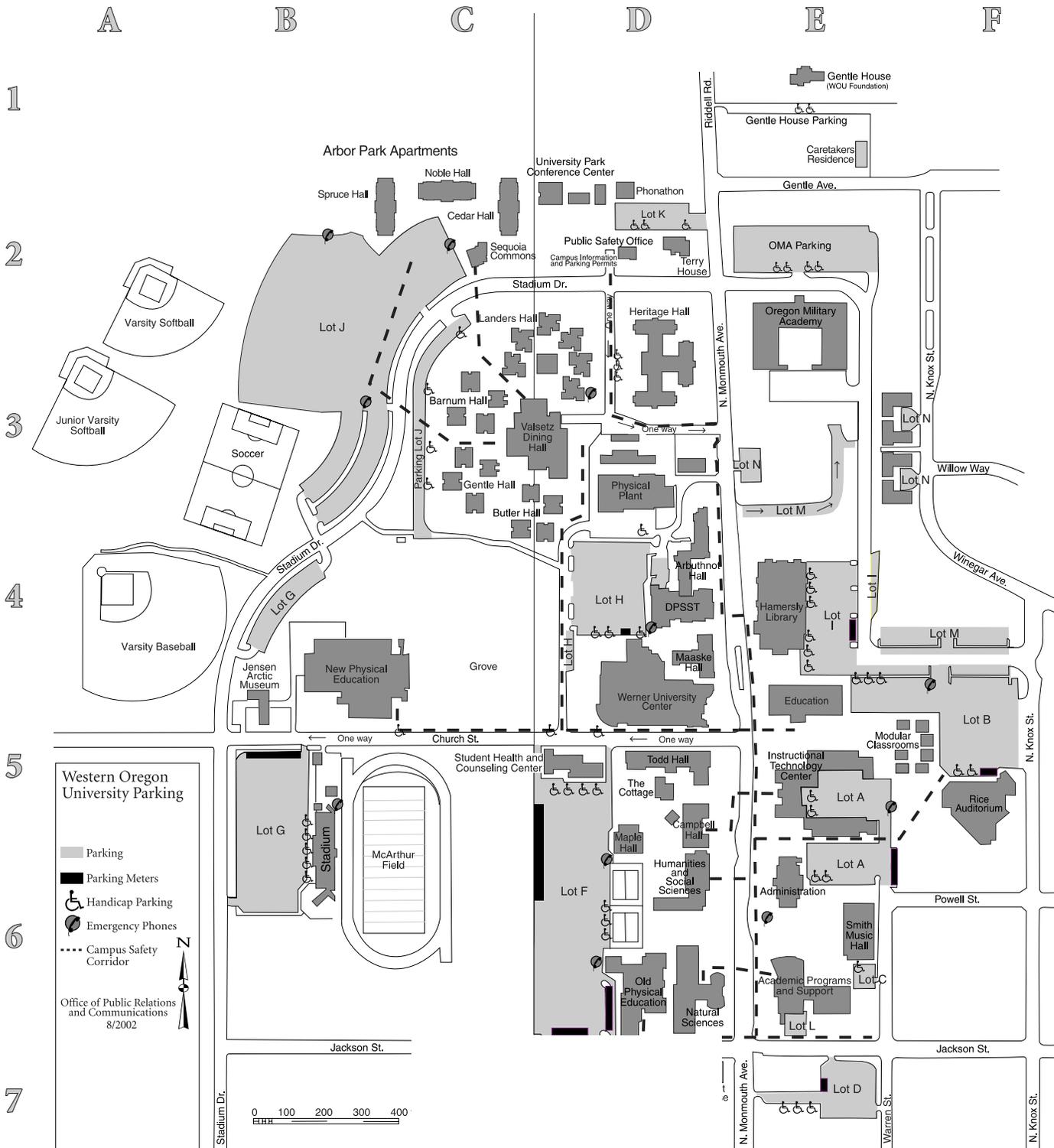
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| | | | | | |
|--|-----|---------------------------------|-----|--------------------------------------|-----|
| Academic Programs and Services | E-7 | Gentle House | E-1 | Oregon Military Academy | E-3 |
| Administration | E-6 | Hamersly Library | E-4 | Public Safety | D-2 |
| Arbor Park Apartments | C-2 | Heritage Hall | D-3 | Rice Auditorium | F-5 |
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| Arbutnot Hall | D-4 | Instructional Technology Center | E-5 | Stadium | A-6 |
| Barnum Hall | C-3 | Jensen Arctic Museum | A-5 | Student Health and Counseling Center | D-5 |
| Butler Hall | D-4 | Landers Hall | D-3 | Terry House | D-2 |
| Campbell Hall | D-4 | Maaske Hall | D-4 | Todd Hall | D-5 |
| The Cottage | D-5 | Maple Hall | D-5 | Valsetz Dining Hall | D-3 |
| Department of Public Safety Standards and Training | D-4 | Modular Classrooms | F-5 | Werner University Center | D-5 |
| Education | E-5 | Natural Sciences | D-6 | West House | D-7 |
| | | Old Physical Education | D-6 | | |

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