



WESTERN OREGON UNIVERSITY  
2014-15  
**COURSE CATALOG**



# 2014-15 ACADEMIC CALENDAR

Any changes in the academic calendar will be announced in the schedule of classes.

## 2014 Fall term

New Student Move in Day  
Sunday Sept. 21

New Student Week  
Sunday-Saturday, Sept. 21-27

Classes begin  
Monday, Sept. 29

Fee payment & add/drop begin  
Monday, Sept. 29

Last day to pay fees without penalty  
Friday, Oct. 3

Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees  
Friday, Oct. 10

Last day to drop courses  
Friday, Nov. 7

Registration for winter term  
Monday, Nov. 17 - Friday, Nov. 21

Thanksgiving holiday  
Thursday, Nov. 27 - Friday, Nov. 28

Final examination week  
Monday, Dec. 8 - Friday, Dec. 12

Fall term ends  
Friday, Dec. 12

Winter break  
Monday, Dec. 15 - Friday, Jan 4

## 2015 Winter term

New Student Move in Day  
Sunday Jan. 4

Classes begin  
Monday, Jan. 5

Fee payment & add/drop begin  
Monday, Jan. 5

Last day to pay fees without penalty  
Friday, Jan. 9

Martin Luther King holiday  
Monday, Jan. 19

Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees  
Friday, Jan. 16

Last day to drop courses  
Friday, Feb. 13

Registration for spring and summer terms  
Monday, Feb. 23 - Friday, Feb. 27

Final examination week  
Monday, Mar. 16 - Friday, Mar. 20

Winter term ends  
Friday, March 20

Spring break  
Monday, Mar. 23 - Friday, Mar. 27

## 2015 Spring term

New Student Move in Day  
Sunday March 29

Classes begin  
Monday, March 30

Fee payment & add/drop begin  
Monday, March 30

Last day to pay fees without penalty  
Friday, April 3

Last day to add courses, change grade options, elect graduate/undergraduate credit or pay fees  
Friday, April 10

Last day to drop courses  
Friday, May 8

Registration for fall term  
Monday, May 18 - Friday, May 22

Memorial Day holiday  
Monday, May 25

Final examination week  
Monday, June 8 - Friday, June 12

Spring term ends  
Friday, June 12

Commencement  
Saturday, June 13

## 2015 Summer term

(Six-week session)

Last day to use online system to add or drop courses  
Sunday, June 21

On-campus registration and fee payment  
Monday, June 22

Classes begin (unless otherwise stated in the summer bulletin)  
Monday, June 22

Last day to register, add or drop classes and pay fees without penalty  
Friday, June 26

Late registration fee and change of program fee effective  
Monday, June 29

Last day to drop courses  
Monday, July 6

Independence Day holiday  
Friday, July 3

Six-week session ends  
Friday, July 31

## 2014 September

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## November

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

## December

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## 2015 January

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## February

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

## March

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## April

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

## May

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## June

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## July

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## August

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Calendar Legend:  Holidays

First day of term

Final exam week

# Western Oregon University

## 2014-15 COURSE CATALOG

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## President's message to students

A university education is one of the greatest assets for a successful life. A college degree marks your entrance into that part of the population that has historically enjoyed a higher income, greater job security, better health, more involvement in the local community and government, and a higher quality of life overall. This will be the best investment in your future.



Your education at Western Oregon University centers around you, the student. Here, our faculty create an environment, sustained by staff, where you will take academic content beyond your expectations. You will also notice that the faculty are, in turn, inspired by you! I believe you will have learning opportunities, in and out of the classroom, that inspire you to develop the knowledge and resiliency to meet life's challenges.

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

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

WOU faculty and staff deliver exceptional attention and support to all students, and provide you all the tools you need for your future. Join us at WOU to use those tools to build a rich and fulfilling life.

Best wishes,

Mark Weiss  
President, Western Oregon University

## Preamble

Western Oregon University offers exemplary undergraduate and graduate programs in a supportive and rigorous learning environment. Oregon's oldest public university, WOU works to ensure the success of students and the advancement of knowledge as a service to Oregon and the region. The university works in partnership with PK-12 schools, community colleges, higher education institutions, government, and local and global communities.

## Mission statement

Western Oregon University is a comprehensive public university, operating for the public good, which:

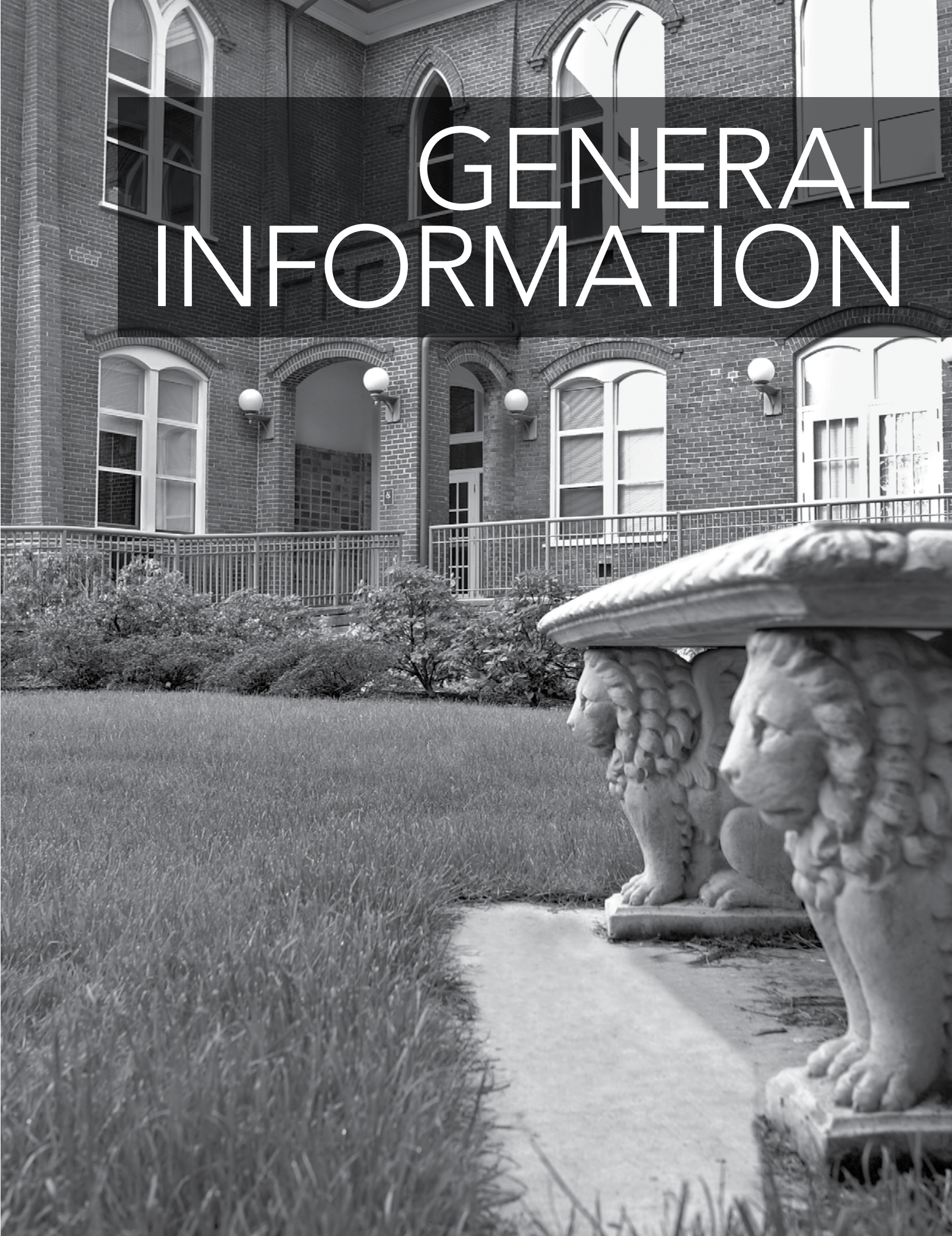
- Provides effective learning opportunities that prepare students for a fulfilling life in a global society;
- Supports an accessible and diverse campus community; and,
- Improves continuously our educational, financial, and environmental sustainability.

## Core themes

- Effective learning
- Support diversity
- Sustainable institution



# GENERAL INFORMATION



## Welcome to WOU

Western Oregon University (WOU) is a public, mid-sized university. We are committed to changing lives, strengthening communities and transforming our world. Located in the Monmouth-Independence area, the heart of Oregon's lush Willamette Valley, WOU is about 20 minutes from Salem, the state's capitol and about 75 minutes from Portland, the state's cultural hub.

Our student body of about 5,300 undergraduates and 900 graduates enjoys a vibrant and close-knit intellectual community comparable to the environment in a small liberal arts college. As a public-serving institution dedicated to strengthening our region and Oregon, WOU is home to the nationally renowned Teaching Research Institute, the Regional Resource Center on Deafness and the Rainbow Dance Theatre. In addition to teaching excellence, WOU's faculty members are engaged in wide-ranging scholarship as well as community-based projects, including many faculty-student collaborations. Our picturesque, award-winning campus blends welcoming traditional features with 21st century convenience, including many multimedia classrooms, extensive wireless Web access and a state-of-the-art library.

Founded in 1856, WOU, the oldest public university in Oregon, has continued to adapt and transform itself to respond to the needs of society and our changing world. From its origins as a normal school, WOU grew to become a nationally recognized leader in teacher preparation. In the 1970s, WOU expanded its offerings with broad-based liberal education programs. Since then, the university has continued to emerge as a leading comprehensive public liberal arts institution, with approximately two-thirds of its students in the College of Liberal Arts and Sciences and the rest in the College of Education.

### Accreditation

Western Oregon University is accredited by the Northwest Commission on Colleges and Universities (NWCCU), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

#### NWCCU

8060 165th Avenue NE, Suite 100  
Redmond, WA 98052-3981

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

Undergraduate programs in teacher education and graduate programs in teacher education, special education and early

intervention are also accredited by the State of Oregon's Teacher Standards and Practices Commission (TSPC).

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

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

The Department of Music is accredited by the National Association of Schools of Music (NASM), a specialized accrediting body recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

### Affirmative action

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

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

### Campus Security Act and Fire Safety Act notice

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

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

### Catalog information

This catalog is for purposes of information only. Care is taken to ensure the accuracy of the information at the time copy is prepared for publication, but circumstances constantly change within an institution. New decisions

may affect the accuracy of the details appearing here. The information in this catalog is subject to change without notice and does not constitute a contract between Western Oregon University and a student or applicant for admission.

Students also are urged to 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:

Academic Affairs Office  
Western Oregon University  
Monmouth, OR 97361

### Commitment to diversity

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

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

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

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

### Consensual relationships statement

Romantic or sexual relationships between a university employee and student raise serious ethical concerns and can create an unacceptable educational or working

environment. The respect and trust accorded a university employee by a student, as well as the power exercised by a university employee in his/her academic or evaluative role, greatly diminish the student's actual freedom of choice should sexual favors be requested. Therefore, university employees are warned against participating in even an apparently consenting relationship.

Additional information is available at [wou.edu/consensualrelationships](http://wou.edu/consensualrelationships). Hard copies of the policy are available in the Office of Human Resources and questions may be directed to Judy Vanderburg at 503-838-8131 or [vanderj@wou.edu](mailto:vanderj@wou.edu).

### Drug free school policy

Western Oregon University has committed itself to the education and development of healthy, productive and responsible individuals. Consistent with this commitment, WOU has established, and will enforce, institutional rules that uphold federal, state and local laws applicable to alcohol and other drug usage. The university prohibits illegal use of drugs or alcohol by students, faculty or staff.

Additional information is available at [wou.edu/drugfreeschool](http://wou.edu/drugfreeschool). To request a complete hard copy of the drug and alcohol policy, contact Debbie Diehm at 503-838-8221 or [diehmd@wou.edu](mailto:diehmd@wou.edu).

### Institutional Aspirations for Learning

Students at WOU will be challenged to achieve their highest potential through a rigorous and stimulating curriculum. Between 2004 and 2005, a set of educational goals called Institutional Aspirations for Learning were collaboratively developed by our faculty after focused discussions about the fundamental aims of liberal education in the 21st century. These aspirations constitute the core competencies, skills, experiences and values credited to, and expected of, WOU's educational process and its graduates.

We believe that these aspirations are the basic building blocks of a high-quality education as well as the foundations for productive careers, life long development and informed citizenship on a local, national and global level.

1. Students will develop more refined critical thinking skills, including advanced analytical, logical and quantitative reasoning abilities as well as excellent problem-solving skills.
2. Students will develop effective communicative abilities, including listening, observing, speaking, writing and dialoguing.
3. Students will become active readers with an enhanced ability to carefully, closely and thoughtfully read a range of texts.
4. Students will acquire field or discipline specific knowledge and they will understand disciplinary modes of intellectual inquiry.
5. Students will develop an interdisciplinary and integrative perspective as they

recognize, explore, appreciate and engage the interconnections between disciplines.

6. Students will develop advanced research abilities and they will demonstrate improvements in their information and media literacy.
7. Students will learn how to use appropriate technologies.
8. Students will acquire and demonstrate competencies, skills, attributes and values necessary for successful participation in a diverse, pluralistic and increasingly interdependent world.
9. Students will be able to work effectively in teams.
10. Students will strive to be well-balanced persons capable of making thoughtful and healthy choices.
11. Students will be able to apply theory in relevant, appropriate and reflective ways.

Our talented, dedicated and enthusiastic faculty will support, assist and encourage students as they pursue and attain these fundamental educational goals. In our culture of accountability, these institutional aspirations will also serve as common guideposts for our on-going assessment and enhancement of learning outcomes.

### Statement on discrimination, including sexual harassment

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

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

#### Discrimination

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

#### Harassment

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

### Sexual harassment

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

- Submission to such conduct is made either explicitly or implicitly a term or condition of the individual's employment, grade, or used as the basis for any employment or academic decision; or
- Such conduct is unwelcome and has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creates an intimidating, hostile or offensive work or academic environment.

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

### Student right to know

Western Oregon University provides the following information regarding our institution's graduation rates. This information is provided in compliance with the Higher Education Act of 1965. The graduation rates reflect the graduation status of students who initially enrolled at Western Oregon University during the 2006-07 academic year and for whom 150 percent of the normal time to completion has elapsed.

During fall 2006, 805 new first-time degree seeking undergraduate students entered the university. As of June 2013, 48.3 percent of these students graduated from WOU or another OUS campus. This rate is better than the national rate of 35 to 40 percent reported by the U.S. Department of Education.

In 2012, Insight Into Diversity selected WOU as one of the initial recipients of the Higher Education Excellence in Diversity Award. WOU was the only college or University in the Pacific Northwest to receive this distinguished award.

Questions related to this report should be directed to David McDonald, associate provost at 503-838-8919.

## Admissions

[wou.edu/admissions](http://wou.edu/admissions)

Director Rob Findtner

wolfgram@wou.edu

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. WOU's admission process reflects the institution's strong commitment to providing an excellent student-centered education.

The admission requirements reflect the level of academic preparation needed to successfully begin your college studies at WOU. Each applicant for admission will be treated as an individual and future leader. Your application will be reviewed in a timely and professional manner. If there are special circumstances or questions regarding admission, contact the director of admissions.

### Regular freshmen

#### Admission requirements

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

1. Graduate from an accredited high school.
2. Have at least a 2.75 cumulative high school grade point average.

**Alternative:** Applicants with a cumulative grade point average between 2.50 and 2.74 are eligible for admission if they receive a composite score of 21 on the ACT or a combined score of 1000 on the Critical Reading and Mathematics sections of the SAT Reasoning Exam.

3. Submit ACT or SAT Reasoning scores which include a standardized writing examination. Applicants with a 2.75 cumulative grade point average who graduated prior to 2012 are exempt from the ACT or SAT Reasoning scores requirement.
4. Satisfactorily complete, with a grade of C- or better, 15 subject requirements (four in English, three in math culminating in algebra II or higher, three in science, three in social science and two in second language (two years of the same second language required)).

#### Alternatives:

- a. Receive a minimum score of 470 on each of two College Board SAT Subject Tests (Math level I or IIC and another test of the student's choice). Students who do not take a SAT Subject Test in a second language must prove language proficiency through another process.
  - b. Make up high school course deficiencies by taking college course(s) for specific subject requirements and achieve a grade of C- or better. Applicants are advised to contact the Office of Admissions for further information.
  - c. Students who do not meet the second language requirement should refer to the second language requirement section.
5. 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.

*Note: If you do not meet these traditional admission requirements or alternatives, please see the comprehensive admission review section or contact the Admissions Office for a review of your eligibility.*

#### Second language requirement

WOU requires two years of the same high school-level second language with a grade of C- or above, or acceptable performance on proficiency-assessment options. Demonstrated proficiency in an American Indian language can meet all or part of the second language requirement, as certified by the governing body of any federally recognized tribe. American Sign Language meets the second language requirement. The second language requirement applies to students graduating from high school or earning their GED in 1997 and thereafter.

#### Graduates of unaccredited high schools or home-schooled students

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

1. Receive a composite score of 21 on the ACT (including the Writing section) or a combined score of 1000 on the SAT Reasoning Exam (Critical Reading and Mathematics sections).
2. Receive a minimum score of 470 on each of two College Board SAT Subject Tests (Math level I or IIC and another test of the student's choice). Students who do not take a SAT Subject Test in a second language must prove language proficiency through another process.
3. Meet the second language requirement (see second language requirement section above).

#### General Education Development (GED)

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

1. Receive a minimum score of 410 on each of the five GED subtests or a minimum score of 150 on each of the subtests for the 2014 GED.
2. Receive an average score of 550 for the five tests or an average score of 170 for the four subtests on the 2014 GED.
3. Meet the second language requirement, if graduating class would have been 1997 or later (see second language requirement section).
4. Home-schooled students who received a GED are eligible for admission if they fulfill the above requirements.

#### When to apply

High school students can apply for admission after completion of their junior year. Students must complete the Undergraduate Application for Admission available from WOU Admissions Office or apply online at [wou.edu/apply](http://wou.edu/apply). Grade point average and subject requirements will be verified on receipt of an official high school transcript. A decision regarding admission will be determined once this information and standardized test results are received by the Admissions Office.

Applications will be accepted through the end of the first week of classes. Students who wish to apply for financial aid, scholarships, or university housing are advised to consult the Admissions Office regarding deadlines.

#### Application procedures for incoming freshmen

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

1. Complete and return an application for admission and the required \$60 non-refundable application fee or Oregon University System Request for Deferral of Application Fee. Students can apply for admission online at [wou.edu/apply](http://wou.edu/apply).
2. Have an official high school transcript sent to the Admissions Office documenting all course work completed to date.
3. Students entering as freshmen are required to provide ACT or SAT Reasoning Exam scores, including standardized writing examination scores, to the Admissions Office. ACT and SAT Reasoning Exam scores are used for scholarship consideration and initial course placement, but the scores also may be used to determine admission if the required high school grade point average has not been achieved. Applicants with a 2.75 cumulative grade point average who graduated prior to 2012 are exempt from the ACT or SAT Reasoning Scores requirement.
4. Upon graduation, submit a final official transcript documenting all high school course work and date of graduation. Freshmen earning college credit are required to submit an official transcript from each college or university attended.

First-year students who attend WOU within one year of their high school graduation are required to live on campus (see page 22 for policy).

WOU is committed to serving all students. Applications for admissions will be reviewed throughout the year. The Admissions Office reserves the right to rescind the admission of any student who fails to meet the conditions of their admission to WOU.



## Advanced Placement credit at Western Oregon

Course	Score	Credits awarded	WOU equivalent(s)	Course	Score	Credits awarded	WOU equivalent(s)
English Language and Composition	3+	4	WR 135	Calculus AB	3	4+	MTH 251
English Literature and Composition	3+	4	ENG 104, 105, or 106		4+	8+	MTH 251, 252
Environmental Science	3+	4	ES 106	Calculus BC	3	8+	MTH 251, 252
French Language	3+	12	FR 103, 201, 202		4+		MTH 251, 252, 253
French Literature	3+	4	FR 202	Chemistry	4	12	CH 104, 105, 106
German Language	3+	12	GL 103, 201, 202		5	15	CH 221, 222, 223
Latin Vergil	3+	12	ML 299, HUM 406	Computer Science A	4+	4	CS 161
Latin Literature	3+	4	ML 299	Computer Science AB	3	4	CS 161
Spanish Language	3+	12	SPAN 103, 201, 202		4+	8	CS 161, 162
Spanish Literature	3+	4	SPAN 202	Physics A	4+	8	PH 201, 202
Government: U.S.	4	3	PS 201	Physics B	4+	4	PH 203
History: European	3+	8	HST 1XX, 1XX	Physics C: Electricity and Magnetism	4+	4	PH 213
History: U.S.	3+	8	HST 201, 202				
Human Geography	3+	4	GEOG 199	Physics C: Mechanics	4+	4	PH 211
Macro Economics	3+	4	EC 202	Statistics	4+	4	MTH 243
Micro Economics	3+	4	EC 201	History: World	3+	8	HST 104, 105
Psychology	3+	4	PSY 201	Art: History	4+	8	A 204, 206
Biology	4+	12	BI 101, 102, 103	Art: Studio	4+	5	A 199, 130
				Music Theory	4+	8	MUS 211, 212



### Comprehensive admission review

WOU conducts comprehensive reviews of applicants who do not meet the minimum admission requirements. Reviews include additional factors such as standardized test results, rigor of courses taken, review of writing sample or personal essays, non-cognitive factors, and other indicators that predict success in college. Academic performance is not the sole criterion for admission to WOU. WOU may evaluate a person's behavior and background to determine their ability to maintain the standards of academic and professional conduct expected at the university. An evaluation may take into consideration current behavior and performance as well as past experiences and actions.

A limited number of students who do not meet admission requirements, but can demonstrate a level of college preparation that will enable successful transition to college, may be admitted through action of the Comprehensive Admission Review Committee. To be considered by the committee, you must submit the following:

1. A personal letter stating why you do not meet the admission requirements and what you are doing to address deficiencies. The petition should include information on your career and academic goals and why you want to attend WOU.
2. Three letters of recommendation from school personnel who can objectively

evaluate your academic preparation. Letters from family members, friends and employers will not be considered by the committee.

Review of these materials by the committee does not guarantee admission. With conditional admission, additional courses and academic support activities may be recommended or required.

### Advanced Placement

Students who receive qualifying scores in College Board Advanced Placement (AP) exams may, upon admission to WOU, be granted credit and/or advanced placement in courses counting toward a bachelor's degree. The amount of credit allowed will be determined by the program entered and the score received in the exam.

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

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

### WOU International Baccalaureate program credit guidelines

IB Certificate Course	Standard Level Exam Score 5, 6, or 7		High Level Exam Score 5, 6 or 7	
	WOU Course	Credits	WOU Course	Credits
Anthropology	ANTH 216	4	ANTH 216	4
Art	A 204	4	A 204, A 205	8
Biology	BI 211	5	BI 211, BI 212, BI 213	15
Business	BA 101	3	BA 101	3
Chemistry	CH 104	4	CH 221, CH 222, CH 223	15
Computer Science	CS 122	3	CS 122, CS 161	8
Economics	EC 200	4	EC 201, EC 202	8
Environmental Systems & Societies	ES 106	5	ES 106	5
Geography	GEOG 105	4	GEOG 105, GEOG 106	8
History: Americas	HST 201	4	HST 201, HST 202, HST 203	12
History: Europe	HST 1XX	4	HST 101, HST 102, HST 103	12
History	HST 104	4	HST 104, HST 105, HST 106	12
Language A1 (English)	WR 115	4	WR 115, WR 135, ENG 104	12
French A & B	FR 101	4	FR 101, FR 102, FR 103	12
German A	GL 101	4	GL 101, GL 102, GL 103	12
German B	GL 201	4	GL 201, GL 202, GL 203	12
Spanish A & B	SPAN 101	4	SPAN 101, SPAN 102, SPAN 103	12
Information & Technology in a Global Society	CS 101	3	CS 101, CS 122	6
Mathematics	MTH 112	4	MTH 112, MTH 241, MTH 242	12
Mathematics Studies	MTH 105	4	MTH 105, MTH 111	8
Music	MUS 111	3	MUS 111, MUS 201	6
Physics	PH 201	4	PH 201, PH 202, PH 203	12
Psychology	PSY 201	4	PSY 201, PSY 202	8
Social Anthropology	ANTH 216	4	ANTH 216	4
Theatre Arts	TA 110	4	TA 110	4
Visual Arts	A 100	2	A 100, A 115, A 116	10

### International Baccalaureate

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

- **Guaranteed admission to WOU.** Students are required to submit ACT or SAT Reasoning Exam scores which include a standardized writing examination.
- **Provost's Achievement Scholarship.** A renewable four-year award of \$2,500. Students will also automatically be considered for other WOU scholarships provided they meet application deadlines. The combination of WOU scholarships and need-based campus-based aid may not exceed the total cost of tuition and fees.
- **Sophomore standing.** Students with a full IB Diploma and a score of 30 or higher will be granted sophomore standing.

- **Honors Program.** The WOU Honors Program will automatically accept students with a full IB Diploma.
- **Study abroad and international internship programs.** WOU will provide IB Diploma recipients with customized workshops focused on their international interests and needs and help match them with a WOU study abroad program or international internship. IB Diploma recipients will also receive personalized advising and support in preparing applications for prestigious awards such as the Fulbright Student Program, the Rhodes Scholarship and the Harry S. Truman Scholarship. For a list of WOU international study opportunities, visit [wou.edu/studyabroad](http://wou.edu/studyabroad) or contact the Study Abroad Office, 503-838-8905, email [studyabroad@wou.edu](mailto:studyabroad@wou.edu).

### Transfer student

#### Admission requirements

1. Students with 36 or more transferable, college-level quarter hour credits (24 semester hours) must have a cumulative 2.25 grade point average or higher in all college-level work attempted and be in good standing at all prior institutions attended. Transfer applicants are required to have a writing course beginning with Writing 121 (or the equivalent) with a grade of C- or better; and college algebra or above with a grade of C- or better, or the equivalent of Math 105.
2. Students who have earned between 12 and 35 transferable quarter hours must meet both freshman and transfer admission requirements. Students who have earned fewer than 12 transferable quarter hours must meet freshman admission requirements. ACT or SAT Reasoning Exam scores are not required for transfer applicants with less than 36 transferable, college-level quarter hours who graduated prior to 2012 with a cumulative high school grade point average of 2.75 or higher.
3. Transfer applicants who obtain an Oregon Transfer Module (OTM) or an Associate of Arts Oregon Transfer degree (AAOT) from an Oregon community college are admissible with a cumulative grade point average of 2.00.
4. WOU requires two years of the same high school-level second language with a grade of C- or above, or two terms of a college-level second language with a grade of C- or above, or acceptable performance on proficiency-assessment options. Demonstrated proficiency in an American Indian language can meet all or part of the second language requirement, as certified by the governing body of any federally recognized tribe. American Sign Language meets the second language requirement. The second language requirement applies to students graduating from high school or earning their GED in 1997 and thereafter.

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

#### Transfer student application procedures

1. Complete and return an application for admissions and the required \$60 non-refundable application fee or Oregon University System Request for Deferral of Application Fee for Admission. Students can apply online at [wou.edu/apply](http://wou.edu/apply).
2. Have an official, complete transcript sent from each college or university attended. To be considered official, transcripts must be sent directly to the Admissions Office from the issuing institution. Unofficial or

student copies are not acceptable. Omitting an institutional record from your application may result in disciplinary action. The director of admissions reserves the right to rescind the admission of any student who falsifies information on their application for admission.

WOU is committed to serving all students. Applications for admissions will be reviewed throughout the year. The Admissions Office reserves the right to rescind the admission of any student who fails to meet the conditions of their admission to WOU.

**Acceptance of credit from accredited institutions**

Acceptable records from accredited post-secondary 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 at least 36 college-level credits from any accredited institutions.

**Credit from two-year institutions**

WOU accepts all college-level transfer work completed up to 124 hours. A maximum of 24 quarter hours of vocational-technical 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 Oregon Transfer degree (AAOT) from an Oregon community college under the May

College Level Equivalency (CLEP) scoring table			
Exam	Score	Credits	Course
Information Systems and Computer Applications	50	3	CS 101
American Literature (requires passing essay section)	52	8	ENG 253 and 254
Analyzing and Interpreting Literature*	50-65	4	ENG 104
	66+	8	ENG 104 and 106
English Literature (requires passing essay section)	55	12	ENG 204, 205, 206
English Composition with essay	50	4	WR 115
Freshmen College Composition	50	4	WR 115
Humanities*	50	4	ENG 104
French Language	50	12	FR 101, 102, 103
French Language	60	12	FR 201, 202, 203#
German Language	50	12	GL 103, 102, 103
German Language	60	12	GL 201, 202, 203#
Spanish Language	50	12	SPAN 101, 102, 103
Spanish Language	60	12	SPAN 201, 202, 203#
American Government	50	3	PS 201
Introduction to Psychology	50	4	PSY 201
Principles of Macroeconomics^	60	4	EC 202
Principles of Microeconomics^	60	4	EC 201
Biology	50	10	BI 101 and 102
Chemistry	50	10	CH 221 and 222
Natural Sciences	50	5	Science elective
College Algebra	50	4	MTH 111
College Mathematics	50	4	MTH 1xx
Precalculus	50	4	MTH 111, 112
Calculus	50	5	MTH 251

**CLEP exams cannot be used to fulfill WOU diversity requirements**

- \* Students are limited to credit from ONE of these two exams
- # To fulfill the B.A. language requirement, CLEP credit for 203 must be supplemented with one of the following: a culture-focused course related to the language; an on-campus UD language/culture course; or study-abroad credits related to the language. (See Humanities Division chair for possible course ideas)
- ^ Credit will not be granted if the student has earned credit for a higher level course (one which directly or indirectly requires EC 201 or EC 202 as a prerequisite).

General Certificate of Education (GCE) Examinations		
Advanced A Level Only		
(accepted for exam scores of C or better)		
Exam	Credits	Course
Accounting	3	BA 217
Art	6	A 100, 115
Business Studies	3	BA 101
Biology	15	BI 101, 102, 103
Chemistry	12	CH 104, 105, 106
Classical Studies	4	HST 1XX
Computing	10	CS 161, 162
Economics	12	EC 200, 201, 202
English Literature	12	ENG 104, 105, 106
French	12	FR 101, 102, 103
Geography	8	GEOG 105, 106
German	12	GL 101, 102, 103
History	12	HST 104, 105, 106
Language and Literature	3	ENG 109
Mathematics	8	MTH 241, 243
Further Math	8	MTH 251, 252
Music	6	MUS 111, 201
Physical Education	4	PE 2XX
Physics	12	PH 201, 202, 203
Psychology	8	PSY 201, 202
Sociology	9	SOC 223, 224, 225
Spanish	12	SPAN 101, 102, 103
Thinking Skills	3	PHL 103

For content-specific documentation, go to [ocr.org.uk/qualifications/type/gce](http://ocr.org.uk/qualifications/type/gce).

Note: Proposed table does not include all content areas. Proposed table is for Advanced A level and not the ordinary level examinations (O-level).

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

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

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

### Accepted Transfer Degrees from other states

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

- California: Intersegmental General Education Transfer Curriculum (IGETC), and California State University transfer degree
- Hawaii: Articulated Associates of Arts from University of Hawaii
- Washington: Direct Transfer Degree

### Other transfer agreements

WOU has approved numerous major-specific articulation agreements with Oregon community colleges. In addition, WOU has Transfer Admission Guarantees (TAG's) with many California community colleges. For further information: [wou.edu/california](http://wou.edu/california).

### Dual enrollment partnerships

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



## Non-admitted students

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

1. High school students participating in an official WOU high school partnership program,
2. Students enrolled in courses through the Division of Extended Programs,
3. Students approved to take undergraduate or graduate courses for use at another institution or life-long learning, or
4. Members of the WOU staff.

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

## International Student Admissions

[wou.edu/international](http://wou.edu/international)

Assistant Vice President Neng Yang  
International Education and Development  
[global@wou.edu](mailto:global@wou.edu)  
503-838-8425

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

1. Complete and return the application form along with the application fee of U.S. \$50. The application is available online at [wou.edu/international](http://wou.edu/international). You may submit this electronic application and then mail original documents to the International Education and Development office to complete your application file. You are advised to send the non-refundable fee in the form of an international money order or check in U.S. dollars. Prospective applicants may request an application form at [wou.edu/international](http://wou.edu/international), or email [global@wou.edu](mailto:global@wou.edu).
2. Submit official transcripts or exit exam results of previous school work including secondary and middle schools, other colleges and universities, and professional schools. Original documents are preferred, but certified copies are acceptable. Certified copies of exact English translations of these records are required.
3. Provide proof of proficiency in the English language unless your native language is English. Prospective students must submit a minimum TOEFL score of 500 (paper-based), 61 (internet-based); or a IELTS score of 5.0 for undergraduate admission. Graduate admission requires a TOEFL score of 550 (paper-based), 79 (internet-based); or a IELTS score of 6.0. Students who are citizens of, or who have received a bachelor's degree or higher from a university in the following countries are exempt from the English

proficiency requirement: Australia, the British Caribbean and British West Indies (Bahamas, Jamaica, etc.), Canada (except Quebec), Ghana, Ireland, Kenya, Liberia, New Zealand, Nigeria, South Africa, United Kingdom, the United States.

4. Submit personal or parents' bank statement showing a balance of at least \$33,000. Also complete a Financial Affidavit Form. The current tuition at Western Oregon University is approximately \$17,200 per academic year. The tuition amount is subject to change at the beginning of each academic year.

## 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 university 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.

## Student tuition and fees

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

A regularly enrolled, full-time undergraduate student takes a minimum 12 credit-hour course load. A regularly enrolled, full-time graduate student takes a minimum of nine credit hours. Tuition is charged on a per credit basis.

Estimated annual costs other than tuition and fees for a full-time, undergraduate student living away from home, on- or off-campus, for the 2014-15 academic year are as follows:

Room and board:	\$9,058
Books and supplies:	1,750
Personal/miscellaneous:	2,998
<b>Total:</b>	<b>\$13,806</b>

## Western Tuition Choice

Effective for new undergraduate students (freshmen and transfer), WOU offers a choice in tuition plans. WOU is unique among American universities in offering students and their families a choice in tuition plans. The Western Tuition Choice gives new students the choice of tuition plans that meet their needs best. When registering for the first time, new undergraduate students who are either Oregon residents, or participants in the Western Undergraduate Exchange (WUE) will be required to select one of the following two options. The choice cannot be changed, so students are encouraged to analyze both options carefully before registering for courses.

**Tuition Choice (traditional plan):** Students will save tuition expenses in the first two years of their studies at WOU with this plan. Pending final approval from the Oregon State Board of Higher Education, WOU students from Oregon will pay \$148 per credit plus fees for 2014-15. Tuition will increase annually under this plan.

**Tuition Promise:** Students will pay a higher starting tuition than the traditional plan, but their tuition rate will not increase for a four-year period. For Oregon residents, tuition will be \$168 per credit (plus fees), with a guarantee of no increase in the tuition rate for four years.

Student fees, which are set by the student government, will likely increase annually for

both choices. Students in the Western Undergraduate Exchange (WUE) will pay 150 percent of the resident rate for each of the plans. All undergraduate students are advised to take 45 credits per year in order to graduate in four years. Oregon students choosing the Tuition Promise will pay over \$200 more in 2014-15 than students who choose the WOU Traditional plan. WUE students selecting the Tuition Promise can expect to pay approximately \$400 more in tuition than WUE students selecting the Traditional Plan.

## Western Undergraduate Exchange Scholars Program

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

All undergraduate academic programs at WOU are available under the WUE Scholars Program. If you are a resident of one of the

participating states and would like to apply for the WUE Scholars Program, you must submit an application for admission and be admitted to the university under standard admission procedures.

### High school students

Incoming freshmen must also meet the specific academic requirements: minimum 2.75 grade point average and satisfactorily complete 15 subject requirements with a C- or better. Applicants with a cumulative grade point average between 2.50 to 2.74 are eligible for WUE Scholars Program if they receive a composite score of 21 on the ACT or a combined score of 1000 on the Critical Reading and Mathematics sections of the SAT Reasoning Exam.

### Transfer students

College transfer student must also meet the specific academic requirements: minimum 2.25 cumulative grade point average on 36 or more transferable, college-level quarter hours (24 semester hours). Transfer applicants are required to have a writing course beginning with Writing 121 (or the equivalent) with a grade of C- or better; and college algebra or above with a grade of C- or better, or the equivalent of Math 105. All students must maintain good academic standing as defined by the university.

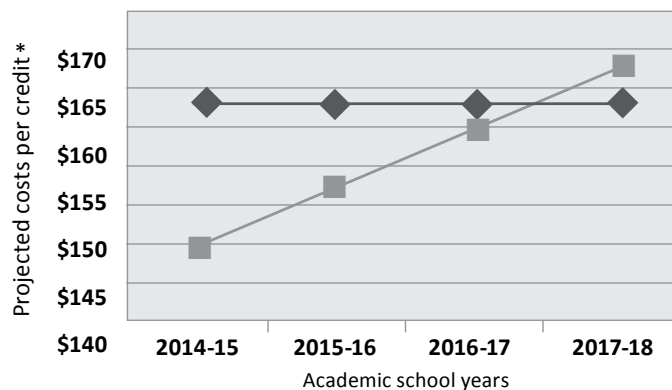
### Estimated 2014-15 tuition and fees

The table below lists proposed tuition and fees (at time of printing) for the 2014-15 academic year. The tuition and fee schedule is established by the Oregon State Board of Higher Education. Tuition and fees are subject to change based on actions by the State Board of Higher Education, the Oregon State Legislature and WOU residence halls. *(Based on 15 credits undergraduate, 12 credits graduate)*

#### Resident undergraduate

	One term	Three terms
<b>2014-15</b>		
Tuition Choice (traditional)	\$2,759	\$8,277
WUE Choice (traditional)	3,872	11,616
Tuition Promise	\$3,056	\$9,168
WUE Promise	4,317	12,951
<b>2013-14</b>		
Tuition Promise	\$2,986	\$8,988
WUE Promise	4,227	12,681
<b>2012-13</b>		
Tuition Promise	\$2,894	\$8,682
WUE Promise	4,081	12,243
<b>2011-12</b>		
Tuition Promise	\$2,684	\$8,052
WUE Promise	3,766	11,298
<b>2010-11</b>		
Tuition Promise	\$2,579	\$7,737
WUE Promise	3,602	10,806
All nonresident undergraduate	\$7,419	\$22,257
Resident graduate	4,674	14,022
Nonresident graduate	7,494	22,482
Western Tuition Choice (see paragraph at left)		

■ Tuition Choice (traditional plan) ◆ Tuition Promise



\*Illustrative three percent annual increase



## Financial Aid

[wou.edu/financialaid](http://wou.edu/financialaid)

Director Donna Kirk

[finaid@wou.edu](mailto:finaid@wou.edu)

503-838-8475

Toll free: 877-877-1593

WOU provides a strong financial aid and scholarship program that annually administers more than \$55 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.

For detailed information about the financial aid application process and aid programs, go to [wou.edu/financialaid](http://wou.edu/financialaid).

### Applying for aid

To be considered for federal and state financial aid at WOU, students must complete the Free Application for Federal Student Aid (FAFSA). Students are encouraged to submit their FAFSAs annually as soon after January 1 as possible as some funds are limited and are awarded on a first come, first served basis. The FAFSA is completed online at [fafsa.gov](http://fafsa.gov).

### Financial aid programs

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

#### Grants

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

#### Federal Work-Study

#### Loans

- Federal Direct Subsidized Stafford Loans
- Federal Direct Unsubsidized Stafford Loans
- Federal Perkins Loan
- Federal Direct PLUS Loans for parents
- Federal Direct PLUS Loans for graduate students

#### Scholarships

- WOU Presidential Scholarships
- WOU Provost Scholarships
- WOU General/Foundation Scholarships
- WOU Diversity Commitment Scholarships

#### Veterans' educational aid

Information can be found on the WOU Registrar's website.

## Registrar

[wou.edu/registrar](http://wou.edu/registrar)

Registrar TBD

[registrar@wou.edu](mailto:registrar@wou.edu)

As a unit of Academic Affairs, the traditional and primary responsibility of the Registrar's Office is to maintain the integrity and accuracy of academic records. To that purpose, the Registrar's Office provides the following services according to institutional policies and standards, as well as state and federal laws and regulations:

- Maintains the class schedule and assignment of rooms
- Prepares and provides online registration
- Verifies enrollment
- Processes grades and subsequent grade changes
- Monitors degree requirements for undergraduates
- Confirms and awards degrees
- Coordinates attendance at commencement
- Generates and distributes diplomas
- Provides transcript services
- Certifies eligibility for veteran's benefits
- Verifies degree progress for student athletes

### Registration

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

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

All students will be notified of their specific registration time approximately one 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.

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

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. Students may view their holds online; click on "WOU Portal" at the top of the WOU home page, a single-sign-on tool that allows you to access many WOU online programs from one customizable menu.

Changes to a student's schedule may be made during the add/drop period at the beginning of each term. See the online Academic Calendar for specific dates and fees. 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 in which they fail to appear for 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. Otherwise the student will 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.

### Requirements for degrees

#### Bachelor's degree

Current bachelor's degree requirements and programs are described in the undergraduate studies section of this catalog (see pages 32-84).

Students admitted as freshmen must meet degree, program and other graduation requirements in the catalog in force at the time of their first enrollment after admission to WOU; or, they may choose to graduate under a later catalog that is no more than seven years old.

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; or they may choose to graduate under a later catalog that is no more than seven years old.

**No catalog is valid for more than a seven year period.**

Students should be aware that requirements for teacher licensure may change, as such requirements are established by the Oregon Teacher Standards and Practices Commission.

#### Second bachelor's degree

A student who wishes to earn a second baccalaureate degree subsequent to the first 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.
- At least 75 percent 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 unless the course is designated as P/NC only.

Students earning a second bachelor's degree are not eligible to graduate with honors in that degree.

A student who wishes to earn two baccalaureate degrees simultaneously must fulfill the LACC, all B.A./B.S. degree requirements and all requirements for two majors and one minor.

### Master's degree

Programs and requirements are described in the graduate studies section of this catalog (see pages 85-99).

### Filing degree plans

Undergraduate students who intend to receive a degree from WOU must apply by filing an Application for Undergraduate Degree form three terms before the intended term of graduation. A degree plan for both the major and the minor, from the same catalog year, must be developed and signed in consultation with a faculty advisor and submitted with the application. Degree plans are available online at [wou.edu/registrar](http://wou.edu/registrar). Changes in degree plans, once they have been filed, must be approved by the student's faculty advisor. 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 or licensure.

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

### Graduation/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 WOU grade point average of 3.50 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 laude*, *magna cum laude* and *summa cum laude* are conferred on undergraduate students who have achieved a WOU cumulative grade point average of 3.50–3.64, 3.65–3.79, and 3.80–4.00, respectively.

Students who graduate from the Honors Program with at least a 3.25 WOU cumulative GPA will have *in cursu honorum* printed on their diplomas. Commencement honors determinations are finalized at the close of winter term. Neither subsequent changes of grade nor the subsequent completion of incomplete academic work will result in a change to honors status.

Commencement exercises at WOU take place in June each year. 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 12 credits of completing degree requirements at Western Oregon University, to be completed during summer or fall term only, may participate in the commencement ceremony. Education students who are scheduled to do their teaching practicum in the fall term are not eligible and are invited to participate in the subsequent June commencement. Students meeting the 12-credit criteria who wish to participate in the ceremony should contact the Registrar's Office immediately.

### Awards

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

- The **Outstanding Graduate Student Award** is given at commencement to the outstanding graduate student.
- **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.

### Class standing

- **Freshman:** 0-44 quarter credit hours
- **Sophomore:** 45-89 quarter credit hours
- **Junior:** 90-134 quarter credit hours
- **Senior:** 135+ quarter credit hours
- **Post-baccalaureate non-graduate:** An admitted graduate student enrolled primarily in undergraduate coursework and pursuing an undergraduate degree or licensure.
- **Grad master's:** A student admitted to a master's degree program.
- **Non-admitted student:** Either a graduate or undergraduate enrolled at the institution, not working toward a degree or licensure, and normally enrolled for 8 or fewer credits. A maximum of 15 credits of non-admit graduate coursework can be applied to an endorsement or degree program.

### Course numbering system

- 1-99 Preparatory courses, do not count toward a degree
- 100-299 Lower-division (freshman and sophomore) level
- 300-499 Upper-division (junior and senior) level
- 500-599 Graduate courses with undergraduate equivalents

- 600-699 Courses available only to graduate students
- 700 In-service courses
- 800 Professional development courses

**Enrollment:** Ordinarily, a student may enroll in a course numbered one year beyond his/her 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 600:** Courses numbered 600 are 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 F (failure); pass, P; satisfactory, S; course dropped and/or withdrawal from school, W; incomplete, I; regular progress, RP; 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, 3.70 points for each credit hour of A-, 3.30 points for each credit hour of B+, 3.00 points for each credit hour of B, 2.70 points for each credit hour of B-, 2.30 points for each credit hour of C+, 2.00 points for each credit hour of C, 1.70 points for each credit hour of C-, 1.30 points for each credit hour of D+, 1.00 point for each credit hour of D, 0.70 points for each credit hour of D-, and 0.00 points for each credit hour of F. Marks of I, P, NC, W, X, S, RP, 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 cumulative WOU grade-point average of 2.00 (or C) is required for graduation.
- **Hours earned toward graduation.** Hours earned are those for which a student receives grades of A through D-, S, or P. To graduate, a student must earn a minimum of 180 hours of credit.

- **Repeated course work.** Students may repeat a course to improve their grade or to provide more experience with the activities covered in specific courses. Courses that may be repeated for additional credit and to be included in the student's GPA are specified in the particular course descriptions. Otherwise, only the most recent credits and grade will be computed in the GPA regardless of earlier grades. Courses taken on an audit, pass-no credit, or satisfactory-no credit basis may not be repeated. Undergraduate students who receive federal financial aid and retake a course may be subject to a reduction in their financial aid package. Questions about this requirement should be referred to the WOU Financial Aid Office.

**Satisfactory-no credit grading option.** An undergraduate student may choose to take elective courses on a satisfactory-no credit (S/NC) basis. Electives are courses other than those used to fulfill the Liberal Arts Core Curriculum (LACC) requirements, bachelor's degree requirements, and the declared major or minor requirements. Students taking a course on a satisfactory-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.

The instructor is responsible for describing the level of competency necessary for passing the course. The satisfactory level is equivalent to the grade of D- or better unless otherwise designated.

### 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 **Failure**

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.
- RP **Regular progress.** This grade is reserved for specific courses which extend past the regularly scheduled term. When course work is completed, instructors must replace the 'RP' grade with a regular letter grade (A-F) through the standard grade change method. Instructors must designate a course to be eligible for the 'RP' grade in the course description approved through the appropriate curriculum process. Each course description must state what will happen to the 'RP' grade should the student fail to complete the work within a time limit identified in the description.
  - P **Pass.** Student successfully completed a course only offered for credits with no letter grade (A-F) assigned.
  - S **Satisfactory.** Student opted to complete an elective course with no letter grade assigned.
  - NC **No credit earned.**
  - 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.

### Academic standing

**President's Honor Roll.** An undergraduate student is eligible for the President's 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 4.00. Credits earned elsewhere in the same term and credits graded P or S are not accepted in computing the term GPA.

**Dean's Honor Roll.** An undergraduate student is eligible for the Dean's 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 Dean's Honor Roll eligibility during the term in which it is received. Credits earned elsewhere in the same term and credits graded P or S are not accepted in computing the term GPA for Dean's Honor Roll purposes.

**Good standing.** A student is doing satisfactory work when a GPA of 2.00 or better is maintained and substantial progress is made toward completion of graduation requirements.

**Warning.** A student whose GPA in any term of the academic year is below 2.00 receives an academic warning. If the GPA the following term and the cumulative WOU GPA are 2.00 or better, the student is removed from warning. A student who receives an academic warning is required to meet with an academic advisor in the Academic Advising and Learning Center (AALC) to discuss strategies for success. An Academic Standing hold will be placed until the student has completed specific requirements. Contact the AALC for details.

**Probation.** A student on academic warning whose GPA in any term of the academic year is below 2.00 is placed on academic probation. If the GPA the following term and the cumulative WOU GPA are 2.00 or better, the student is removed from probation. Students placed on academic probation are required to meet with an academic advisor in the Academic Advising and Learning Center (AALC) to discuss strategies for success. An Academic Standing hold will be placed until the student has completed specific requirements. Contact the AALC for details.

**Suspension.** A probationary student whose GPA for any term of the academic year is below 2.00 will be suspended and will not be allowed to register for classes at WOU for at least one term following the suspension. In order to be reinstated after the mandatory term off, students must contact the Registrar's Office to complete a reinstatement form. Students who begin the reinstatement process less than four weeks prior to the start of the term in which reinstatement is desired, may delay their return until the following term. When readmitted, suspended students are required to enroll in and successfully complete the university's learning seminar. Students who have been suspended are denied all privileges of the institution.

A student's academic standing is considered part of the academic record and is noted on the student transcript.

**Subsequent suspension.** A student that is suspended, at any time, from the university beyond the initial suspension is required to:

- Take a mandatory leave from the university for one year (four academic terms); or
- Complete a minimum of 24 transferable credits with a GPA of 2.5 or higher at a community college; or
- Petition to a committee for a waiver from either of the above options.

Students who petition the committee for reinstatement must adhere to the committee's decision.

**Additional suspensions.** A student that is academically suspended for a third time, for any reason is required to:

- Take at least one year off from the university (four academic terms); or
- Petition to the committee to determine the conditions for returning.

Students who petition the committee for reinstatement must adhere to the committee's decision.

### Withdrawal

There are two ways students may withdraw. Students may withdraw from a course or from the university.

#### Withdrawal from a course

1. By completing the proper add/drop form and by filing this form with the Registrar's Office before the end of the seventh week of the term, the student may withdraw from



any course. A grade of 'W' will appear on the student's permanent scholastic record if the student withdraws after the fourth week and through the seventh week of the term.

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

### Withdrawal from the university

1. The student must complete a request for withdrawal from the university, obtain the necessary signatures and return the form to the Registrar's Office. The deadlines indicated above will apply.
2. In situations of emergency (accident, prolonged illness, etc.), a student may be permitted by the registrar to withdraw without academic penalty from the university at any time. Written verification will be required.

### Credit by examination

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 department, 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 department and division chair. The form may be found in the Registrar's Office or online on the Registrar's Office web page. 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 45 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 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.

### Student records policy

#### Access to student records

WOU Student Records Policy complies with the Family Educational Rights and Privacy Act (FERPA) which provides guidelines for maintaining the confidentiality of education records and monitoring the release of information from those records.

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.

The university discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel, persons serving on the Crisis Assessment, Response and Education team, and health staff); a person or company with whom the university has contracted as its agent to provide a service instead of using university employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Education; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

#### 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:

Student's full name; student's photograph; dates of enrollment; local, permanent and electronic address(es) and telephone number(s); place of birth; 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.

Students may withhold disclosure of any item of information under FERPA. To withhold disclosure, written notification must be received in the Registrar's Office. The restriction will be in force permanently, until rescinded by the student in writing, with the student's signature witnessed by a notary. 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.

#### Letters of recommendation or reference

Students who request letters of reference or recommendation from WOU faculty or staff members need to do so in writing. The Office of the Registrar has composed a FERPA-compliant authorization to release form that must be used when requesting references/recommendations. Login to the WOU Portal and click "referral and recommendation request."

#### University system social security number (SSN) disclosure consent statement

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

The Privacy Act of 1974, section 6109 of the Internal Revenue Code, requires that you give your correct SSN to agencies that must file information returns with the IRS. The IRS uses your SSN for identification and to verify the accuracy of your tax return. For more information, please refer to Internal Revenue Code section 6050S. By signing the application, you give your permission for the use of your SSN to assist WOU and the 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; identifying students internally; collecting student debts; or comparing student educational experiences with subsequent work-force experiences.

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

This request is made pursuant to the Oregon Revised Statutes 351.070 and 351.085.



You are not required to consent to the use of your SSN for research; if you choose not to do so, you will not be denied any right, benefit, or privilege provided by law. You may revoke your consent for the use of your SSN at any time by writing to the Office of Admissions. If you do not give consent to use your SSN for research, please attach a note requesting a system-generated number.

**Veterans Administration standards**

In order to retain current pay status for Veterans Administration (VA) educational benefits at WOU, veterans must complete certified courses toward their educational objective (normally a bachelor’s or master’s degree). Completion of a course means that each term the veteran must finish the minimum credit hours required with passing grades for the stipend rate at which the veteran is certified, as shown on the table below. Veterans who make no progress toward their educational objective for the term by receiving F, NC, I, W, or X grades in every class may have their certification for the next term

Certification Status	Undergraduate fall/winter/spring	Graduate fall/winter/spring
Full time	12+	9+
¾ time	9-11	7-8
½ time	6-8	5-6
<½ time	3-5	3-4
¼ time	3	3

placed on hold until the end of the term when only courses that contributed to the Veteran’s educational objective, confirmed by a passing grade in the course, will be certified.

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

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

Veterans who drop below their minimum required hours will have their change in status reported to the VA within 30 days. Changes in status may result in a demand by the Veterans Administration for repayment of benefits.

If there are mitigating circumstances, the Veteran should notify the Veterans’ Office, who can report to the VA at the time of the reduction. Alternatively, the Veteran can notify the VA after the reduction has been processed through the VA’s appeal process. Changes in status are reported for drops, withdrawals, and non-punitive grades such as X, NC, W, or I grades, and punitive grades without verification of attendance such as F. Specific

questions regarding how changes in status will affect you should be directed to the Veterans’ Office. Veterans should submit verification of attendance for all classes with poor performance directly after the end of the term to avoid reductions on the first day of the term.

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

Summer enrollment is handled differently than fall/winter/spring enrollment periods. The VA adjusts certification status depending on the length of the enrollment period for undergraduate students. For graduate students concurrent enrollment periods are combined because the VA follows the school’s enrollment policy so the length of the course is no longer relevant in determining enrollment status. Graduate students should be advised that non-concurrent enrollment periods may result in receiving a lower certification status for each period, as a minimum of nine credits will still be required for full time status during each period. As many courses are offered during unique periods, Veterans should contact the Veterans’ Office regarding their specific circumstances.



# STUDENT LIFE



## Campus Recreation Program

[wou.edu/campusrec](http://wou.edu/campusrec)

Director Rip Horsey

[horseyr@wou.edu](mailto:horseyr@wou.edu)

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

### Health and Wellness Center

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

### Outdoor programs

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

### Intramural Sports

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

### Club Sports

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

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

## Arts and entertainment

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

The 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 performances and concerts throughout the year. They include classical, jazz and American vernacular styles.

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

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

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

## Honor societies

### 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 national journal, *The Historian*.

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

### Phi Kappa Phi

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

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

### Phi Sigma Iota

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

### Pi Mu Epsilon

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

The Oregon Delta Chapter at WOU was founded in 2004. It is open by invitation to outstanding mathematics majors. The chapter sends two students a year to a national PME conference to present their research in mathematics.

### Psi Chi

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

The WOU chapter was founded in 1980. The chapter sponsors an annual 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.

## Intercollegiate athletics

[wou.wolves.com](http://wou.wolves.com)

Director of Athletics Barbara Dearing

WOU offers a broad-based athletic program that has developed a strong tradition of excellence. WOU offers 13 sports and is a member of the NCAA Division II. Men's sports of cross country, football, basketball, baseball, indoor and outdoor track and field are offered. Women's sports include cross country, soccer, volleyball, basketball, softball, indoor and outdoor track and field.

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

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

### 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 communication studies majors and minors who meet the requirements for the honorary distinction.

### Student government

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

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

## Student Leadership and Activities

[wou.edu/studentleadership](http://wou.edu/studentleadership)

Director Stephen Jenkins

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

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

The activities provided to students at WOU enhance social, recreational and cultural development by fostering participation in the social, intellectual and aesthetic life of the campus.

### Leadership development

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

### Leadership certificate

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



### WOU and the NCAA

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

### Academic eligibility requirements

The NCAA has established academic requirements for participation in intercollegiate athletics. Freshman student athletes must be certified by the NCAA Initial Eligibility Center. Information regarding the eligibility center and first-year eligibility is available from high school counselors or online at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Transfer student athletes are urged to contact the coach of their sport or the director of compliance. The NCAA has also established academic standards related to progress toward degree for continuing student athletes. Contact your coach or the director of compliance for specific details regarding this requirement.

### Facilities

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

### Greek life

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

### Chapters

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

### Discover leadership

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

### Non-traditional student services

WOU defines a non-traditional student as a student who is 25 years of age or older, has children, or is returning after a break from school. Non-Traditional Student Services at WOU is designed to serve these students. WOU recognizes that non-traditional students may at times, have different needs and priorities than traditional students. The Student Leadership and Activities Office provides services to accommodate these needs.

Amenities include two lounges for non-traditional students. The first lounge is the Werner University Center Non-Trad lounge where students can study, relax between classes, rent lockers, or have lunch. The Family Lounge in Todd Hall, provides a space for studying, sharing a meal with your family, and a play area for children. An emergency locator service allows staff to quickly locate students on campus in case of an emergency. This is especially useful for student parents. The Non-Trad Student Organization (NTSO) assists with locating child care, study groups, and concerns with classes.

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

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

### Diversity certificate

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

### Stonewall Center

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

### Student Media

The *Western Oregon Journal* is the official student newspaper and is distributed every week on Wednesday. For more information, call 503-838-8347.

*The Northwest Passage* is the campus literary and arts magazine and is published twice per school year, once in the fall term and once during spring term. To submit your own short fiction, poetry and other literature or other art, please email the magazine at [northwestpassage@wou.edu](mailto:northwestpassage@wou.edu). You can also call the magazine's editor at 503-838-9642.

The *Northwest Passage* website is [wou.edu/northwestpassage](http://wou.edu/northwestpassage); Facebook page is: [www.facebook.com/NWPmagazine](http://www.facebook.com/NWPmagazine).

KWOU is the Web-based radio station and can be found at [wou.edu/kwou](http://wou.edu/kwou). Feel free to call the station at 503-838-8900.

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

## STUDENT SERVICES

### Student Affairs

[wou.edu/student](http://wou.edu/student)

Vice President Gary Dukes  
[studentaffairs@wou.edu](mailto:studentaffairs@wou.edu)

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

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

### National Student Exchange

[wou.edu/student/nse](http://wou.edu/student/nse)

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

There are 200 colleges and universities to choose from in the United States, U.S. territories, and Canada. To qualify, students must be enrolled full-time at WOU, have completed at least 45 credits at the time of exchange, have a minimum cumulative GPA of 2.5, and be in good academic, judicial and financial standing at WOU. Call 503-838-8423 or online at [wou.edu/student/nse](http://wou.edu/student/nse) for more information.



## Bookstore

[bookstore.wou.edu](http://bookstore.wou.edu)  
 Manager Mark Lane  
[bookstore@wou.edu](mailto:bookstore@wou.edu)

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

## Campus Dining

[wou.edu/student/housing/dining.php](http://wou.edu/student/housing/dining.php)  
 Director Karen Nelles, R. D.  
[housing@wou.edu](mailto:housing@wou.edu)

Valsetz Dining Hall, centrally located near the residence halls, is the main location for the resident meal plan. Meals are available from early morning until late at night, enabling residents to have flexible 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 Belgian waffles), Home style (traditional and ethnic menu items), Deli Soup and Salad Bar and Carbo Centre (grab and go packaged items and beverages). Valsetz Food Court is open from 7 a.m. to 11 p.m., Monday through Friday; and 10 a.m. to 11 p.m., Saturday and Sunday.

Werner University Center has several dining locations. Wolf Express is a small convenience store that sells hot and cold beverages and snacks. Its grab n' go atmosphere is great for the student on the run. Caffè Allegro offers espresso drinks, baked goods and sandwiches. The Wolf Grill and Western Deli serve hamburgers, fries, grilled and deli sandwiches, salads, vegetarian entrees, soups and more. All of these restaurants accept the Resident Meal Plan, the Wolf Bonus Account, bank credit/debit cards and cash for purchases. The Wolf Bonus Account is a meal plan available to off-campus students, staff and faculty. Also, Campus Dining Gift Cards are available for purchase.

## Disability Services

[wou.edu/student/disability](http://wou.edu/student/disability)  
 Director Malissa Larson  
[ods@wou.edu](mailto:ods@wou.edu)

The Office of Disability Services facilitates appropriate accommodations on campus for students and visitors with documented

disabilities. ODS offers an array of services and accommodations which include, but are not limited to, note taking, sign language interpreting, Typewell services, alternative testing, and conversion of text into alternative format, including Braille or electronic formats. Accommodation needs of each student with a documented disability are determined on an individual basis.

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

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

## Student Conduct

[wou.edu/student/judicial](http://wou.edu/student/judicial)  
 Dean of Students Tina Fuchs  
[judicial@wou.edu](mailto:judicial@wou.edu)

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

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

## Multicultural Student Services and Programs

[wou.edu/student/multicultural](http://wou.edu/student/multicultural)  
 Director Anna Hernandez-Hunter  
[mssp@wou.edu](mailto:mssp@wou.edu) • 503-838-8737

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

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

## Service Learning and Career Development

[wou.edu/student/slcd](http://wou.edu/student/slcd)  
 Director Adry Clark  
[slcd@wou.edu](mailto:slcd@wou.edu)

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

- Current on-campus, off-campus, full-time, part-time, work-study and non work-study job postings
- Internship opportunities and information
- Alternative break trips
- Short-term and long-term volunteer opportunities
- Mock interview sessions
- Job search coaching
- Career and internship fairs
- Major or career-field consultations and assessments

- Job shadow and informational interviewing resources
- Resume critiques
- Graduate school admissions preparation programs
- Connections to recruiters
- Many more experiential learning opportunities

Students are encouraged to take advantage of the following services:

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

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

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

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

**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 database.

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

Service Learning and Career Development is located in the Werner University Center, lower-level, room 119. All students are encouraged to come by Monday through Friday, from 8 a.m. to 5 p.m. Appointments can be made by calling 503-838-8432 or visit [wou.edu/slcd](http://wou.edu/slcd) for online resources day and night.

### Alternative break

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

### Student employment

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

All student employees need to go to the Payroll Office, Admin 306 to get a current year work sticker on their student ID card. Office hours are Monday through Friday, 8 a.m. to 5 p.m.

### Student Enrichment Program-TRIO

[wou.edu/sep](http://wou.edu/sep)

Director Marshall Guthrie  
[sep@wou.edu](mailto:sep@wou.edu)

The Student Enrichment Program (SEP) is a TRIO program primarily supported by the U.S. Department of Education. Western Oregon University also provides significant fiscal support for this academic support program. The office is located in the Academic Programs and Support Center, 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, graphing calculators, digital voice recorders, etc.) for checkout; academic progress monitoring; success seminars; and tickets to campus cultural events.

The program also offers tuition-free credit courses:

- ICS 103 Becoming a Master Student;
- ICS 105 Critical Thinking
- ICS 106 Career Planning
- ICS 109 Summer Bridge
- ICS 111 Financial Literacy

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

### Student Health and Counseling Services

[wou.edu/student/health](http://wou.edu/student/health)

Director Jamie Silva  
[health@wou.edu](mailto:health@wou.edu)

#### 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 six credit hours or more pay a student health fee each term that entitles them to the use of services offered at Health Services.

Additional charges are assessed for medication, laboratory testing, medical supplies, a physical, a women's health care annual exam or a special procedure. Students registered for fewer than six credits may elect to pay the student health fee, which makes them eligible to receive services for that term.

Eligible students may call between the hours of 8 a.m. and 5 p.m. Monday through Friday to make an appointment with one of the health care professionals. Health Services is staffed by a physician, licensed mid-level practitioners and medical support staff.

A full list of the services and explanation of the Health Service Fee are available online at [wou.edu/student/health](http://wou.edu/student/health).

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

#### Counseling services

Professional, confidential counseling for WOU students is available from counseling services. Counseling is designed to assist students in changing behaviors and addressing their individual concerns so they can focus their energy on a successful and rewarding academic experience. Individual counseling, vocational exploration, support groups and workshops are offered as well as referral resources and consultations with medical,





psychiatric and other treatment professionals.

Students who have paid the Health Services fee for the current term (see Health Services) are eligible to receive counseling services.

### Wellness education

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

Information about many of our resources can be found on our web page, including Student Health 101, the Campus Wellness Challenge, the WOU Peer Mentor Program, and Green Dot. Annual events offered the campus include blood drives, health and wellness fair, and awareness campaigns. For more information or resources feel free to stop by our office and talk to one of our wellness education employees! Our services and events are free to the WOU community.

## University Housing

[wou.edu/student/housing](http://wou.edu/student/housing)

Dean of Students Tina Fuchs  
housing@wou.edu  
503-838-8311

At WOU, residence hall life adds a dynamic dimension to the college experience. The educational value derived from living with people of varied interests, backgrounds and ages offers a wide range of opportunities for personal growth and lifelong friendships. The varied residential communities are designed for comfort as well as efficiency. Rooms are attractively furnished, with lounges, snack areas, laundry facilities and recreational areas nearby.

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

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

### Housing policies

Research has clearly proven that living on-campus increases the likelihood of student success. Therefore, all WOU students without dependents who enroll within one year of high school graduation must live in

university- operated housing for the entire academic year or remaining portion thereof. Exceptions must be approved through the Office of University Housing. Many upper class students also choose to live in the residence halls because of the convenience and available services.

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

Applications for fall term housing should be made before May. An application form may be obtained from WOU's Office of University Housing. A \$40 non-refundable application fee is required at the time of reservation. Students who are found to be ineligible for admission to the university will receive a refund of the application fee.

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

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

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

503-838-8311 (V/TTY)  
housing@wou.edu  
[wou.edu/student/housing](http://wou.edu/student/housing)

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

To this end, University Housing provides experiences where students may practice good decision-making, assume leadership roles, and

set and achieve reasonable goals. Support and assistance in identifying resources for residents is available and the staff purposefully involves students in planning and implementing programs and in managing the physical environment to the benefit of all residents.

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

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

### Off-campus housing

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

## Werner University Center

[wou.edu/student/wuc](http://wou.edu/student/wuc)

Director Stephen Jenkins

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

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

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

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

For more information about any of our services, or if you want to get involved, contact our office at [wucofc@wou.edu](mailto:wucofc@wou.edu) or 503-838-8261.



WESTERN OREGON UNIVERSITY'S  
**ACADEMIC EXCELLENCE**

Celebrating student research, scholarship



ACADEMICS

## ACADEMIC DIVISIONS

**The College of Education**

[wou.edu/education](http://wou.edu/education)  
Dean Mark Girod  
[education@wou.edu](mailto:education@wou.edu)

The mission of the College of Education at Western Oregon University is to prepare skilled professionals in the fields of education, rehabilitation, American Sign Language/English interpreting, American Sign Language studies, health promotion and exercise science. Our graduates are academically strong, ready to contribute to the continuously evolving state of their chosen professions, and prepared for a variety of diverse and complex roles in schools, service organizations, and businesses.

The College of Education has three divisions: Health and Physical Education, Special Education and Teacher Education. It also is home to the Regional Resource Center on Deafness.

The Rehabilitation Counselor Education program is accredited by the Council on Rehabilitation Education (CORE) and the curricula also meets the educational requirements for the Oregon Board of Licensed Professional Counselors and Therapists (LPC) and certification for both Certified Rehabilitation Counselor (CRC) and National Certified Counselor (NCC).

The College of Education teacher preparation programs are accredited by Oregon Teacher Standards and Practices Commission (TSPC) and have been accredited by the National Council for Accreditation of Teacher Education (NCATE) for more than 50 years.

The teacher preparation programs are guided by the concept of "Connecting Teaching and Learning" which can be read two ways. First, our goal as teacher educators is to assure that our teaching efforts result in deep, meaningful learning on the part of our teacher candidates. Second, the teaching actions of our candidates should result in deep, meaningful learning on the part of PK-12 students.

The college faculty feel an ethical conviction to work toward the realization of both goals partnering with the school professionals who mentor WOU student teachers while embracing and modeling the foundation values of democratic ideals, educational equity, intellectual vitality, professionalism, and cultural sensitivity.

**Health and Physical Education Division**

[wou.edu/education/healthpe](http://wou.edu/education/healthpe)  
Division Chair Peggy Pedersen  
[pedersep@wou.edu](mailto:pedersep@wou.edu)

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

**Mission**

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

**Program outcomes**

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

More detailed program information can be obtained by contacting the division at 503-838-8908, or at [wou.edu/education/healthpe](http://wou.edu/education/healthpe).

**Special Education Division**

[wou.edu/education/sped](http://wou.edu/education/sped)  
Division Chair Cheryl Davis  
[special@wou.edu](mailto:special@wou.edu)

This division houses two undergraduate majors, American Sign Language/English Interpreting and American Sign Language studies; two undergraduate minors, Special Education/Rehabilitation Counseling and American Sign Language Studies; and six graduate programs: Special Educator I and II, Early Intervention Special Educator I and II, Rehabilitation Counseling, Rehabilitation Counseling: Deaf, Mental Health, and Interpreting Studies.

**Mission**

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

**Program objectives**

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

Information may be obtained from the Special Education Division office (ED 220) at 503-838-8322, by email at [special@wou.edu](mailto:special@wou.edu), or at [wou.edu/education/sped](http://wou.edu/education/sped).

**Teacher Education Division**

Division Chair Maria Dantas-Whitney  
[education@wou.edu](mailto:education@wou.edu)

This division houses several degree and endorsement programs.

- An undergraduate and post baccalaureate initial teacher licensure degree program with options for a variety of subject endorsements and authorization levels from early childhood through high school offered on a full-time and part-time basis;
- A Master of Arts initial teacher licensure degree program with options for a variety of subject endorsements and authorization levels for middle and high school levels offered on a full-time and part-time basis through two different delivery models;
- A Master of Science in Education program for licensed teachers focused on developing teacher leaders with a variety of content areas including;
- A Master of Science in Education program focused on information technology; and
- Multiple stand alone or degree based add-on endorsement options such as library media, reading, and ESOL.

**Mission**

The Teacher Education Division is based upon democratic ideals, educational equity, cultural sensitivity, caring and committed professionalism, and an intellectually vital community. Division members are committed to facilitating the learning and development of our candidates who, in turn, can successfully affect the learning and development of P-12 students in schools.

**Program objectives**

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

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

## Regional Resource Center on Deafness

[wou.edu/rrcd](http://wou.edu/rrcd)

Director Cheryl Davis  
rrcd@wou.edu

The Regional Resource Center on Deafness (RRCD) boasts a 40-year history of preparing professionals to work with individuals who are deaf or hard of hearing. RRCD currently receives \$1.2 million annually in federal grant funding from the U.S. Department of Education supporting two degree programs and three continuing education programs. Students in the two degree programs, focusing on counseling/rehabilitation counseling, and interpreting, receive stipends and/or tuition waivers from these grants.

### Mission

To prepare professionals in the Northwest to serve the unique communication, rehabilitation, and educational needs of Deaf and hard of hearing children and adults.

### Program objectives

1. Provide graduate and undergraduate degree programs for professionals entering fields that serve people who are Deaf or hard of hearing.
2. Provide continuing education opportunities for currently practicing professionals.
3. Provide consultation and community service activities designed to enhance the quality of life for anyone who is Deaf or hard of hearing.

For application materials and information on training opportunities, contact the RRCD main office in ED 220 or at [wou.edu/rrcd](http://wou.edu/rrcd).

## The College of Liberal Arts and Sciences

[wou.edu/las](http://wou.edu/las)

Dean Susanne Monahan  
las@wou.edu

The College of Liberal Arts and Sciences is composed of the Divisions of Behavioral Sciences, Business and Economics, Computer Science, Creative Arts, Humanities, Natural Sciences and Mathematics, and Social Science. These divisions offer various degree programs in the arts and sciences and provide academic course work needed for professional degrees in education. The office of the dean coordinates the degree in interdisciplinary studies.

### Mission

The College of Liberal Arts and Sciences provides the central learning experience for all undergraduate students at WOU. The faculty are committed to engaging students in academic discovery and intellectual growth via the core curriculum, major and minor baccalaureate curricula, and mastery in select graduate programs.

### Program objectives

1. Engage students in scholarly pursuits that benefit their preparation for life-long learning and societal engagement.
2. Provide an environment where students may develop disciplinary competencies necessary for their chosen career fields.
3. Provide opportunities for faculty-student mentoring.

## Behavioral Sciences Division

[wou.edu/las/psychology](http://wou.edu/las/psychology)

Division Chair Rob Winningham  
kunzel@wou.edu

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

### Mission

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

Programs in the division provide opportunities for professional development, service to the community, and practicum experiences in preparation for graduate study and/or work in a variety of fields. Graduates will be able to apply such knowledge and skills in a manner consistent with an understanding of professional standards of ethical behavior. They will be prepared to interact effectively with others, and resolve issues that face us as a society, a nation and a world.

### Program outcomes

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

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

## Business and Economics Division

[wou.edu/las/business](http://wou.edu/las/business)

Division Chair Hamid Bahari-Kashani  
business@wou.edu

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

### Mission

To prepare knowledgeable, well-rounded individuals for productive lives and careers in the business and economics professions and the public sector. Graduates are individuals who conduct themselves with intelligence and integrity in domestic and global environments.

### Program outcomes

Students will be able to:

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

More detailed program information, including program admission requirements can be obtained by contacting the division at 503-838-8421, or at [wou.edu/las/business](http://wou.edu/las/business).

## Computer Science Division

[wou.edu/las/cs](http://wou.edu/las/cs)

Division Chair David Olson  
olsond@wou.edu

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

### Mission

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

### Program objectives

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

More detailed program information, including program admission requirements can be obtained by contacting the division at 503-838-8480, or at [wou.edu/las/cs](http://wou.edu/las/cs).

## Creative Arts Division

[wou.edu/las/creativearts](http://wou.edu/las/creativearts)

Division Chair Scott Grim  
grims@wou.edu

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

### Mission

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

### Program objectives

1. Maintain high standards of quality which are achieved through individual attention to student practice and progress, professional example and expectations of student excellence.
2. Offer professional preparation programs: B.A./B.S. in Dance, B.F.A. in Theatre, B.F.A. in Art, Bachelor of Music, Master of Music, in addition to B.A./B.S. in Art, Music, Theatre and The Arts.

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

## Humanities Division

[wou.edu/las/humanities](http://wou.edu/las/humanities)

Division Chair Carol Harding  
hardinc@wou.edu

The Humanities Division is responsible for majors and minors in English, French, German, humanities, linguistics, philosophy, Spanish, communication studies, and writing.

### Mission

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

### Program objectives

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

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

## Natural Sciences and Mathematics Division

[wou.edu/las/natsci\\_math/nsmdiv.html](http://wou.edu/las/natsci_math/nsmdiv.html)

Division Chair Steve Taylor  
taylors@wou.edu

The Natural Sciences and Mathematics Division is responsible for majors and minors in biology, chemistry, Earth science, integrated science, mathematics and natural science.

### Mission

To offer quality liberal arts education in biology, chemistry, Earth science, mathematics, physics and pre-professional studies. Our students have the opportunity to acquire and assimilate mathematical and scientific knowledge, that they may broaden and refine their understanding of the ever-changing world around them, both while at Western Oregon University and throughout their lives.

### Program objectives

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

More detailed program information, including program admission requirements can be obtained by contacting the division at 503-838-8206, or at [wou.edu/las/natsci\\_math](http://wou.edu/las/natsci_math).

## Social Science Division

[wou.edu/las/socsci](http://wou.edu/las/socsci)

Division Chair Mark Henkels  
henkelm@wou.edu

The Social Science Division is responsible for majors and minors in anthropology, criminal justice, geography, history, political science, public policy and administration, social science, social science teacher education, and sociology.

The following minors are taught either wholly, or partially, by this division: community services, homeland security and community preparedness, legal studies, Chicano/a studies, environmental studies, film studies, gender studies, international studies, Latin American studies, and military science.

### Mission

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

### Program objectives

1. Develop critical thinking, writing, and speaking skills which analyze and communicate social issues.

2. Engage in research, internships, and practicums for service agencies and schools.
3. Encourage leadership in addressing institutional, community, and national issues.

For more detailed program information about coursework, faculty, and admission requirements, go to [wou.edu/las/socsci](http://wou.edu/las/socsci) or call 503-838-8288.

## Fire Services Administration Program

[wou.edu/las/socsci/fsa](http://wou.edu/las/socsci/fsa)

Program Director LaRon Tolley  
fsa@wou.edu

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 scholars program until official admittance into the Fire Services Administration Program is confirmed. For more information, contact the director at 503-838-8697.

WOU is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act to offer credit-bearing courses toward a B.A./B.S. in Fire Services Administration. This authorization is subject to periodic review and does not carry with it an endorsement by the board of the institution or its programs.

For information about requirements of the act or how it applies to WOU, contact:

HECB  
P.O. Box 43430  
Olympia, WA 98504-3430

## The Division of Extended Programs

[wou.edu/extendedprograms](http://wou.edu/extendedprograms)

Director Dan Clark  
extend@wou.edu

As the continuing education and professional development arm of WOU, The Division of Extended Studies (DEP) provides:

- A variety of support and resources for online and other flexible delivery courses
- Seminars and consultation on academic technologies, instructional design, and emerging pedagogues
- An array of adult, professional opportunities and workshops

## Faculty Development Workshop Resources

Each month, the DEP hosts a series of regular academic technology, pedagogy, and course development workshops and roundtable discussions for faculty and staff. No registration required. Walk-in to any session that interests you and join the conversation.

## Credit overlay

Credit overlay is a great opportunity for professional development. It is a term we use to offer an “overlay” of university credit for classes, programs, workshops, and professional development opportunities that organizations may already be conducting for their participants.

WOU is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Western Oregon University to offer specific degree programs.

The council may be contacted for a list of currently authorized programs. Authorization by the council does not carry with it an endorsement by the council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact:

Washington Student Achievement Council  
P.O. Box 43430  
Olympia WA 98504-3430

## ACADEMIC RESOURCES

### Academic Advising and Learning Center

[wou.edu/advising](http://wou.edu/advising)

Director Karen Sullivan-Vance  
[advising@wou.edu](mailto:advising@wou.edu)

### Academic Advising Center

Academic advising at WOU is a developmental process designed to help students define their life and career values and goals in relation to their academic plan. Both the student and advisor have a shared responsibility in the ongoing dialogue that helps students maximize their educational experience at WOU. All undergraduate students are required to meet with their academic advisor at least once a term until a degree plan is filed with the Registrar’s Office. Students are encouraged to meet with their advisor when they have questions about their educational goals.

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

The Academic Advising and Learning Center works with:

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

For more information, call 503-838-8428 V/TTY, e-mail [advising@wou.edu](mailto:advising@wou.edu) or go to [wou.edu/advising](http://wou.edu/advising).

### Learning Center

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

- Peer tutoring with a focus on subjects that make up the Liberal Arts Core Curriculum (LACC) and other university requirements such as computer science, and second languages. Students are eligible for two hours of tutoring per week per subject providing there is a tutor for the subject. Tutoring is free of charge and arranged by appointment. There may also be drop-in hours for certain courses.
- Peer-assisted study groups can be arranged upon request.
- Study skills handouts on time management, test taking, note taking, textbook reading, etc. are located both on the Learning Center website or in APSC 401.
- Student computer lab.

In order to receive tutoring, a student must be currently enrolled in the requested class at WOU. For more information, call 503-838-8428 TTY, email [tutoring@wou.edu](mailto:tutoring@wou.edu) or go to [wou.edu/learning](http://wou.edu/learning).

### International Education and Development

[wou.edu/international](http://wou.edu/international)

Assistant Vice President Neng Yang  
[global@wou.edu](mailto:global@wou.edu)

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

The International Education and Development Office provides services to WOU’s international students and faculty. Advisors are available to assist international students and their dependents with immigration, housing, employment and personal and academic issues. This office is responsible for maintaining the F-1 Student Program and the J-1 Exchange Visitor’s program designated by the U.S. Citizenship and Immigration Service and the U.S. Department of State.

International students have many opportunities to share their culture and knowledge with the campus and community through the International Cultural Service Program, International Club, internationalized curriculum and a wide variety of campus student activities. For more information, visit [wou.edu/international](http://wou.edu/international).

### International Student Academic Support

[wou.edu/English/tutor](http://wou.edu/English/tutor)

Director Robert Troyer  
[troyerr@wou.edu](mailto:troyerr@wou.edu)

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

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

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

- An English Tutoring Center staffed by advanced undergraduates who are trained in applied linguistics and Teaching English as a Foreign Language
- The Conversation Partners program which pairs international students with domestic students for weekly informal conversation
- The creation of materials and organized tutoring sessions for specific courses in any department with high international student enrollment
- Individual consultations with international students regarding academic questions and challenges

- Assisting with the registration of students in courses created specifically for international students and tracking of students' progress
- Ongoing research into the challenges that international students and their instructors face and methods for meeting these challenges

## Hamersly Library

[wou.edu/library](http://wou.edu/library)

Dean Allen McKiel

[libweb@wou.edu](mailto:libweb@wou.edu)

The Wayne and Lynn Hamersly Library strives to meet your academic and personal information and media needs. Faculty and staff members help you learn to select and use appropriate technologies and sources of information.

The library has varied print and electronic collections: scholarly books, Oregon-adopted instructional materials and other K-12 curricular materials, journals, newspapers, government documents, audiovisual materials, and other materials. A valid WOU identification serves as a library card to check out materials. The library is a member of the Orbis Cascade Alliance, which allows WOU students to order books from other regional 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 include:

- Reference assistance and instruction, including by text messaging and online chat. Working cooperatively with other librarians allows us to offer assistance 24 hours a day, seven days a week.
- Orientations and class presentations
- Research guides for academic fields and for specific classes
- Course reserves
- 70,000 e-books
- 56,000 online journals and magazines, in addition to the print collection
- Electronic indexes, full-text resources and Internet access
- The online catalog and its extension Summit, the shared collection of over 9 million unique titles from 37 college and university libraries in Oregon, Washington, and Idaho
- Oregon Adopted Instructional Materials and other curricular materials for K-12 teaching and learning
- Music on CD and through online streaming
- Interlibrary loans, including 48-hour delivery of Summit materials and Web-delivery of articles
- Archival material related to WOU history
- 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
- Recreational reading with fiction and

nonfiction best sellers, displayed for easy browsing

- Photocopiers, scanners and microform scanners and printers
- Computer lab, netbooks to checkout, and wired and wireless network connections for personal laptops
- Exhibits, artistic and artifactual, of university and regional interest

The website, [wou.edu/library](http://wou.edu/library), gives you access to electronic indexes and databases, and other information and services. These resources may also be accessed from off campus.

### Print Shop

The Print Shop offers digital high-speed duplication and off-set printing options for simple or complex projects. The staff is available for pre-print consultations for complex jobs, custom orders and quotes on request. Services and options are listed online at [wou.edu/printshop](http://wou.edu/printshop).

The Print Shop is located in ITC 112 and is open 8 a.m. to 5 p.m., Monday through Friday. The phone number is 503-838-8431.

## Math Center

[wou.edu/mathcenter](http://wou.edu/mathcenter)

[pricesl@wou.edu](mailto:pricesl@wou.edu)

The Math Center is a free, drop in math tutoring lab available for WOU students taking MTH 070, 095, 105, 111, 112, 221, 212, 213, 243 (and other courses which vary term-to-term).

The Math Center is a quiet and open room in the library (HL 228) and is a relaxing place to study and work on math homework. Our peer tutors are experienced, knowledgeable, and dedicated to helping students master the skills needed for success in math classes. Students can drop by, at their convenience during our open hours, to work on their math homework, and tutors will be available to help.

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

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

## Study Abroad

[wou.edu/studyabroad](http://wou.edu/studyabroad)

Assistant Vice President Neng Yang

[studyabroad@wou.edu](mailto:studyabroad@wou.edu)

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

that helps them achieve their personal and career goals.

Study abroad, international internships, and service learning are available through this office. With locations in Europe, Asia, Central and South America, Africa, Australia and New Zealand, these programs provide students intense cultural, educational and professional experience.

An international experience is for all students, not just those 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, participate in an internship abroad, or do service learning for a summer, a quarter, a semester, or a year and continue to earn credit toward their major, minor, LACC requirements, or electives. Students earning at least six (6) credits through a WOU study abroad program or international internship will have met the WOU cultural diversity requirement. Most forms of financial aid apply.

Study Abroad reviews study abroad and international internship/fellowship applications; reviews and resolves difficulties related to overseas study; manages pre-departure orientation and re-entry sessions; evaluates and assesses programs; and maintains an overseas study database and related informational resources. For more information, visit [wou.edu/studyabroad](http://wou.edu/studyabroad).

## The Teaching Research Institute

[wou.edu/tri](http://wou.edu/tri)

Director Ella Taylor

[taylor@wou.edu](mailto:taylor@wou.edu)

The Teaching Research Institute houses seven centers focused on informing and facilitating change in educational and human service systems to improve the quality of life for all individuals. Funded through external grants, the centers conduct programs of research, develop evidence-based interventions that are provided through technical assistance and professional development, and increase system capacity to effect change.

### TRI's centers include:

The Center on Educator Preparation & Effectiveness conducts research, provides training and disseminates resources in the areas of effective teaching, educational leadership, performance-based strategies and assessment, as well as the Common Core Standards.

The Center on Inclusion and Early Childhood Care & Education works to enhance and expand inclusive opportunities for children with disabilities and their families through the study, development and demonstration of innovative models of service.

The Center on Deaf-Blindness is a collaborative endeavor between the Teaching Research Institute and the College



of Education Regional Resource Center on Deafness to improve services and supports to individuals with sensory disabilities. The Center focuses on providing technical assistance, conducting research, and disseminating resources.

The Evaluation and Research Group is a team of evaluators and researchers with broad experience in program and personnel evaluation, and research. ERGO provides quality evaluation and research services internally to WOU faculty and staff projects and externally to public and private agencies across Oregon and nationally.

The Technology and Information Management Services Center uses technology as a tool to enhance and support client services including data collection and analysis, data system development, and data reporting.

Two TRI centers provide direct services to WOU students and faculty. These are:

The Child Development Center provides quality year round care and education to children up to 12 years of age. WOU students, faculty and community members may enroll their children at the CDC. The CDC is a state licensed facility and has been designated an Oregon Program of Quality.

The Education Evaluation Center (EEC) offers comprehensive assessment services to individuals aged three years through adult. The EEC specializes in assessing an individual's learning capacities, functional skills, educational strengths and weaknesses. Recommendations for accommodations are made across home, school, college, work and community.

## University Computing Services

[wou.edu/ucs](http://wou.edu/ucs)

Director Bill Kernan  
ucshelpdesk@wou.edu  
webmaster@wou.edu

**Computer labs and classrooms:** Academic computer labs and classrooms are located throughout the WOU campus. Our main lab is located in Academic Programs and Support Center (APSC) 101. This lab contains approximately 53 computers, while other main labs can be found in the Werner University Center, Hamersly Library, and the ITC complex. Various computer classrooms located in the ITC complex each contain approximately 20 computers and an instructor's station; these are available for lab use during non-instructional times.

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

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

**Desktop support:** Campus computers are supported under a maintenance agreement with University Computing Services. Basic hardware and software are maintained to provide a standard-level of support to campus-owned computer equipment. This includes hardware troubleshooting, software installation, new equipment distribution, and preventative maintenance against malware and virus threats.

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

### Classroom Support

Classroom Support is a division of UCS that provides deliveries for projectors, DVD players, TV's and other audio/visual equipment for seven classes and events. In addition, Classroom Support provides assistance with smart classroom equipment and can be reached at 503-838-8412. They are open Monday through Friday, 8 a.m. to 5 p.m.

### Digital Production Services

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

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

### Telecommunication Services

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

Telecommunication Services maintains a database for tracking cable information for phone moves and changes. They are responsible for adding new telephone lines and network connections, moving lines (both phone and network) and disconnecting services - including any repairs that arise. Also provided are the long distance services, voice mail services and assistance, telephone training, video conferencing to other OUS schools, speakerphones and an online directory service. Telecommunications monitors these systems and is responsible for billing for phone,

network, wireless and long distance services. They can be reached at 503-838-8010.

## Writing Center

[wou.edu/writingcenter](http://wou.edu/writingcenter)

Director Katherine Schmidt  
[writingcenter@wou.edu](mailto:writingcenter@wou.edu)

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

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

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

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

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

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

**English writing specialist for international students:** Dennis Butler, [butlerd@wou.edu](mailto:butlerd@wou.edu)

**English writing specialist for Spanish speakers:** Rosario Peralta, [cortezm@wou.edu](mailto:cortezm@wou.edu)

# UNDERGRADUATE STUDIES

**Students are held responsible for information contained in these pages. Failure to read and understand these regulations and degree requirements will not excuse a student from their observance.**

Undergraduate programs at WOU maximize individual and professional development and support the advancement of knowledge for the public good. Study includes a general education program built around the Liberal Arts Core Curriculum (LACC) where students have an opportunity to develop skills in essential areas such as writing, communication studies, mathematics and computer science, as well as familiarity with the humanities, social sciences, arts and natural sciences. In a personalized learning environment marked by small class sizes and caring faculty, students pursue concentrated study in their majors as well as electives in a wide variety of areas. Together these elements of a WOU education provide students with the foundations for productive careers, lifelong development and informed citizenship. See Institutional Aspirations for Learning on page 5.

### Degree requirements

The LACC is the foundation for all undergraduate bachelor degree programs. In addition, most programs require completion of a major specialization and a minor concentration that complements the major. Courses completed as part of the major requirements may not also be used to fulfill minor requirements.

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, quantitative literacy, 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 B.A./B.S./B.F.A./B. Mus. requirements may also be used to fulfill requirements within a student's major or minor program (i.e., be double counted).

### Bachelor of Arts

- LACC (see pg. 37).....54-58
- Math/computer science (see pg. 39)..... 6
- Second language (see pg. 39) .....3-24
- Writing intensive requirement  
(see pg. 42)..... 6

**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. Proficiency is demonstrated by achieving a C- or better in 203 (the last course in second year language study). Students who do not meet this standard, including transfer

Program	A.B.	B.A.	B.S.	B.F.A.	B. Mus	Minor	Other
Aerospace Studies (Air Force ROTC)						•	
American Sign Language/English Interpreting		•	•				
American Sign Language Studies		•				•	
Anthropology		•	•			•	
Art		•	•	•		•	
Art History						•	
The Arts		•	•			•	
Bilingual/ESOL							•
Biology		•	•			•	
Biology Teacher Education*		•	•				
Building Codes						•	
Business		•	•			•	
Chemistry		•	•			•	
Chemistry: Medicinal Chemistry and Pharmacology		•	•				
Chemistry: Environmental Chemistry		•	•			•	
Chemistry: Forensic Chemistry		•	•				
Chemistry/Physics: Natural Science		•	•				
Chicano/a Studies						•	
Communication Studies		•	•			•	
Community Health Education		•	•				
Computer Science		•	•			•	
Computer Science/Mathematics*		•	•				
Contemporary Music*					•		
Contemporary Music/Jazz*					•		
Contemporary Music/Popular Music*					•		
Contemporary Music/Theatre*					•		
Crime Analysis							•
Criminal Justice		•	•				
Dance		•	•			•	
Earth History/Biosphere						•	
Earth Resources						•	
Earth Science		•	•				
Earth System Science						•	
Economics		•	•			•	
Education: Early Childhood Teaching Authorization*		•	•				
Education: Early Childhood/Elementary Teaching Authorizations*		•	•				
Education: Elementary/Middle Level Teaching Authorizations*		•	•				
Education: Middle Level/High School Teaching Authorizations*		•	•				
Education: High School Teaching Authorizations*		•	•				
Education: Early Childhood Studies (non-licensure)		•	•				
English/Literature		•				•	
English/Linguistics		•				•	
English/Writing		•				•	
Entrepreneurship						•	
Environmental Studies						•	
Exercise Science		•	•				
Film Studies						•	
Fire Services Administration*		•	•				•
Forensic Anthropology						•	
Forensic Science/Chemistry major						•	
Forensic Science/ Non Chemistry majors						•	
French						•	
Gender Studies						•	

*"Other" indicates specialty areas and programs*

ACADEMICS

Program	A.B.	B.A.	B.S.	B.F.A.	B. Mus	Minor	Other
Geographic Information Science						•	
Geography		•	•			•	
Geology						•	
German Studies		•				•	
German Teacher Education*		•					
Gerontology	•	•	•			•	
Health						•	
History		•	•			•	
Homeland Security & Community Preparedness						•	•
Honors Program							•
Humanities		•	•			•	
Human Biology						•	
Information Systems		•	•			•	
Integrated Science Teacher Education*		•	•				
Interdisciplinary Studies*		•	•				
International Studies		•				•	
Language Arts Teacher Education*		•					
Latin American Studies						•	
Legal Studies						•	
Mathematics		•	•			•	
Mathematics Teacher Education*		•	•			•	
Medicinal Chemistry and Pharmacology Health and Community						•	
Medicinal Chemistry and Pharmacology/Natural Science						•	
Military Science (Army ROTC)						•	
Music		•	•			•	
Nursing program							•
Organizational Leadership						•	
Philosophy		•	•			•	
Physical Education						•	
Physical Education Teacher Education*		•	•				
Physical Science						•	
Physics						•	
Planning						•	
Political Science		•	•			•	
Pre-Professional Studies							•
Psychology	•	•	•			•	
Public Policy and Administration		•	•			•	
School Health Education*		•	•				
Social Science		•	•			•	
Social Science Teacher Education*		•	•				
Sociology		•	•			•	
Spanish		•				•	
Spanish Teacher Education*		•					
Special Education/Rehabilitation Counseling						•	
Sport Management						•	
Sports Leadership						•	
Studio Art						•	
Studio/Art History						•	
Teaching English as a Foreign Language							•
Theatre Arts		•	•	•		•	
Theatre Arts: Musical Theatre		•	•				
Visual Communication Design		•	•			•	

\* A minor is not required for these majors

- students from accredited and unaccredited United States institutions, can show proficiency by passing the departmental proficiency examination with 80 percent. Native speakers who have attended high school in their own language may not use that language to fulfill this requirement.
- **Or** if you are an International student whose first language is not English, you must provide high school or college transcripts as evidence of formal training in the native language and a Test of English as a Foreign Language (TOEFL) score of at least 500 (paper based) or a score of at least 61 (internet-based) or an IELTS score of at least 5.0 to the International Education and Development office. International students must also meet all special graduation requirements related to writing intensive course work.
  - Minimum of 180 credit hours including 62 upper-division
  - Minimum of 2.00 (C) cumulative grade point average (GPA) in all work completed at WOU
  - Residence: minimum of 45 of the last 60 credit hours completed through WOU
  - Credit limitation of a total of 16 hours for each open-ended course set: (199, 399) (403) (406, 408) (407) (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, quantitative literacy, cultural diversity and writing intensive requirement as outlined beginning on page 39.\*

**Bachelor of Fine Arts**

**B.F.A. in Art:** Complete either the B.A. or B.S. requirements.

**B.F.A. in Theatre:** Complete the B.S. requirements.

**Bachelor of Fine Arts:** Students who complete the university requirements listed below are granted this degree.

- Minimum of 180 credit hours including 62 upper-division
- Minimum of 2.00 (C) cumulative grade point average (GPA) in all work completed at WOU
- Residence: minimum of 45 of the last 60 credit hours completed through WOU
- Credit limitation of a total of 16 hours for each open-ended course set: (199, 399) (403) (406, 408) (407) (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
- Mathematics, computer science, quantitative literacy, cultural diversity and writing intensive requirement as outlined beginning on page 39\*
- Refer to art B.F.A. description for application process

**Bachelor of Music**

(Total 42 credits)

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 \* ♦ ■ .....(8)

Humanities ♦ ■ .....(8)

Social science ♦ ■ .....(8)

Natural sciences ■ .....(8)

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

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

■ As approved for LACC

**Bachelor of Music:** Students who complete the university requirements listed below are granted this degree.

- Minimum of 180 credit hours including 62 upper-division
- Minimum of 2.00 (C) cumulative grade point

average (GPA) in all work completed at WOU

- Residence: minimum of 45 of the last 60 credit hours completed through WOU
- Credit limitation of a total of 16 hours for each open-ended course set: (199, 399) (403) (406, 408) (407) (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 39.\*

**Bachelor of Science**

LACC (see pg. 37) .....54-58

Math/computer science (see pg. 39).....12

Cultural diversity requirement (see pg. 39)

Writing intensive requirement (see pg. 42)

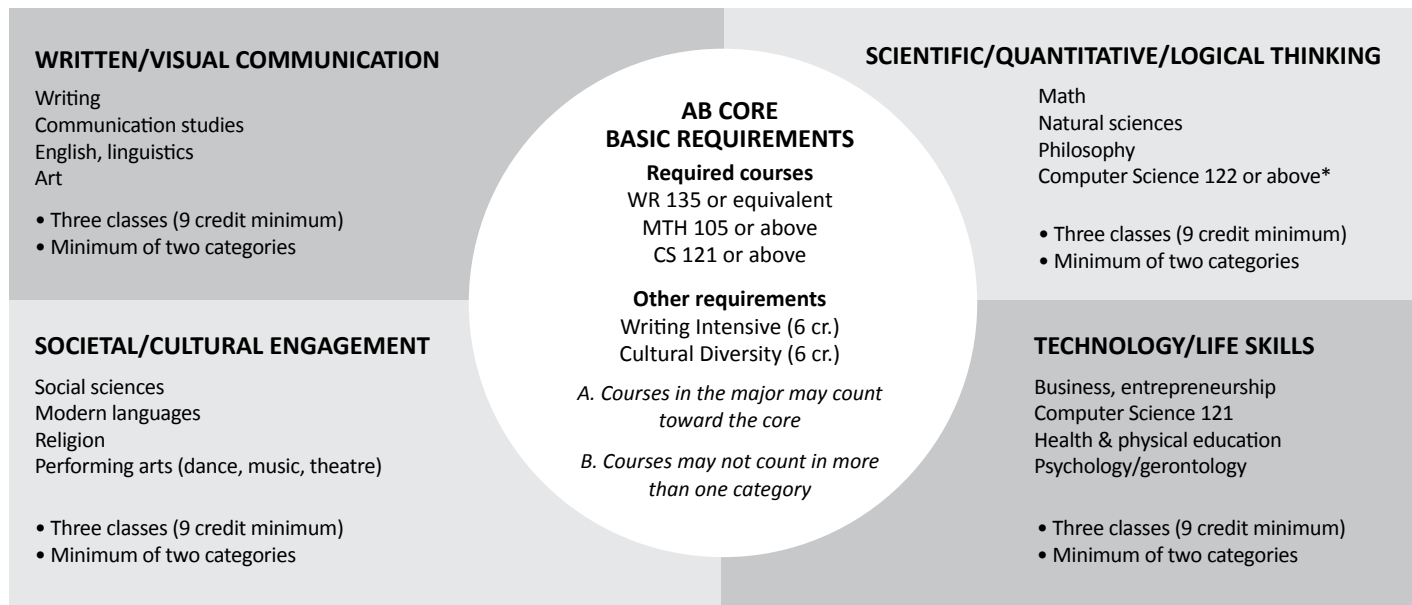
**Bachelor of Science:** Students who complete the university requirements listed below are granted this degree.

- Minimum of 180 credit hours including 62 upper-division
- Minimum of 2.00 (C) cumulative grade point average (GPA) in all work completed at WOU
- Residence: minimum of 45 of the last 60 credit hours completed through WOU
- Credit limitation of a total of 16 hours for each open-ended course set: (199, 399) (403) (406, 408) (407) (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, quantitative literacy, cultural diversity and writing intensive requirements as outlined beginning on page 39.\*

\*Additional graduation requirements

APPLIED BACCALAUREATE CORE CURRICULUM

Total core: Minimum of 36 credits (see list of approved AB core courses on following pages)



Note: AB Core basic requirements can satisfy requirements in the appropriate area (e.g., WR 135 can count in “written/oral/visual communications”)

**Applied Baccalaureate**

**Applied Baccalaureate degrees**

Applied Baccalaureate degrees are distinguished by a focus on serving the needs of adults who already hold an associate’s degree and now desire to pursue a bachelor’s degree in order to advance their careers or in some cases, to change careers.

Most commonly the associate’s degree held by the adult is an Associate of Applied Science (AAS). These degrees provide the

knowledge and skills needed by students to start a career immediately after completing the degree rather than preparing them to continue to upper division courses and a bachelor’s degree.

It is easiest to consider the scenario where those who have received an AAS degree, started a career based on this degree, and later have decided that they would like a bachelor’s degree. These adults may have some of the following career aspirations:

- To increase their responsibility level but remain focused on a technical career.
- To move into supervision or management.
- To obtain the advantages associated with a liberal arts degree including general broader knowledge and more advanced thinking and problem solving skills, possibly including a desire to continue to pursue a graduate degree.

### Admission to the Applied Baccalaureate degree program

The A.B. degree is **NOT** open for the traditional student who is currently enrolled at WOU (e.g., a student who started higher education at WOU or a student who earned a transfer degree such as an AAOT). Admission into the A.B. degree track at WOU requires the student to meet the following conditions:

- Student has either completed an Associate of Applied Science Degree (or other terminal/non-transfer associate degree) **~OR~**
- Has a minimum of 60 quarter units toward an Associate of Applied Science degree (or other terminal/non-transfer associate degree).

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

Students who have pursued and/or have completed an Oregon Transfer Module (OTM), Associate of Arts Oregon Transfer degree (AAOT), Associate of Science/Oregon Transfer Business degree, Associate of Science degree or an Associate of General Studies degree (AGS), **are not eligible** for admission into the A.B. track - they will continue to be admitted into our traditional B.A., B.S., B.F.A., B.Mus degree tracks.

### Applied Baccalaureate degrees are offered in:

Gerontology  
Psychology

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

- Minimum of 180 credit hours including 62 upper-division
- Minimum of 2.00 (C) grade point average (GPA) in all work completed at WOU
- Residence: minimum of 45 of the last 60 credit hours completed through WOU
- Maximum of 124 community college transfer credits including vocational technology
- A.B. Core Curriculum: completion of 36 credit hours as outlined in the section on undergraduate programs
- Academic major: 55-75 credits; minimum of 36 upper-division credits
- Academic minor: optional; minimum of 12 upper-division credits unless otherwise stated

### Applied Baccalaureate Core Curriculum Mission statement

The A.B. Core provides students with a general education core experience to help them develop a foundation of basic knowledge for a more healthy and successful personal and professional life.

### Learning outcomes

1. Demonstrated understanding of the liberal arts and their role in a diverse society.
2. Demonstrated effective use of oral, written and computational skills.
3. Demonstrated ability to interact collaboratively.

The A.B. core is a required part of all A.B. degrees and comprises a minimum of 36 of the 180 credit hours necessary for graduation. Math, computer science, cultural diversity, quantitative literacy and writing intensive course requirements, where applicable, are tailored to the various applied baccalaureate degrees offered at WOU.

It is critical that students consult with the Academic Advising and Learning Center or their academic advisor as they select A.B. core courses to avoid mistakes that may prolong their time in college.

### Applied Baccalaureate degree program basic requirements

CS 121 or above (2)  
MTH 105 or above (3-4)  
WR 135 or equivalent (3-4)

### Other requirements

Minimum of 6 credits of writing intensive coursework  
Minimum of 6 credits of cultural diversity coursework

Note: partial completion of the MTH 211 212, 213 sequence will not meet any mathematics, computer science, or quantitative literacy graduation requirements. Regardless of the academic program being pursued, if any of MTH 211, 212, 213 are to be applied toward graduation requirements, the entire sequence must be completed.

### Approved Applied Baccalaureate core curriculum courses

(Minimum of 36 credits)  
Courses completed as part of the AB Core Curriculum may also be used to fulfill requirements within a student's major or minor program (i.e., may be double-counted)

An A.B. Core Curriculum course may not count in more than one category (i.e., students may not double count courses from multiple quadrants).

Any A.B. Core courses that need to be completed at WOU (i.e., courses not transferred into WOU) should be taken from the following sections.

### Written/oral/visual communication

Choose three courses (minimum 9 credits) from at least two categories

#### Art

A 100 Art Topics (2)  
A 115 Beginning Design: 2D (4)  
A 116 Beginning Design: 3D (4)  
A 130 Beginning Drawing (4)  
Appropriate placement assessed by department

#### Communication studies

COM 111 Principles of Public Speaking (3)  
COM 112 Interpersonal Communication (3)  
Other courses suggested by Communication Studies Department

#### English

ENG 204, 205, 206 Survey of British Literature (4 each)  
ENG 253, 254 Survey of American Literature (4 each)  
LING 210 Introduction to Linguistics (4)  
Other courses suggested by the English Department

#### Writing

WR 222 Writing for the Sciences (4)  
WR 321 Business Writing (4)  
WR 322 Technical Writing (4)  
WR 350 News Writing (4)

### Societal and cultural engagement

Choose three courses (minimum 9 credits) from at least two categories.

#### Modern languages

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

ASL 101 American Sign Language I  
ASL 102 American Sign Language II  
ASL 103 American Sign Language III  
ASL 201 American Sign Language IV  
ASL 202 American Sign Language V  
ASL 203 American Sign Language VI  
ASL 301 American Sign Language VII  
ASL 302 American Sign Language VIII  
ASL 303 American Sign Language IX

FR 101 First Year French I  
FR 102 First Year French II  
FR 103 First Year French III  
FR 110 Intro to French Literature in Translation  
FR 201 Second Year French I  
FR 202 Second Year French II  
FR 203 Second Year French III  
FR 301 Intermediate French Composition and Phonetics I  
FR 302 Intermediate French Composition and Phonetics II  
FR 303 Intermediate French Composition and Phonetics III  
FR 310 Intro to French Literature  
FR 340 Topics in French Arts and Culture  
FR 410 Topics in French Language & Literature  
FR 440 Topics in French Civilization & Culture

GL 101 First Year German  
GL 102 First Year German  
GL 103 First Year German  
GL 110 Intro to German Literature in Translation  
GL 201 Second Year German  
GL 202 Second Year German  
GL 203 Second Year German  
GL 301 Third Year German  
GL 302 Third Year German  
GL 303 Third Year German  
GL 310 German Film and Conversation  
GL 320 Business German  
GL 340 German Culture and Civilization I: Romans-Enlightenment  
GL 341 German Culture and Civilization II: Classicism-Reunification  
GL 342 Studies in German Culture and Literature to 1900

GL 343 Studies in German Culture and Literature to 1945  
 GL 344 Studies in German Culture and Literature to 1990s  
 GL 401 Fourth Year German  
 GL 402 Fourth Year German  
 GL 403 Fourth Year German  
 GL 411 German Literature I: Medieval-Classical  
 GL 412 German Literature II: Naturalism-Present  
 GL 440 19th Century German Drama  
 GL 441 20th Century German Drama  
 GL 442 German Drama-Performance

SPAN 101 First Year Spanish I  
 SPAN 102 First Year Spanish II  
 SPAN 103 First Year Spanish III  
 SPAN 201 Second Year Spanish I  
 SPAN 202 Second Year Spanish II  
 SPAN 203 Second Year Spanish III  
 SPAN 301 Third Year Spanish I  
 SPAN 302 Third Year Spanish II  
 SPAN 303 Third Year Spanish III  
 SPAN 317 Intermediate Spanish for Bilingual/Heritage Speakers I  
 SPAN 318 Intermediate Spanish for Bilingual/Heritage Speakers II  
 SPAN 319 Intermediate Spanish for Bilingual/Heritage Speakers III  
 SPAN 320 Business Spanish  
 SPAN 328 Intro to Chicano/a Literature  
 SPAN 338 Hispanic Culture and Civilization: Spain  
 SPAN 339 Hispanic Culture and Civilization: Latin America  
 SPAN 340 Civilization and Culture of Mexico  
 SPAN 342 Intro to Chicano/a Life and Culture  
 SPAN 361 Hispanic Poetry  
 SPAN 362 Hispanic Drama  
 SPAN 363 Hispanic Novel  
 SPAN 370 Intro to Latin American Literature I  
 SPAN 371 Intro to Latin American Literature II  
 SPAN 401 Advanced Spanish Composition and Conversation I  
 SPAN 402 Advanced Spanish Composition and Conversation II  
 SPAN 403 Advanced German Composition and Conversation III  
 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 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 490 Studies in Spanish Literature  
 SPAN 491 Studies in Latin American Literature

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

**Performing arts (dance, music, theatre)**

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

MUS 201 Intro to Music and Its Literature (3)  
 MUS 203 Jazz History (3)  
 MUS 204 Music of the World (3)

TA 110 Intro to Theatre (3)  
 TA 112 Intro to Film (3)

**Religion**

R 201 Intro to the World's Religions: Eastern (3)  
 R 204 Intro to the World's Religions: Western (3)

**Social sciences**

ANTH 213 Language and Culture (4)  
 ANTH 214 Physical Anthropology (4)  
 ANTH 215 Archaeology (4)  
 ANTH 216 Cultural Anthropology (4)  
 ANTH 395 Medical Anthropology (4)

EC 201 Introduction to Microeconomics (4)  
 EC 202 Introduction to Macroeconomics (4)

GEOG 105 Introductory Physical Geography (4)  
 GEOG 106 Introductory Economic Geography (4)  
 GEOG 107 Introductory Cultural Geography (4)

HST 104 World History (4)  
 HST 105 World History (4)  
 HST 106 World History (4)  
 HST 201 History of the United States (4)  
 HST 202 History of the United States (4)  
 HST 203 History of the United States (4)  
 HST 484 Health, Medicine and Gender in Historical Perspective (4)

PS 201 American National Government (3)  
 PS 202 State and Local Government (3)  
 PS 203 International Relations (3)  
 PS 204 Intro to Comparative Politics (3)  
 PS 350 Intro to Public Policy (3)  
 PS 430 The Aging Society (3)  
 PS 433 Healthcare Politics and Policy (3)

SOC 223 Introduction to Sociology: Theory (3)  
 SOC 224 Introduction to Sociology: Research (3)  
 SOC 225 Social Problems (3)

Other courses suggested by the social science division departments.

**Scientific/quantitative/logical thinking**

Choose three courses (minimum 9 credits) from at least two categories

**Computer science**

CS 122 or above

**Math**

MTH 105 or above (4-5)

Other courses suggested by math department  
 Appropriate placement assessed by department

**Natural Sciences**

BI 101, 102, 103 General Biology (5 each)  
 BI 211, 212, 213 Principles of Biology (5 each)

CH 104, 105, 106 Intro to Chemistry (4 each)  
 CH 221, 222, 223 General Chemistry (5 each)

ES 104, 105, 106 Earth System Science I, II, III (5 each)  
 ES 201, 202, 203 Principles of Geology (4 each)

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

**Philosophy**

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

**Technology, life skills**

Choose three courses (minimum 9 credits) from at least two categories

**Behavioral sciences**

PSY 201 General Psychology (4)  
 PSY 202 General Psychology (4)  
 PSY 443 Psychology of Teamwork (4)

GERO 360 Cognitive and Physical Changes in Aging (4)

Other courses suggested by the behavioral sciences division

**Business, entrepreneurship**

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

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

Other courses suggested by the business and economics division.

**Computer Science**

CS 121 (2)

**Health & physical education**

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

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

Other courses suggested by the health and physical education division

## GENERAL EDUCATION AT WOU

## Liberal Arts Core Curriculum

WOU's general education curriculum is designed to introduce students to the content and methodology of the principal areas of knowledge – the humanities and creative arts, the natural sciences, mathematics and the social sciences. The Liberal Arts Core Curriculum (LACC) is the central aspect of WOU's general education program.

Math, computer science, cultural diversity, quantitative literacy and writing intensive course requirements, where applicable, are tailored to the various bachelor's degrees offered at WOU (see p. 40).

The learning outcomes for WOU's general education can be found in the Institutional Aspirations for Learning listed on p. 5.

WOU is a participant in the Association of American Colleges and Universities' Liberal Education & America's Promise (LEAP) initiative on general education for students.

### Mission statement

The LACC provides all matriculated students with a general education core experience. The LACC prepares students for advanced study in their academic majors and helps students develop a foundation of basic knowledge necessary for a more healthy and successful personal and professional life.

### Goals

1. Develop an appreciation of the liberal arts and their role in a diverse society.
2. Use oral, written and computational languages effectively.
3. Work effectively with others.

The LACC is a required part of all B.A., B.S. and B.F.A. programs and comprises 55 of the 180 credit hours necessary for graduation.

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; as well as achieve institutional aspirations for learning (see p. 5).

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 that 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 B.A./B.S./B.F.A. graduation requirements may also be used to fulfill requirements within a student's major or minor program (i.e. be double counted).

### Standard LACC components

Communication studies.....	3
Creative arts.....	9
Health and physical education .....	4
Laboratory science .....	12-15
Literature .....	8
Philosophy or religion .....	3
Social science .....	11-12
Writing .....	4
<b>Total .....</b>	<b>54-58</b>

### Standard LACC course selections

#### Communication studies (3)

COM 111 Principles of Public Speaking (3)

#### Creative arts (9)

Take at least 1 credit from three of the following four program areas for a total of 9 credits.

##### Art

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

##### Theatre

- TA 110 Introduction to Theatre (3)
- TA 111 Introduction to Entertainment Technology (4)
- TA 112 Introduction to Film (3)
- TA 115 Introduction to Scenic Arts (4)
- TA 210 Oral Expression Through Theatre (3)
- TA 244 Technical Theatre: Scenecraft (2)
- TA 245 Technical Theatre: Lighting (2)
- TA 246 Technical Theatre: Costuming (2)
- TA 247 Technical Theatre: Sound (2)
- TA 250 Basic Movement and Vocal Development (3)
- TA 251 Elements of Acting (3)
- TA 252 Technical Theatre: Makeup (3)
- TA 253 Production Workshop (1-3)

##### Music

- MUEN 100 Pep Band (1)
- MUEN 101 Concert Choir (1)
- MUEN 102 Chamber Singers (1)
- MUEN 103 University Band (1)
- MUEN 111 Western Oregon Symphony (1)
- MUEN 112 Wind Ensemble (1)
- MUEN 113 Early Music Consort (1)
- MUEN 120 Chamber Ensemble (1)
- MUEN 121 Brass Chamber Ensemble (1)
- MUEN 122 String Chamber Ensemble (1)
- MUEN 123 Woodwind Chamber Ensemble (1)
- MUEN 124 Piano Chamber Ensemble (1)
- MUEN 141 Percussion Ensemble (1)
- MUEN 142 New Music Ensemble (1)
- MUEN 143 Guitar Ensemble (1)
- MUEN 151 Opera Scenes: Vocal (1-3)
- MUEN 152 Opera Scenes: Instrumental (1-3)

- MUEN 153 Musical Theatre: Vocal (1-3)
- MUEN 154 Musical Theatre: Instrumental (1-3)
- MUEN 161 Western Hemisphere Voices (1)
- MUEN 162 Western Hemisphere Orchestra (1)
- MUEN 163 Orquestra Brasil (1)
- MUEN 170 Combo (1)
- MUEN 171 Jazz Repertoire Combo (1)
- MUEN 172 Hemisphere Combo (1)
- MUEN 173 Singer/Songwriter Combo (1)
- MUEN 190 Ensemble (1)
- MUS 105 The Magic of Mozart (3)
- MUS 111 Beginning Musicianship (3)
- MUS 181 Voice Class (2)
- MUS 182 Voice Class (2)
- MUS 201 Introduction to Music and Its Literature (3)
- MUS 202 The Music of Broadway (3)
- MUS 203 Jazz History (3)
- MUS 204 Music of the World (3)
- MUS 205 Music of Black Heritage (3)
- MUS 206 Introduction to Music and MIDI (3)
- MUS 207 Song Writing (3)
- MUS 208 Popular Music in America (3)
- MUS 209 Rock Music: A Social History (3)
- MUS 210 Music Today (3)

##### Dance

- D 251 Introduction to Dance (3)
- The following are dance studio courses to be taken in sequence:
- D 170, 171, 172 World Dance 1, 2, 3 (1 each)
- D 177, 178, 179 Hip Hop 1, 2, 3 (1 each)
- D 180, 181, 182 Modern Dance 1, 2, 3 (1 each)
- D 185, 186, 187 Ballet 1, 2, 3 (1 each)
- D 188, 189, 190 Jazz Dance 1, 2, 3 (1 each)
- D 196, 197, 198 Tap Dance 1, 2, 3 (1 each)
- D 210, 211, 212 Modern Dance 4, 5, 6 (2 each)
- D 220, 221, 222 Ballet 4, 5, 6 (2 each)
- D 277, 278, 279 Hip Hop 4, 5, 6 (2 each)
- D 280, 281, 282 Modern Dance 7, 8, 9 (2 each)
- D 285, 286, 287 Ballet 7, 8, 9 (2 each)
- D 288, 289, 290 Jazz Dance 4, 5, 6 (2 each)
- D 296, 297, 298 Tap Dance 4, 5, 6 (2 each)

#### Health and physical education (4)

- PE 131 Individual Health and Fitness (2)
- (required of all students)
- Choose one additional 100-level physical education activity course (2)

#### Laboratory science (12-15)

Students must take three laboratory science courses with at least two courses from the same sequence. 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 (4)
- ES 202 Principles of Geology (4)
- ES 203 Principles of Geology (4)

#### Biology

- BI 101 General Biology (5)
- BI 102 General Biology (5)
- BI 103 General Biology (5)

**Earth system science**

ES 104 Earth System Science I (5)  
 ES 105 Earth System Science II (5)  
 ES 106 Earth System Science III (5)

**Chemistry**

CH 104 Introduction to Chemistry (4)  
 CH 105 Introduction to Chemistry (4)  
 CH 106 Introduction to Chemistry (4)

**Physics**

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

**Intermediate biology**

BI 211 Principles of Biology (5)  
 BI 212 Principles of Biology (5)  
 BI 213 Principles of Biology (5)

**Intermediate chemistry**

CH 221 General Chemistry (5)  
 CH 222 General Chemistry (5)  
 CH 223 General Chemistry (5)

**Physics with calculus**

PH 211 General Physics With Calculus (4)  
 PH 212 General Physics With Calculus (4)  
 PH 213 General Physics With Calculus (4)

**Literature (8)**

Choose one course from ENG 104-109, FR 110 or GL 110. Choose another course from ENG 104-109, FR 110 or GL 110, or LING 210. English majors and language arts secondary teaching majors should take ENG 107 and ENG 108; ENG 109 is also recommended.

**Introduction to literature**

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

**Literature of the Western world**

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

**Linguistics**

LING 210 Introduction to Linguistics (4)

**Literature in translation**

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

**Philosophy or religion (3)**

Select one course from either area listed below:

**Philosophy**

PHL 101 Introduction to Philosophy: Knowledge and Reality (3)  
 PHL 102 Introduction to Philosophy: Personal Morality and Social Justice (3)  
 PHL 103 Introduction to Logic (3)  
 PHL 251 Ethics (3)

PHL 252 Medical Ethics (3)

PHL 255 Environmental Ethics (3)

PHL 261 Metaphysics: Theory of Being (3)

PHL 262 Epistemology: Theory of Knowledge (3)

PHL 263 Philosophy of Mind (3)

PHL 282 Philosophy of Art (3)

PHL 283 Philosophy of Religion (3)

**Religion**

R 201 Introduction to the World's Religions: Eastern (3)

R 204 Introduction to the World's Religions: Western (3)

**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 11-12. The additional 3 or 4 credits may be any 100- or 200-level social science course, including psychology and criminal justice.

**Anthropology**

Choose two of the following as a sequence or three for 12 hour total requirement:

ANTH 213 Language and Culture (4)

ANTH 214 Physical Anthropology (4)

ANTH 215 Archaeology (4)

ANTH 216 Cultural Anthropology (4)

**Economics**

EC 201 Introduction to Microeconomics (4)

EC 202 Introduction to Macroeconomics (4)

**Geography**

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

GEOG 105 Introductory Physical Geography (4)

GEOG 106 Introductory Economic Geography (4)

GEOG 107 Introductory Cultural Geography (4)

**World history**

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

HST 104 World History (4)

HST 105 World History (4)

HST 106 World History (4)

**U.S. history**

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

HST 201 History of the United States (4)

HST 202 History of the United States (4)

HST 203 History of the United States (4)

**Political science**

PS 201 American National Government (3)

PS 202 State and Local Government (3)

PS 203 International Relations (3)

PS 204 Intro to Comparative Politics (3)

**Sociology**

SOC 223 Introduction to Sociology: Theory (3)

SOC 224 Introduction to Sociology: Research (3)

SOC 225 Social Problems (3)

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

**Writing (4)**

WR 135 College Writing II (4)

This course, or its transfer equivalent, must be passed with a grade of C- or better to meet the LACC requirement. 3 or 4 credit WR 122 from a community college meets this requirement.

**Honors Program**

An alternative LACC is offered by WOU's Honors Program to students who have demonstrated outstanding ability, motivation, and academic achievement. Through the sustained contact the curriculum 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 curriculum, 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 courses are open only to Honors Program students. Students interested in exploring the challenge of the Honors Program should contact the director as soon as they begin to consider this opportunity. Though acceptance usually occurs before the student starts attending WOU, a limited number of students can be accepted before the start of their second year.

When appropriate and approved by the Honors Program director, AP, IB, and transfer credits can count towards completion of the Honors Program curriculum.

**Honors Program LACC courses**

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

ENG 107H, 108H Survey of Western Literature (8)

PHL 207H, 208H Philosophy in the Western World (6)

GS 201H, 202H, 203H Natural Science: The Search for Order (12)

Social science sequence (approved by Honors Program director) (8-9)

Social science elective (approved by Honors Program director) (3-4)

Graduation in the Honors Program requires the following additional courses:

Honors Colloquia (approved by Honors director) (9)

H 303 Thesis Orientation (1-2)

H 353 Thesis Development (1-2)

H 403 Honors Senior Project/Thesis (3-6)



## GENERAL EDUCATION AT WOU

Completion of the Honors Program curriculum satisfies WOU's writing intensive and diversity requirements.

## Mathematics and computer science requirements

Students **must complete** the mathematics portion of their graduation requirement by the end of their sophomore year at WOU (90 credits). This means that students seeking a Bachelor of Arts degree must complete MTH 105\* or above and students seeking a Bachelor of Science degree must complete MTH 111\*\* or above. Students who fail to meet this requirement will be put on mathematics notice.

Students seeking a Bachelor of Arts degree will complete:

- Mathematics (MTH 105 or above\*) (4)
- Computer science (CS 101 or above\*) (2)

Students seeking a Bachelor of Science degree will complete:

- a combined total of 11-12 credit hours in mathematics, computer science, and/or designated quantitative literacy courses. A minimum of one course in mathematics at the level of MTH 111 or above\*\* and one course in computer science is required. The remaining required credit hours may be from either discipline or designated quantitative literacy courses.

CS 101 may not be used to meet any portion of this 11-12 credit requirement. Quantitative literacy courses used to complete this requirement carry a special "Q" designation in the online schedule of classes and on the transcript.

The mathematics requirement for education majors with early childhood, early childhood/elementary or elementary/middle-level authorizations is: MTH 211, 212, 213 (12).

Partial completion of the MTH 211, 212, 213 sequence will not meet any mathematics, computer science, or quantitative literacy courses graduation requirements. Regardless of the academic program being pursued, if any of MTH 211, 212, 213 are to be applied toward graduation requirements, the entire sequence must be completed.

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

\*\* The prerequisite for MTH 111 is MTH 95 with a grade of C- or better, satisfactory score on WOU's math placement test, or adequate SAT or ACT score.

Students seeking the Bachelor of Fine Arts in Art degree must complete either the additional graduation requirements for the B.S. degree or the B.A. degree listed above.

Students seeking the Bachelor of Fine Arts in Theatre degree must complete the additional graduation requirements for the B.S. degree listed above.

## Approved quantitative literacy courses

See online Schedule of Classes for specific courses offered as 'Q' each term.

BA 240Q EC 315Q SOC 328Q  
BA 340Q ES 302Q  
BA 367Q PSY 467Q  
CJ 427Q PSY 468Q

## Second language requirement

Students seeking a Bachelor of Arts degree will meet this requirement through:

- Proficiency through the third term (second semester) of the second year (usually 24 credit hours) of college work, or the equivalent, in a second language. Proficiency is demonstrated by achieving a C- or better in 203 (the last course in second year language study). Students who do not meet this standard, including transfer students from accredited and unaccredited United States institutions, can show proficiency by passing the departmental proficiency examination with 80 percent. Native speakers who have attended high school in their own language may not use that language to fulfill this requirement.
- Or if you are an International student whose first language is not English, you must provide high school or college transcripts as evidence of formal training in the native language and a Test of English as a Foreign Language (TOEFL) score of at least 500 (paper based) or a score of at least 61 (internet-based) or a IELTS score of at least 5.0 to the International Education and Development Office. International students must also meet all special graduation requirements related to writing intensive course work.

## Cultural diversity requirement

Students seeking a B.S., B.Mus. or B.F.A. (without a foreign language) degree will satisfy this requirement by successfully completing six credits 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. If the course also meets the writing intensive requirements it will carry a special 'C' designation.

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

Students earning at least six credits through a WOU study abroad program or international internship will have met the WOU cultural diversity requirement.

International students seeking a degree at WOU will have met the cultural diversity requirement.

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

## Approved diversity courses

See online Schedule of Classes for specific courses offered as 'D' each term.

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

ASL 101D American Sign Language I  
ASL 102D American Sign Language II  
ASL 103D American Sign Language III  
ASL 201D American Sign Language IV  
ASL 202D American Sign Language V  
ASL 203D American Sign Language VI  
ASL 301D American Sign Language VII  
ASL 302D American Sign Language VIII  
ASL 303D American Sign Language IX  
ASL 315D American Deaf Culture  
ASL 325D American Sign Language Literature  
ASL 330D Special Topics in American Sign Language  
ASL 413D American Sign Language Phonology/Cherology  
ASL 414D American Sign Language Morphology  
ASL 415D American Sign Language Syntax and Semantics  
ASL 420D Sociolinguistics of Deaf Communities  
ASL 425D Introduction to American Sign Language Teaching  
ASL 430D Methodology and Curriculum: American Sign Language Teaching  
ASL 435D Mentoring for ASL Specialists and Teachers

ANTH 213D Language and Culture  
ANTH 214D Physical Anthropology  
ANTH 215D Archaeology  
ANTH 216D Cultural Anthropology  
ANTH 310D World Prehistory



## GENERAL EDUCATION AT WOU

- ANTH 311D Human Evolution  
 ANTH 313D North American Prehistory  
 ANTH 314D The Evolution of Human Societies  
 ANTH 316D Circumpolar Peoples  
 ANTH 324D Anthropological Theory  
 ANTH 325D Ethnographic Methods  
 ANTH 326D Ethnographic Writing  
 ANTH 330D Contemporary Chicano/a/Latino/a Culture  
 ANTH 332D Latin America  
 ANTH 358D Tribal Art of US and Canada  
 ANTH 360D Museum Studies  
 ANTH 369D Visual Anthropology  
 ANTH 370D Women in Cross-Cultural Perspective  
 ANTH 372D Social Constructions of Race  
 ANTH 375D Women Anthropologists  
 ANTH 380D Africa  
 ANTH 381D African Film & Society  
 ANTH 384D Modernization  
 ANTH 386D Anthropology of Islam  
 ANTH 388D Transnational Migration  
 ANTH 390D Pastoral Nomads  
 ANTH 392D Applied Anthropology  
 ANTH 394D Childhood in Cross-Cultural Perspective  
 ANTH 395D Medical Anthropology  
 ANTH 396D Environmental Anthropology  
 ANTH 420D Indigenous Peoples, Human Rights and the Environment  
 ANTH 432D Human Rights  
 ANTH 435D U.S.-Mexico Border  
 ANTH 452D U.S.-Mexico Border Field School  
 ANTH 461D Urban Anthropology  
 ANTH 475D Anthropological Approaches to Law  
 ANTH 476D Religion and Ritual  
 ANTH 478D Political Anthropology  
 ANTH 482D Historical Archaeology  
 ANTH 494D Northwest Indian Cultures  
 ANTH 496D Indian America
- BA 361D Organizational Behavior  
 BA 370D Business and Society  
 BA 390D Management  
 BA 392D Management of Diversity  
 BA 484D International Management
- COM 325D Intercultural Communication  
 COM 335D Communication and Gender  
 COM 435D Rhetoric of the Women's Movement
- CJ 212D History and Development of American Law Enforcement  
 CJ 213D Introduction to Criminal Justice  
 CJ 219D Ethics and Leadership in Criminal Justice  
 CJ 241D Introduction to Community Crime Prevention  
 CJ 331D Police and Community: Policy Perspective  
 CJ 372D Social Constructions of Race  
 CJ 435D Gender, Crime and Justice  
 CJ 436D Minorities, Crime, Social Policy and Social Control  
 CJ 440D Community Crime Prevention Studies  
 CJ 450D Criminology  
 CJ 451D Youth, Crime and Society  
 CJ 454D Parole and Probation
- CJ 455D Correctional Casework and Counseling  
 CJ 463D Topics on Juvenile Issues
- D 170D World Dance 1  
 D 171D World Dance 2  
 D 172D World Dance 3  
 D 251D Introduction to Dance  
 D 310D Dance and Gender
- EC 202D Introduction to Macroeconomics  
 EC 417D Development of Economics  
 EC 440D International Trade
- ED 320D Typical & Atypical Development (ages 3-4th grade)  
 ED 370D Special Education and Inclusive Communities  
 ED 371D Inclusive Practices in Early Childhood Settings (birth-4th grade)  
 ED 409D Practicum  
 ED 446D Environments for Diverse Learners  
 ED 461D Differentiating Instruction for Diverse Learners  
 ED 479D Fostering Biliteracy in ESOL/Bilingual Classrooms: Latin America  
 ED 481D Intro to ESOL/Bilingual Education  
 ED 482D Foundations of ESOL/Bilingual Education  
 ED 483D Culture, Community and the ESOL/Bilingual Classroom  
 ED 484D First and Second Language Acquisition and Educational Linguistics  
 ED 488D Culture and Community in ESOL/Bilingual Classrooms: Latin America  
 ED 491D Curriculum Models, Instructional Approaches and Assessment Strategies for English Language Learners  
 ED 492D Teaching Reading and Writing to ESOL and Bilingual Students
- ENG 385D Folklore  
 ENG 389D U.S. Minority Literature  
 ENG 390D World Literatures  
 ENG 489D Studies in US Minority Literature  
 ENG 490D Studies in World Literatures
- FR 101D First Year French I  
 FR 102D First Year French II  
 FR 103D First Year French III  
 FR 110D Introduction to French Literature in Translation  
 FR 201D Second Year French I  
 FR 202D Second Year French II  
 FR 203D Second Year French III  
 FR 301D Intermediate French Composition and Phonetics I  
 FR 302D Intermediate French Composition and Phonetics II  
 FR 303D Intermediate French Composition and Phonetics III  
 FR 310D Intro to French Literature  
 FR 340D Topics in French Arts and Culture  
 FR 410D Topics in French Language & Literature  
 FR 440D Topics in French Civilization & Culture
- GEOG 107D Introductory Cultural Geography  
 GEOG 307D Canadian Identity Through Film  
 GEOG 310D World Regional  
 GEOG 311D Geography of Europe  
 GEOG 313D The Pacific Northwest  
 GEOG 315D The Indian Subcontinent  
 GEOG 312D Field Geography  
 GEOG 371D Mexico and Central America  
 GEOG 372D South America  
 GEOG 410D Global Issues  
 GEOG 411D Cultural Geography  
 GEOG 420D The West and the American Imagination  
 GEOG 421D The Changing American West  
 GEOG 432D Geography of Africa
- GERO 360D Cognitive and Physical Changes in Aging  
 GERO 430D Palliative Care and Chronic Illness
- 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 Third Year German  
 GL 302D Third Year German  
 GL 303D Third Year German  
 GL 310D German Film and Conversation  
 GL 320D Business German  
 GL 340D German Culture and Civilization I: Romans-Enlightenment  
 GL 341D German Culture and Civilization II: Classicism-Reunification  
 GL 342D Studies in German Culture and Literature to 1900  
 GL 343D Studies in German Culture and Literature to 1945  
 GL 344D Studies in German Culture and Literature to 1990s  
 GL 401D Fourth Year German  
 GL 402D Fourth Year German  
 GL 403D Fourth Year German  
 GL 411D German Literature I: Medieval-Classical  
 GL 412D German Literature II: Naturalism-Present  
 GL 440D 19th Century German Drama  
 GL 441D 20th Century German Drama  
 GL 442D German Drama-Performance
- HE 465D International Health
- 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 404D Gender Issues in History Part I  
 HST 405D Gender Issues in History Part II  
 HST 411D World Problems  
 HST 412D Yugoslavia: From Experiment to Collapse

## GENERAL EDUCATION AT WOU

- HST 414D English History  
HST 420D Philosophies of History  
HST 422D Germany: The 19th Century  
HST 423D Germany 1914 to 1945  
HST 424D Postwar German History  
HST 428D 19th Century Europe  
HST 430D 20th Century Europe: Postwar Period  
HST 431D Russia to Peter the Great  
HST 432D Imperial Russia  
HST 433D Soviet Russia  
HST 452D Women & Family in the Middle Ages  
HST 453D Pre-Columbian and Colonial Latin America  
HST 454D Mexico and the Caribbean Since Independence  
HST 455D South America Since Independence  
HST 457D 20th Century Latin America  
HST 458D History of Inter-American Relations  
HST 461D History of East Asia: Traditional China  
HST 462D History of East Asia: Traditional Japan  
HST 463D Modern East Asia  
HST 464D Southeast Asia: Imperialism to Independence  
HST 465D Southeast Asia: World War II to Cold War  
HST 466D Southeast Asia: Cold War to the Present  
HST 467D Modern China I: Fragmentation and Reform Movements  
HST 468D Modern China II: Republic of China 20<sup>th</sup> Century  
HST 469D Modern China III: Peoples Republic of China  
HST 470D Women in Indian Society  
HST 471D Women in Japanese Society  
HST 472D Women in Chinese Society  
HST 473D Popular Culture in China  
HST 474D Popular Culture in Japan  
HST 475D Colonial America  
HST 476D Market Democracy in America  
HST 477D Civil War and Reconstruction  
HST 479D Challenges of Progressive Era America  
HST 480D Topics in Multicultural American History  
HST 481D American Voices: Autobiography, Biography and Memoir in American History  
HST 482D America and the World Wars  
HST 483D Cold War America  
HST 484D Health, Medicine and Gender in Historical Perspective  
HST 485D Mexican Foundations of Chicano/a/Latino/a History  
HST 486D Chicano/a History  
HST 489D Environmental History  
HST 490D Wests of Early America  
HST 491D Western US: 20th Century Issues  
HST 492D Pacific Northwest History  
HST 496D West Africa: Democracy and Dictatorships
- HUM 328D Introduction to Chicano/a Literature  
HUM 340D Civilization and Culture of Mexico  
HUM 342D Introduction to Chicano/a Life and Culture  
HUM 343D Studies in German Culture and Literature to 1945  
HUM 344D Studies in German Culture and Literature to 1990s
- INT 360D Current Issues for Interpreters  
INT 420D Deaf History: Social and Cultural Issues
- ML 101D First Year Language Study I  
ML 102D First Year Language Study II  
ML 103D First Year Language Study III  
ML 201D Second Year Language Study I  
ML 202D Second Year Language Study II  
ML 203D Second Year Language Study III
- MUS 204D Music of the World  
MUS 205D Music of the Black Heritage  
MUS 310D Women in Music  
MUS 363D Ethnomusicology I  
MUS 364D Ethnomusicology II
- PS 193D Introduction to Model United Nation  
PS 199D Special Studies  
PS 203D International Relations  
PS 204D Introduction to Comparative Politics  
PS 393D Advanced Model United Nations  
PS 399D Special Studies  
PS 432D Global Health Policy  
PS 440D Causes of War  
PS 441D Causes of Peace  
PS 459D Government & Politics of Latin America  
PS 460D Government and Politics of Asia  
PS 461D Politics and Government of Post-Communist States  
PS 462D Politics and Government of Europe  
PS 463D Government and Politics of Developing Nations  
PS 478D Political Fiction and Film  
PS 481D International Law  
PS 492D Political Ideologies  
PS 493D International Organizations  
PS 494D Human Rights  
PS 497D U.S. Foreign Policy
- PSY 334D Social Psychology  
PSY 448D Topics in Organizational Psychology  
PSY 487D Cross-Cultural Psychology  
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 Introduction to Sociology: Theory  
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 Globalization and Development  
SOC 409D Practicum: Latino/a Ed Mentor  
SOC 434D African American Studies: Social Issues, Social Movement  
SOC 435D Chicano/a/Latino/a Studies: Social Issues, Social Movement  
SOC 436D Native/Asian American Studies: Social Issues, Social Movement  
SOC 437D Sociology of Race/Ethnic Relations  
SOC 440D Women and Development
- SOC 460D Feminist Theory
- SPAN 101D First Year Spanish I  
SPAN 102D First Year Spanish II  
SPAN 103D First Year Spanish III  
SPAN 201D Second Year Spanish I  
SPAN 202D Second Year Spanish II  
SPAN 203D Second Year Spanish III  
SPAN 301D Third Year Spanish I  
SPAN 302D Third Year Spanish II  
SPAN 303D Third Year Spanish III  
SPAN 317D Intermediate Spanish for Bilingual/Heritage Speakers I  
SPAN 318D Intermediate Spanish for Bilingual/Heritage Speakers II  
SPAN 319D Intermediate Spanish for Bilingual/Heritage Speakers III  
SPAN 320D Business Spanish  
SPAN 328D Introduction to Chicano/a Literature  
SPAN 335D Contemporary Spanish Society Through Film  
SPAN 338D Hispanic Culture and Civilization: Spain  
SPAN 339D Hispanic Culture and Civilization: Latin America  
SPAN 340D Civilization and Culture of Mexico  
SPAN 342D Introduction to Chicano/a Life and Culture  
SPAN 361D Hispanic Poetry  
SPAN 362D Hispanic Drama  
SPAN 363D Hispanic Novel  
SPAN 370D Introduction to Latin American Literature I  
SPAN 371D Introduction to Latin American Literature II  
SPAN 379D Introduction to Spanish Linguistics  
SPAN 401D Advanced Spanish Composition and Conversation I  
SPAN 402D Advanced Spanish Composition and Conversation II  
SPAN 403D Advanced Spanish Composition and Conversation III  
SPAN 411D Spanish Literature I: Medieval  
SPAN 412D Spanish Literature II: Golden Age  
SPAN 413D Spanish Literature III: 18th and 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 485D Introduction to Translation and Interpreting  
SPAN 490D Studies in Spanish Literature  
SPAN 491D Studies in Latin American Literature
- TA 110D Introduction to the Theatre Arts  
TA 375D Asian Theatre  
TA 384D European Theatre 1875-Present  
TA 385D American Theatre  
TA 386D International Theatre  
TA 427D Contemporary Theatre

## Writing intensive requirement

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

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

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

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

## Approved writing intensive courses

See online Schedule of Classes for specific courses offered as 'W' each term.

ASL 420W Sociolinguistics of Deaf Communities

A 315W Intermediate Design: 2-Dimensional  
A 316W Intermediate Design: 3-Dimensional  
A 404W Art History: Non-Western Art  
A 405W Art History: Gender in Art  
A 406W Art History: Special Topics

ANTH 325W Ethnographic Methods  
ANTH 326W Ethnographic Writing  
ANTH 369W Visual Anthropology  
ANTH 370W Women in Cross-Cultural Perspective  
ANTH 380W Africa  
ANTH 384W Modernization  
ANTH 386W Anthropology of Islam  
ANTH 388W Transnational Migration  
ANTH 410W Research Design  
ANTH 412W Senior Project  
ANTH 452W U.S.-Mexico Border Field School  
ANTH 476W Religion and Ritual

BA 345W Internet and Electronic Commerce  
BA 411 Marketing Strategy  
BA 451W Auditing  
BA 455W Advertising Writing  
BA 477W Topics in Marketing

BI 331W General Microbiology  
BI 357W General Ecology  
BI 454W Plant Ecology

CA 496W Creativity

CH 313W Instrumental Analysis  
CH 350W Chemical Literature  
CH 407W Seminar  
CH 461W Experimental Chemistry  
CH 462W Experimental Chemistry

COM 312W Public Relations Communication  
COM 331W Nonverbal Communication  
COM 426W Language of the Mass Media  
COM 439W Contemporary U.S. Public Address

CJ 310W Professional Writing in Criminal Justice  
CJ 327W Research Methods in Criminal Justice  
CJ 407W Seminar: Criminal Justice  
CJ 423W Management of Law Enforcement Organizations  
CJ 435W Gender, Crime and Justice  
CJ 440W Community Crime Prevention Studies

CS 340W Ethics and Information Management

D 453W Ballet History  
D 454W Evolution of Modern Dance  
D 494W Dance Pedagogy  
D 496W Creativity

EC 200W Introduction to Economic Perspectives  
EC 315W Econometric Analysis and Report Writing  
EC 444W Labor Economics

ED 333W Applied Adolescent Learning and Development  
ED 342W Applied Children's Learning and Development  
ED 418W Assessment Planning and Instruction  
ED 427W Professional Development: Early Childhood Studies Capstone  
ED 449W Observation and Assessment of the Young Child

ENG 218W Introduction to Literary Study  
ENG 341W Period Studies in Continental European Literature after 1700  
ENG 380W Bible as Literature

ENT 460W Entrepreneurship in Action

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

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

GS 313W Earth Science for Elementary Schools

H 303W Thesis Orientation

HE 362W Contemporary Health Issues  
HE 434W Infectious and Chronic Diseases  
HE 471W Program Planning  
HE 485W Bioethics in Public Health  
HST 401W History and the Internet  
HST 404W Gender Issues in History Part I  
HST 405W Gender Issues in History Part II  
HST 420W Philosophies of History  
HST 499W Senior Seminar

HUM 325W Studies in German Culture and Literature to 1900

INT 360W Current Issues for Interpreters

LING 450W Linguistic Analysis of Style & Genre

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

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

PE 310W Motor Learning  
PE 483W Biomechanics

PHL 314W Modern European Philosophy  
PHL 405W Senior Tutorial in Philosophy

PS 202W State and Local Government  
PS 203W International Relations  
PS 409W Practicum: Administrative Internship  
PS 410W Political Science Internship  
PS 415W Politics and Psychology  
PS 423W Issues in National Policy  
PS 430W The Aging Society  
PS 445W Introduction to Policy Analysis  
PS 478W Political Fiction and Film  
PS 479W American Constitutional Law  
PS 492W Political Ideologies  
PS 497W U.S. Foreign Policy

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

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

SPED 447W Partnerships in Special Education

TA 110W Introduction to the Theatre Arts  
TA 320W Dramaturgy  
TA 321W Performance Art  
TA 330W Script Writing  
TA 444W Theory and Criticism of Theatre Arts  
TA 453W Capstone Experience

WR 230W Intro to Writing Studies  
WR 321W Business Writing  
WR 322W Technical Writing  
WR 430W Historical Issues in Composition  
WR 440W Writing Theory & Pedagogy

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.

## GENERAL EDUCATION AT WOU

**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 (with lab) will meet the LACC laboratory science sequence requirement, even though WOU does not offer a sequence in this subject.
3. Only courses with a letter prefix and are 100-level or above may be used to meet LACC, graduation requirements, major or minor requirements. Grading must be on an A-F basis as opposed to a pass/no credit or satisfactory/no credit basis (with the exception of PE activity courses).
4. Students who have earned an Associate of Arts or 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. Students who have earned the California Intersegmental General Education Transfer Curriculum, California State University Transfer Degree, Hawaii Articulated Associates of Arts Degree, or Washington Direct Transfer Degree will be considered to have met WOU's LACC requirements.
6. The lower-division general education requirements included within the Associate of Arts Oregon Transfer degree are 55 to 63 quarter credit hours. The lower-division general education requirements included within the Associate of Science in Business Oregon Transfer degree are 62 to 65 quarter credit hours. These credit hours will be directly applied toward satisfying the LACC requirements. The remaining credit hours included within the degrees will be applied toward the satisfaction of basic graduation requirements, lower-division major, minor, or elective requirements as noted within this catalog, or in consultation with the appropriate division chair.
7. Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB) exams with sufficiently high scores may satisfy specific LACC course requirements. Contact the Registrar's Office for more information.
8. 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 substitution on grounds of sufficient overlap in course content and resultant skill level.

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

**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 as well as each academic department involved. Appropriate advisors will be assigned.

**Religious studies transfer courses**

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



## DESCRIPTIONS OF MAJORS AND MINORS

### Aerospace Studies

#### Air Force ROTC

Air Force Reserve Officer Training Corps (AFROTC) is a nationwide program that allows students to pursue commissions (become officers) in the United States Air Force (USAF) while simultaneously attending college. AFROTC classes are held on college campuses throughout the United States and Puerto Rico; students can register through normal course registration processes.

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

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

For more information on AFROTC course descriptions, please review catalog.oregon-state.edu/DepartmentDetail.aspx?code=AERO. For more information on the AFROTC program, please review: flyingbeavs.com.

#### Mission

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

#### Learning outcomes

Students will:

1. Develop leadership skills.
2. Develop character values consistent with commissioning as an officer in the Air Force.
3. Develop a commitment to life-long learning as an attribute of a strong leader.

#### Aerospace studies minor

(29 credits)

At least 18 of the 29 hours required in the minor must include the following Aerospace Studies courses.

AS 311, 312, 313\* Air Force Leadership and Management (9)

AS 411, 412, 413\* National Security Forces in Contemporary American Society (9)

Choose one course from each category: (11)

History (4)

HST 482 America and the World Wars

HST 483 Cold War America

Political Science (3)

PS 423 Issues in National Policy

PS 497 U.S. Foreign Policy

Writing (4)

Any Writing course offered at WOU

higher than WR 135

\* Courses offered through Oregon State University.

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

### American Sign Language/English Interpreting

Professor: Elisa Maroney

Associate professor: Amanda Smith

Assistant professor: Pamela Cancel

#### Mission

To prepare its graduates to enter the profession of interpreting.

#### Learning outcomes

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

Acceptance into the interpreting program is required for all INT 300- and INT 400-level courses except INT 353 and INT 420.

Applications for admission are typically due during winter term for admission the following fall.

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

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

#### ASL/English Interpreting major

(67 credits)

INT 254 Introduction to the Profession of Interpreting (3)

INT 260 Pre-Interpreting Skills Development (3)

INT 330 Theory and Process of Interpreting I (4)

INT 340 Ethics and Decision Making for Interpreters (3)

INT 341 Theory and Process of Interpreting II

\*\* (4)

INT 342 Theory and Process of Interpreting III\*\* (4)

INT 353 Linguistics of ASL\* (3)

INT 360 Current Issues for Interpreters (3)

INT 365 Interpreting in Community Settings (3)

INT 392 Language and Communication (3)

INT 410 Internship \*\*\* (12)

INT 420 Deaf History: Social and Cultural Issues (3)

INT 441 Theory and Process of Interpreting IV \*\* (4)

INT 442 Theory and Process of Interpreting V \*\* (4)

INT 466 Interpreting in Postsecondary Settings (3)

INT 467 Interpreting in Educational Settings (3)

INT 468 Specialized Interpreting Techniques (2)

TPD 456 First and Second Language Acquisition: Deaf and HH Children (3)

\* Prerequisite: ASL VIII

\*\* Must be taken in numerical order

\*\*\* All program coursework must be successfully completed prior to internship

### American Sign Language Studies

(B.A. only)

Coordinator: Kara Gournaris

#### Mission

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

#### Learning outcomes

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

American Sign Language Studies major prerequisites:

ASL 101 American Sign Language I\* (4)

ASL 102 American Sign Language II\* (4)

ASL 103 American Sign Language III\* (4)

ASL 201 American Sign Language IV\* (4)

ASL 202 American Sign Language V\* (4)

ASL 203 American Sign Language VI\* (4)

LING 210 Introduction to Linguistics (4)

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

## American Sign Language Studies

(B.A. only: 64 credits beyond second year ASL)

- ASL 301 American Sign Language VII\* (4)
- ASL 302 American Sign Language VIII\* (4)
- ASL 303 American Sign Language IX\* (4)
- ASL 330 Special Topics in American Sign Language (4)
- ASL 339 Service Learning (3)
- ASL 415 American Sign Language Syntax and Semantics (3)
- ASL 420 Sociolinguistics of Deaf Communities (3)
- ASL 439 Portfolio (3)
- INT 353 Linguistics of ASL (3)
- TPD 456 First and Second Language Acquisition: Deaf and Hard of Hearing (3)

### Electives: (30)

Students will work with an advisor to complete 30 credit hours from the following list of approved courses:

- ASL 315 American Deaf Culture (3)
- ASL 325 American Sign Language Literature (3)
- ASL 406 Special Individual Studies (1-15)
- ASL 407 Seminar: ASL Studies (1-3)
- ASL 408 Workshop (1-15)
- ASL 409 Practicum (1-12)
- ASL 413 American Sign Language Cheroology/Phonology (3)
- ASL 414 American Sign Language Morphology (3)
- ASL 425 Introduction to ASL Teaching (3)
- ASL 430 Methodology and Curriculum: ASL Teaching (3)
- ASL 435 Mentoring of ASL Specialists and Teachers (3)
- INT 409 Practicum: Seabeck (3)
- INT 420 Deaf History: Social and Cultural Issues (3)
- INT 470 Deaf Blind Interpreting (3)
- RC 475 Assistive Listening Devices and Technology (1)

\* Must be taken in numerical order

## American Sign Language minor

(18 credits)

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

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

Students interested in ASL studies should contact the Special Education Office at (503) 838-8322, [specialied@wou.edu](mailto:specialied@wou.edu)

## Anthropology

Professor: Robin Smith

Associate professor: Isidore Lobnibe

### Mission

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

### Learning outcomes

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

## Anthropology major

(64 credits)

### B.A. thesis option

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

Choose one additional methods course: (4)

- ANTH 326 Ethnographic Writing
- ANTH 350 Research Methods in Archaeology
- ANTH 352 Laboratory Methods in Archaeology
- ANTH 360 Museum Studies

Choose one additional theory course: (4)

- ANTH 311 Human Evolution
- ANTH 480 History and Theory of Archaeology

Choose five topical or regional courses: (20)

- ANTH 310 World Prehistory
- ANTH 313 North American Prehistory
- ANTH 314 Evolution of Human Societies
- ANTH 315 South American Prehistory
- ANTH 316 Circumpolar Peoples
- ANTH 326 Ethnographic Writing
- ANTH 330 Contemporary Chicano/a/Latino/a Culture
- ANTH 332 Latin America
- ANTH 358 Tribal Art of the US and Canada
- ANTH 370 Women in Cross-Cultural Perspective
- ANTH 372 Social Constructions of Race
- ANTH 375 Women Anthropologist
- ANTH 380 Africa
- ANTH 384 Modernization
- ANTH 386 Anthropology of Islam
- ANTH 388 Transnational Migration
- ANTH 390 Pastoral Nomads
- ANTH 392 Applied Anthropology
- ANTH 394 Childhood in Cross-Cultural Perspective

- ANTH 396 Environmental Anthropology
- 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

### B.A./B.S. non-thesis option

- ANTH 213 Language and Culture (4)
- ANTH 214 Physical Anthropology (4)
- ANTH 215 Archaeology (4)
- ANTH 216 Cultural Anthropology (4)
- ANTH 324 Anthropological Theory (4)
- ANTH 325 Ethnographic Methods (4)
- ANTH 413 Field Experience (4)

Choose one additional methods course: (4)

- ANTH 326 Ethnographic Writing
- ANTH 350 Research Methods in Archaeology
- ANTH 352 Laboratory Methods in Archaeology
- ANTH 360 Museum Studies

Choose one additional theory course: (4)

- ANTH 311 Human Evolution
- ANTH 480 History and Theory of Archaeology

Choose seven topical or regional courses: (28)

- ANTH 310 World Prehistory
- ANTH 313 North American Prehistory
- ANTH 314 Evolution of Human Societies
- ANTH 315 South American Prehistory
- ANTH 316 Circumpolar Peoples
- ANTH 322 Forensic Anthropology
- ANTH 326 Ethnographic Writing
- ANTH 328 Forensic Osteology
- ANTH 329 Archaeological Resources: Policies and Procedures
- ANTH 330 Contemporary Chicano/a/Latino/a Culture
- ANTH 332 Latin America
- ANTH 333 Forensic DNA Analysis
- ANTH 358 Tribal Art of the US and Canada
- ANTH 369 Visual Anthropology
- ANTH 370 Women in Cross-Cultural Perspective
- ANTH 372 Social Constructions of Race
- ANTH 375 Women Anthropologist
- ANTH 380 Africa
- ANTH 381 African Film and Society
- ANTH 384 Modernization
- ANTH 386 Anthropology of Islam
- ANTH 388 Transnational Migration
- ANTH 392 Applied Anthropology
- ANTH 394 Childhood in Cross-Cultural Perspective
- ANTH 395 Medical Anthropology
- ANTH 396 Environmental Anthropology
- ANTH 455 Evolution of the Human Diet
- ANTH 461 Urban Anthropology
- ANTH 476 Religion and Ritual
- ANTH 482 Historical Archaeology
- ANTH 494 Northwest Indian Cultures
- ANTH 496 Indian America

## Anthropology minor

(28 credits)

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

## Art (B.A./B.S.)

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

### Mission

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

### Learning outcomes

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

*Art major prerequisites for studio concentrations: All 200-level studio courses require A 130 and either A 115 or A 116.*

*All 300-level studio sequences must be taken in numerical order and require the prerequisite of one or two 200-level studio courses.*

*All 300-level studio courses require A 115, A 116, A 130; most require A 119.*

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

*Any student wishing to combine studio art disciplines with visual communication design sequence work must take the Art major, and must work closely with an advisor to fulfill all necessary requirements.*

### Art major

(84 credits)

#### Art History courses: (12)

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

#### Foundation courses: (20)

- A 115 Beginning Design: 2-D
- A 116 Beginning Design: 3-D
- A 119 Digital Presentation for Artists
- A 130 Beginning Drawing
- A 230 Beginning Life Drawing

#### Contracted art courses: (12) *see advisor*

Minimum of three 200-level studio courses

#### Theory: (8) *see advisor*

Choose one (4):

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

#### Upper division studio coursework: (32)

300 or 400-level in ceramics, drawing, painting, printmaking or sculpture, or 300-level graphic design. (*Students wishing to take visual communication design coursework must speak with an art advisor.*)

### Art minor: Studio Art

(30-32 credits)

- A 115 Beginning Design: 2-D (4)
- A 116 Beginning Design: 3-D (4)
- A 130 Beginning Drawing (4)
- One 200-level studio course (4) *see advisor*
- Upper-division courses (14-16)

*All prerequisites required.*

### Art minor: Art History

(28 credits)

#### 200-level art history survey courses: (12)

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

#### Choose four upper-division art history courses

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

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

### Art History minor for Art majors and Visual Communication Design majors

(20 credits)\*\*

#### For Art Studio majors

Choose five upper-division art history courses (with at least two from 300-level)

- A 304 History of Modern Art, 1789-1914
- A 305 History of Modern Art, 1914-1965
- A 306 History of Modern Art, 1966-Present
- A 404 Non-Western Art\*
- A 405 Gender in Art
- A 406 Special Topics\*

\* May be repeated with different course topics.

\*\* These course requirements are in addition to the 12 credits of art history required for an art studio major.

## Visual Communication Design

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

### Mission

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

### Learning outcomes

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

*Visual communication design major prerequisites for studio concentrations:*

*All 200-level studio courses require A 115; some require A 115, A 119 or A 120, and A 130.*

*All students taking the visual communication design major must complete art history courses A 204, A 205, and A 206.*

*All 300-level studio sequences must be taken in numerical order and require the appropriate 200-level introductory prerequisite courses.*

*All 300-level studio course require A 115, A 116, A 119 or A 120, A 130, A 222, A 260. Most require A 220.*

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

*Certain 300-level visual communication design sequences may be used to fulfill concentration area studies in the art major. Students wishing to do so must speak with their art advisor.*

### Visual Communication Design major

(84 credits)

#### Foundation courses: (16)

- A 115 Beginning Design: 2-D
- A 116 Beginning Design: 3-D
- A 120 Foundations of Digital Art & Design
- A 130 Beginning Drawing



**Introduction courses:** (12)

A 220 Intro to Typography  
 A 222 Digital Images  
 A 260 Basic Photography

**Art history courses:** (12)

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

**Choose one:** (4)

A 315 Intermediate Design 2-D  
 A 316 Intermediate Design 3-D  
 A 406 Art History Special Topic: History of Graphic Design

**Three required upper division sequences:** (12)

A 320 Graphic Design: Process & Theory  
 A 321 Graphic Design: Form & Communication  
 A 322 Graphic Design: Contemporary Issues

**Two additional three-course sequences:** (24)

A 323 Interactive Media: Web Structure & Communication  
 A 324 Interactive Media: Applied  
 A 325 Interactive Media: Contemporary Issues  
  
 A 326 Time-Based Media: Video  
 A 327 Time-Based Media: Animation  
 A 328 Time-Based Media: Contemporary Issues

A 420 Print Design: Systems & Techniques  
 A 421 Print Design: Expressive & Structural Design  
 A 422 Print Design: Presentation & Contemporary Issues

**Capstone course:**

A 429 Portfolio & Professional Practice

**Visual Communication Design minor**

(32 credits)

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

Two or three 200-level studio courses (8-12)  
*see advisor*

Upper division courses (12-16)  
 All prerequisites required.

**Art**  
(B.F.A.)

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

**Mission**

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

**Learning outcomes**

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

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

**B.F.A. in Art major**

(133 credits)

A 115 Beginning Design: 2-D (4)  
 A 116 Beginning Design: 3-D (4)  
 A 119 Digital Presentation for Artists (4)  
 A 130 Beginning Drawing (4)  
 A 204 Art History: Prehistoric through Late Antiquity (4)  
 A 205 Art History: Middle Ages-Renaissance (4)  
 A 206 Art History: Baroque through Contemporary (4)

**Contracted art courses:** (12) *see advisor*

Minimum of three 200-level studio courses  
 A 230 Introduction to Life Drawing (4)  
 A 304, 305, 306 History of Modern Art sequence (12)

**Choose one:** (4)

A 315 Intermediate Design: 2-D (4)  
 A 316 Intermediate Design: 3-D (4)

**Upper division studio sequences:** (36)

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

**Twelve additional credits of upper division studio coursework:**\* (12)

A 412 Practicum\*\* **–and/or–**  
 A 413 International Studio Art Study (3)\*\*\*  
 A 445, A 455, A 475, A 485 **–or–**  
 A 495 B.F.A. Thesis Project in primary concentration area\* (18)

**Capstone course(s) for specific major - choose one:** (4)

Art major  
 A 318 Production: Gallery Exhibition  
 A 418 Gallery Exhibition  
 A 419 Professional Concerns  
 Visual Communication Design major  
 A 429 Portfolio & Professional Preparation

\* Concentration areas: ceramics, printmaking, painting, sculpture or visual communication design.

- \*\* Practicum (service learning) and international studies may be combined to meet the 3 credit requirement.  
 \*\*\* A 413 - this requirement may be met with studio art courses from another accredited university only if offered outside of the U.S.

Completion of the Liberal Arts Core Curriculum, and the B.A./B.S. requirements for language or math/computer science is part of the B.F.A. in Art.

A minor is not required for a B.F.A. in Art.

**The Arts**  
(Art, Dance, Music, Theatre)**Mission**

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

**Learning outcomes**

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

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

**The Arts major**

(72 credits)

Choose areas of emphasis from art, dance, music and theatre.

- First emphasis area (39) at least 21 upper-division
- Second emphasis area (15) six or more upper-division
- Third emphasis area (12) three or more upper-division

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

Art: A 398 (1) and A 498 (2)  
 Dance: D 405 (3)  
 Music: MUS 405 and MUS 406 (6)  
 Theatre: TA 453 (3)

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

**The Arts minor**

(27 credits)

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

**Bilingual/English for Speakers of Other Languages (ESOL)**

Endorsement only

Coordinator: Maria Dantas-Whitney

**Mission**

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

**Learning outcomes**

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

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

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

**Endorsement in Bilingual/ESOL or ESOL**

(21 credits)

ED 481 Introduction to ESOL and Bilingual Education (3)

ED 482 Foundations of ESOL/Bilingual Education (3)

ED 483 Cultural, Community and the ESOL/Bilingual Classroom (3)

Successful completion of ED 481, ED 482 and ED 483 strongly recommended for all other courses.

ED 484 First and Second Language Acquisition and Educational Linguistics (3)

ED 491 Curriculum Models, Instructional Approaches and Assessment Strategies for English Language Learners (3)

ED 492 Teaching Reading and Writing to ESOL and Bilingual Students (3)

ED 409 Practicum (3)

ED 491 and ED 492 are not open to Pre-Ed majors.

*Prerequisites for ED 409 are:*

1. Obtain a passing score on the required ESOL test.
2. Complete at least 15 credits of coursework toward the ESOL endorsement. Students must apply to the director of clinical practice and licensure one term preceding the practicum.

For ESOL endorsement, no second language is required. For Bilingual/ESOL endorsement, verification of language proficiency is required.

**Biology**

Professors: Sarah Boomer, Bryan Dutton, Michael LeMaster, Stephen Scheck

Associate professors: Michael Baltzley, Erin Baumgartner, Karen Haberman, Kristin Latham

Assistant professor: Ava Howard

**Mission**

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

**Learning outcomes**

1. Demonstrate mastery of key concepts from the many disciplines within the biological sciences.
2. Demonstrate critical thinking by engaging in laboratory experimentation, field research, data analysis and interpretation at multiple course levels.
3. Demonstrate application of course concepts and skills by engaging in advanced studies and research within areas of particular interest.

**Biology major**

(78-86 credits)

**Required biology core courses** (58-60)

BI 211, 212, 213 Principles of Biology (15)

CH 221, 222, 223 General Chemistry (15)

BI 314 Introductory Genetics (4)

BI 315 Cell Biology (4)

BI 316 Evolution (4)

BI 331 General Microbiology (4)

BI 357 General Ecology

**Field Biology** (choose one): (4-5)

BI 317 Vertebrate Natural History (4)

BI 321 Systematic Field Botany (4)

BI 361 Marine Ecology (5)

BI 451 Invertebrate Zoology (5)

BI 454 Plant Ecology (4)

BI 474 Biology of Insects (5)

**Plant Biology** (choose one): (4-5)

BI 321 Systematic Field Botany (4)

BI 330 Plant Physiology (5)

BI 340 Plant Nutrition (4)

BI 371 Structure of Seed Plants (4)

BI 454 Plant Ecology (4)

All biology majors must complete MTH 112 (or MTH 251 or MTH 252) and MTH 243. Additional MTH courses are required for some emphases.

BI 406 credit may be substituted for one course in the selected emphasis with pre-approval of the student's Biology advisor.

Each course can fulfill only one specified requirement within the major

Select **one** of the following six emphases:

**General biology emphasis** (16-20 credits)

At least one course selected in the emphasis must be a plant-focused course.

Choose two (physiology and below): (8-10)

BI 324 Comparative Vertebrate Anatomy (5)

BI 326 Developmental Biology (4)

BI 330 Plant Physiology (5)

BI 340 Plant Nutrition (4)

BI 371 Structure of Seed Plants (4)

BI 432 Immunology (4)

BI 434 Comparative Animal Physiology (4)

BI 437 Neurobiology (4)

BI 475 Molecular Biology (4)

Choose two (organismal and above): (8-10)

BI 317 Vertebrate Natural History (4)

BI 321 Systematic Field Botany (4)

BI 360 Animal Behavior (4)

BI 361 Marine Ecology (5)

BI 451 Invertebrate Zoology (5)

BI 453 Marine Vertebrates (4)

BI 454 Plant Ecology (4)

BI 461 Conservation Biology (4)

BI 474 Biology of Insects (5)

**Botany emphasis** (17-18 credits)

BI 330 Plant Physiology (5)

BI 340 Plant Nutrition (4)

BI 371 Structure of Seed Plants (4)

Any upper division Biology course approved by student's Biology advisor (4-5)

BI 321 and BI 454 are required within the biology core.

**Molecular/cell emphasis** (18-19 credits)

BI 475 Molecular Biology (4)

CH 450 Biochemistry I (3)

CH 451 Biochemistry II (3)

Any upper division Chemistry course approved by student's Biology advisor (3-5)

Any upper division Biology course approved by student's Biology advisor (4-5)

In addition to other requirements, students in this emphasis must complete the physical science minor and complete MTH 251.

**Natural history/field biology emphasis** (16-18 credits)

Choose four (at least one must be a plant-focused course):

- BI 317 Vertebrate Natural History (4)
- BI 321 Systematic Field Botany (4)
- BI 361 Marine Ecology (5)
- BI 451 Invertebrate Zoology (5)
- BI 453 Marine Vertebrates (4)
- BI 454 Plant Ecology (4)
- BI 461 Conservation Biology (4)
- BI 474 Biology of Insects (5)

**Pre-professional emphasis** (19-21 credits)

Any upper division Biology course approved by student's Biology advisor (4-5)

Choose one option: (15-16)

Option A: (15)

- BI 334, 335, 336 Advanced Human Anatomy & Physiology (12)
- CH 451 Biochemistry (3)

Option B: (16)

- BI 324 Comparative Vertebrate Anatomy (5)
- BI 434 Comparative Animal Physiology (4)

Choose one:

- BI 326 Developmental Biology (4)
- BI 432 Immunology (4)
- BI 437 Neurobiology (4)
- BI 475 Molecular Biology (4)
- CH 451 Biochemistry (3)

Option C: (16)

- BI 334, 335, 335 Advanced Human Anatomy & Physiology (12)

Choose one (4)

- BI 326 Developmental Biology (4)
- BI 432 Immunology (4)
- BI 437 Neurobiology (4)
- BI 475 Molecular Biology (4)

Selection of an option above requires approval from a Biology advisor as each option is designed to address specific professional program prerequisites.

Additional Math courses may be required for some pre-professional programs. Pre-professional students should consult the appropriate pre-professional Biology advisor.

**Zoology emphasis** (16-20 credits)

Choose one (Biology of Invertebrates) (4-5)

- BI 451 Invertebrate Zoology (5)
- BI 474 Biology of Insects (4)

Choose one (Biology of Vertebrates) (4-5)

- BI 317 Vertebrate Natural History (4)
- BI 324 Comparative Vertebrate Anatomy (5)
- BI 453 Marine Vertebrates (4)

Choose one (General Zoology) (4)

- BI 326 Developmental Biology (4)
- BI 360 Animal Behavior (4)
- BI 432 Immunology (4)
- BI 434 Comparative Animal Physiology (4)
- BI 437 Neurobiology (4)

Any upper division Biology course approved by student's Biology advisor (4-5)

**Biology program:**

1. Biology majors, regardless of the emphasis, are required to maintain a C average in courses that are used to satisfy biology degree requirements.
2. Students graduating in the various emphases of the biology major are required to take a standardized exit exam in their last year.

**Biology minor**

(27 credits)

BI 211, 212, and 213 or an equivalent sequence (15)

Upper-division courses approved by a biology advisor (12)

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

**Human Biology minor**

(26-28 credits)

BI 234, 235, 236 Human Anatomy & Physiology (12)

Choose two of the following: (8)\*

- BI 318 Microbiology for the Health Sciences
- BI 370 Humans and the Environment
- BI 441 Human Heredity

300/400-level health electives (3-4 credits) in consultation with a human biology minor advisor

300/400-level psychology electives (3-4 credits) in consultation with a Human Biology minor advisor

*\*Appropriate upper division biology courses may be substituted in consultation with a human biology minor advisor.*

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

**Biology Teacher Education major**

(70-73 credits)

BI 211, 212, 213 Principles of Biology (15)

CH 221, 222, 223 General Chemistry (15)

BI 314 Introductory Genetics (4)

BI 315 Cell Biology (4)

BI 316 Evolution (4)

BI 321 Systematic Field Botany (4)

BI 331 General Microbiology (4)

BI 357 General Ecology (4)

ES 351 Geology for Educators (3)

**Cell/development:** (4)

Choose one:

- BI 326 Developmental Biology
- BI 432 Immunology
- BI 475 Molecular Biology

**Anatomy and physiology:** (8-10)

Choose two:

- BI 324 Comparative Vertebrate Anatomy (5)
- BI 330 Plant Physiology (5)

BI 371 Structure of Seed Plants (4)

BI 434 Comparative Animal Physiology (4)

**Field biology of animals:** (4-5)

Choose one:

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

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

**Business**

Professors: Hamid Bahari-Kashani, Kristina Frankenberger, John Leadley, Mark Seabright

Associate professor: Keven Malkewitz

Assistant professor: Bojan Ilievski

**Mission**

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

**Learning outcomes**

1. Analysis and evaluation: critically analyze and interpret information to solve problems and make decisions.
2. Communication: effectively communicate in written documents, oral presentations, and interpersonal interactions.
3. Ethics: recognize and evaluate ethical issues at the individual, organizational, and societal levels of analysis.

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

*Business major prerequisites:*

*BA 211 Financial Accounting (4)*

*BA 213 Managerial Accounting (4)*

*BA 240 Quantitative Business Methods –or–*

*MTH 241 Calculus for Social Science (4)*

*BA 243 Business Statistics (4) –or– MTH 243*

*Introduction to Probability and Statistics (4)*

*COM 111 Principles of Public Speaking (3)*

*CS 121 Computer Applications (2)*

*EC 201 Introduction to Microeconomics (4)*

*EC 202 Introduction to Macroeconomics (4)*

*MTH 111 College Algebra (4)*

*WR 135 College Writing II (4)*

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

### Business major

(73 credits)

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

Choose one:

EC 318 Money and Banking (4)  
 EC 319 Public Finance (4)  
 EC 440 International Trade (4)  
 Upper-division focus (24)

### Business minor

(22 credits)

BA 211 Financial Accounting (4)  
 BA 310 Principles of Marketing (3)  
 BA 315 Financial Management (3)  
 BA 361 Organizational Behavior (3)  
 BA 370 Business and Society (3)  
 Upper division electives in business, economics or entrepreneurship (6)

## Chemistry

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

### Mission

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

### Learning outcomes

Students will:

1. Operate effectively and safely in a laboratory environment.
2. Explain historical developments in chemistry and their impact on society.
3. Discuss current applications of chemical synthesis and how they support discovery in other scientific disciplines.

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

(73 credits)

CH 221, 222, 223 General Chemistry (15)  
 CH 312 Quantitative Analysis (4)  
 CH 313 Instrumental Analysis (4)  
 CH 334, 335, 336 Organic Chemistry (9)  
 CH 337 Organic Chemistry Lab I (1)  
 CH 338 Organic Chemistry Lab II (2)  
 CH 350 Chemical Literature (1)  
 CH 407 Seminar (1)  
 CH 440, 441, 442 Physical Chemistry (9)  
 CH 461, 462, 463 Experimental Chemistry (6)  
 MTH 251, 252 Calculus I, II (10)  
 MTH 254 Multivariate Calculus (5)  
 Upper division Chemistry electives (6)

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

The B.S. and B.A. require completion of the cultural diversity and writing intensive requirements. For this major the six credits of writing intensive course work should come from CH 350W, CH 407W, CH 461W and CH 462W. The sequence PH 211, 212, 213 is to be completed as the LACC science requirement.

Chemistry majors are required to maintain a C average in their major. Forensic chemistry majors are required to maintain a C average in both major and minor.

If a chemistry major selects mathematics as a minor, the calculus sequences MTH 251, 252 and 254 are to be replaced by PH 211, 212, 213.

### Chemistry minor

(30-31 credits)

CH 221, 222, 223 General Chemistry (15)  
 CH 334, 335, 336 Organic Chemistry (9)  
 CH 337 Organic Chemistry Lab I (1)

CH 338 Organic Chemistry Lab II (2)  
 Approved upper-division elective in chemistry (3-4)

If a biology major selects chemistry as a minor, the general chemistry sequence is to be replaced by either PH 201, 202, 203 or PH 211, 212, 213

### Chemistry major: Forensic Chemistry option

(71-73 credits)

CH 221, 222, 223 General Chemistry (15)  
 CH 312 Quantitative Analysis (4)  
 CH 313 Instrumental Analysis (4)  
 CH 334, 335, 336 Organic Chemistry (9)  
 CH 337 Organic Chemistry Lab I (1)  
 CH 338 Organic Chemistry Lab II (2)  
 CH 340 Elementary Physical Chemistry (4)  
 CH 345 Introduction to Toxicology (3)  
 CH 350 Chemical Literature (1)  
 CH 407 Seminar (1)  
 CH 409 Practicum (1)  
 CH 450 Biochemistry (3)  
 CH 461, 462 Experimental Chemistry (4)  
 BI 211 Principles of Biology (5)  
 BI 314 Introductory Genetics (4)  
 MTH 243 Introduction to Probability & Statistics (4)  
 ES 341 Geographic Information Systems I (4)  
 Choose one elective: (3-4)  
 BI 475 Molecular Biology (4)  
 CH 452 Biochemistry Laboratory (3)  
 CH 445 Toxicology Laboratory Techniques (3)

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.S. requires a combined 12 credit hours of course work in mathematics and computer science including MTH 252 and CS 121 or 161. 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. PHL 251, PHL 252, or PHL 255 must be completed as the LACC philosophy or religion requirement. For students interested in pursuing a career as a DNA analyst, the BI 475 Molecular Biology option is recommended.

### Forensic Science minor: Chemistry majors

(30 credits)

CH 161 Fundamentals of Photography for Forensic Science (2)  
 CH 320 Introduction to Forensic Science (3)  
 CH 420 Forensic Chemistry (4)  
 CH 430, 431, 432 Applications of Forensic Science (6)  
 CJ 321 Principles of Forensic Investigation (4)  
 COM 327 Communication in the Legal Field (3)  
 Choose two: (8)  
 BI 315 Cell Biology  
 BI 331 General Microbiology

BI 334 Advanced Human Anatomy and Physiology I  
 BI 335 Advanced Human Anatomy and Physiology II  
 BI 336 Advanced Human Anatomy and Physiology III  
 CH 313 Instrumental Analysis  
 CH 322 Medicinal Chemistry and Pharmacology  
 CJ 213 Introduction to Criminal Justice  
 CH 322 Forensic Anthropology  
 CH 323 Introduction to Crime Scene and Crash Diagramming  
 CH 324 Advanced Crime Scene and Crash Diagramming  
 CH 238 Forensic Osteology  
 CJ 333 Forensic DNA Analysis  
 CJ 342 Strategic Crime Analysis with GIS

This minor may be taken by other scientific disciplines providing they complete CH 221-223, CH 334-338, and CH 313. (Note: for non-chemistry majors, up to 4 of the elective credits required by the minor may come from the CH 334-338 series). In addition, majors of disciplines other than chemistry must complete PHL 251, PHL 252, or PHL 255 as the LACC Philosophy or Religion requirement and MTH 243 as part of the mathematics requirements.

#### Forensic Science minor: Non-chemistry majors

(28-29 credits)  
 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 Forensic Investigation (4)  
 Choose one: (3-4)  
 CH 322 Medicinal Chemistry and Pharmacology (4)  
 CH 345 Introduction to Toxicology (3)  
 CJ 322 Forensic Anthropology (4)  
 CJ 323 Introduction to Crime Scene and Crash Diagramming (4)  
 CJ 328 Forensic Osteology (4)  
 CJ 333 Forensic DNA Analysis (4)  
 CJ 452 Criminal Procedure (4)

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.

#### Chemistry major: Medicinal Chemistry and Pharmacology option

(75 credits)  
 BI 334, 335 Advanced Human Anatomy and Physiology (8)  
 BI 336 Human Histology and Physiology (4)  
 CH 221, 222, 223 General Chemistry (15)  
 CH 312 Quantitative Analysis (4)  
 CH 313 Instrumental Analysis (4)

CH 334, 335, 336 Organic Chemistry (9)  
 CH 337 Organic Chemistry Lab I (1)  
 CH 338 Organic Chemistry Lab II (2)  
 CH 340 Elementary Physical Chemistry (4)  
 CH 350 Chemical Literature (1)  
 CH 407 Seminar (1)  
 CH 450, 451 Biochemistry (6)  
 CH 461, 462 Experimental Chemistry (4)  
 PH 201, 202, 203 General Physics (12) **–or–**  
 PH 211, 212, 213 General Physics with Calculus (12)

The B.A. requires MTH 251, MTH 252 and CS 121 or 161 and completion of the third term of the second year of a modern language course. The B.S. requires a combined 12 credit hours of course work in mathematics and computer science including MTH 251, MTH 252 and CS 121 or 161. 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 BI 211, 212, 213 is to be completed as the LACC science requirement.

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

#### Medicinal Chemistry and Pharmacology minor: Natural Science track

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

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

#### Medicinal Chemistry and Pharmacology minor: Health and Community track

(26 credits)  
 CH 104, 105, 106 Introductory Chemistry (12)  
 CH 322 Medicinal Chemistry & Pharmacology (4)  
 CH 345 Introduction to Toxicology (3)  
 CH 347 Biochemistry of CAM (3)  
 HE 325 Nutrition (4)

#### Chemistry major: Environmental Chemistry option

(74 credits)  
 BI 211, 212, 213 Principles of Biology (15)  
 CH 221, 222, 223 General Chemistry (15)  
 CH 312 Quantitative Analysis (4)  
 CH 313 Instrumental Analysis (4)  
 CH 334, 335, 336 Organic Chemistry (9)  
 CH 337 Organic Chemistry Lab I (1)  
 CH 338 Organic Chemistry Lab II (2)  
 CH 340 Elementary Physical Chemistry (4)  
 CH 350 Chemical Literature (1)  
 CH 407 Seminar (1)  
 CH 412 Inorganic Chemistry of the Environment (4)  
 CH 461, 462 Experimental Chemistry (4)  
 CH 450 Biochemistry (3)  
 MTH 243 Introduction to Probability and Statistics (4)

The B.A. requires MTH 252, CS 121 or 161 and completion of the third term of the second year of a modern language. The B.S. requires a combined 12 credit hours of course work in mathematics and computer science including MTH 252 and CS 121 or 161. For this major the six hours of writing intensive course work should come from CH 350, CH 407, CH 461 and CH 462. The sequence PH 201, 202, 203 or PH 211, 212, 213 is to be completed as the LACC science requirement. GEOG 105 is to be taken as part of the Social Science component of the LACC. This major requires completion of the environmental science minor.

#### Environmental Chemistry minor

(27-29 credits)  
 CH 310 Environmental Geochemistry (3)  
 CH 361 Energy and Resources in Perspective (3)  
 ES 201, 202 Principles of Geology (8)  
 ES 473 Environmental Geology (4)

Choose one: (4)  
 ES 341 Geographic Information Systems I  
 ES 492 Advanced GIS Applications in Earth Science  
 GEOG 341 Geographic Information Systems

Electives: Choose 6-7 credits  
 BI 357 General Ecology (4)  
 BI 331 General Microbiology (4)  
 BI 361 Marine Ecology (5)  
 BI 454 Plant Ecology (4)  
 CH 161 Fundamentals of Photography for Forensic Science (1)  
 CH 345 Introduction to Toxicology (3)  
 CH 360 Nuclear Chemistry (3)  
 CH 401 Research (1-3)  
 CH 409 Practicum (1)  
 ES 331 Introduction to Oceanography (3)  
 ES 460 Energy and Mineral Resources (3)  
 ES 476 Hydrology (3)  
 ES 492 Advanced GIS Applications in Earth Science (4)  
 GEOG 393 Soils Geography (4)

This minor is available to non-chemistry majors. If an Earth science major selects this

minor, ES 201, 202 and 473 will be replaced with CH 223, CH 371 and one additional science course approved by an advisor. If a biology major chooses this minor, CH 371 will be a required elective.

### Chemistry/Physics option: Natural Science major

(72 credits)

CH 221, 222, 223 General Chemistry (15)  
CH 312 Quantitative Analysis (4)  
CH 313 Instrumental Analysis (4)  
CH 334, 335, 336 Organic Chemistry (9)  
CH 337 Organic Chemistry Lab I (1)  
CH 338 Organic Chemistry Lab II (2)  
CH 340 Elementary Physical Chemistry (4)  
MTH 251, 252 Calculus I and II (10)  
PH 211, 212, 213 General Physics with Calculus (12)  
PH 311, 312 Introduction to Modern Physics (8)  
Approved electives in the natural sciences or math (6)

The B.A. requires MTH 251, CS 160 and completion of the third term of the second year of a modern language course. The B.S. requires a combined total of 12 credit hours of course work in mathematics, and computer science including MTH 251 and CS 160. The B.S. and B.A. require completion of the cultural diversity and writing intensive requirements. For this major, writing intensive should include CH 350W.

### Physical Science minor

(27-29 credits)

CH 334, 335, 336 Organic Chemistry (9)  
CH 337 Organic Chemistry Lab I (1)  
CH 338 Organic Chemistry Lab II (2)

Choose one sequence: (12)

PH 201, 202, 203 General Physics  
PH 211, 212, 213 General Physics with Calculus

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

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

## Chicano/a Studies

Professors: Maureen Dolan, John Rector

### Mission

To provide students with a broad knowledge base and the intellectual tools to understand the central questions, applications and language relevant to this field of inquiry. Courses focus on comparative topic issues, discipline specific approaches and practicum/experiential learning opportunities.

### Learning outcomes:

1. Explain the cultural dynamics of Mexican origin people in the U.S.
2. Integrate the lenses of history, social sciences and language studies to analyze topics and issues involving the Chicano/a community.
3. Apply academic skills in Oregon's Latin American communities.

### Chicano/a Studies minor

(24-26 credits)

#### Core (12-14)

Select four courses, at least one in social science and one in humanities:

ED 301 Introduction to Chicano/a Studies  
HST 485 Mexican Foundations of Chicano/a/Latino/a History  
HST 486 Chicano/a History  
SOC 435 Chicano/a/Latino/a Studies: Social Issues, Social Movements  
SPAN/HUM 328 Introduction to Chicano/a Literature  
SPAN/HUM 342 Introduction to Chicano/a Life and Culture

In consultation with an advisor, select four additional courses from courses above not already used and/or the following, with no more than two courses from any one department:

ANTH 330 Contemporary Chicano/a Culture  
ED 302 Multicultural Education and the American Experience  
ENG 389 U.S. Minority Literature (when related to Chicano/a/Latino/a Studies)  
GEOG 370 Human Migration  
GEOG 371 Mexico and Central America  
HST 454 Mexico and the Caribbean Since Independence  
HST 490 Wests of Early America  
HST 491 Western US: 20th Century Issues  
SOC 406 Special Individual Studies (when related to Chicano/a/Latino/a Studies)  
SOC 407 Seminar (when related to Chicano/a/Latino/a Studies)  
SOC 409 Practicum: Latino/a Ed Mentor  
SPAN 317 Intermediate Spanish for Bilingual/Heritage Speakers I  
SPAN 318 Intermediate Spanish for Bilingual/Heritage Speakers II  
SPAN 319 Intermediate Spanish for Bilingual/Heritage Speakers III  
SPAN/HUM 340 Civilization and Culture of Mexico  
SPAN 407 Seminar (when related to Chicano/a/Latino/a Studies)

## Communication Studies

Professors: Nick Backus, Claire Ferraris, Molly Mayhead, Frank Nevius, Emily Plec  
Assistant professor: Paula Baldwin

### Mission

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

### Learning outcomes

1. Explain the theoretical foundations of communication studies.
2. Design effective messages, grounded in theory and practice.
3. Analyze and evaluate messages utilizing appropriate critical tools.

### Communication Studies major

(66 credits)

#### Interpersonal and organizational communication

Choose six: (18)

COM 112 Interpersonal Communication  
COM 312 Public Relations Communication  
COM 323 Group Discussion and Leadership Communication  
COM 324 Business and Professional Communication  
COM 331 Nonverbal Communication  
COM 340 Conflict Management  
COM 351 Foundations of Health Communication  
COM 361 Health Literacy  
COM 410 Communication and Event Planning  
COM 420 Communication in Organizations  
COM 440 Relational Communication  
COM 450 Crisis Communication Management

#### Rhetoric and critical thinking

Choose six: (18)

COM 321 Influencing Through Argument  
COM 326 Communication & Controversy  
COM 327 Communication in the Legal Field  
COM 370 Communication Ethics  
COM 405 Human Communication Theory  
COM 412 Criticism of Public Discourse  
COM 422 Persuasion  
COM 432 Rhetoric in the Western Tradition  
COM 435 Rhetoric of the Women's Movement  
COM 439 Contemporary U.S. Public Address  
COM 442 Communication & Social Change

#### Media, culture and society

Choose six: (18)

COM 211 Intro to Mass Communication  
COM 236 Contemporary Issues in Media  
COM 325 Intercultural Communication  
COM 328 Law and Popular Culture  
COM 335 Communication and Gender  
COM 342 Media Literacy  
COM 343 Communication in the Information Age  
COM 380 Environmental Communication  
COM 416 Communication and Politics  
COM 426 Language of the Mass Media

#### Communication studies electives

Choose four: (12)

Choose from any COM courses not used to fulfill another requirement in the major.

### Communication Studies minor

(27 credits)

In consultation with an advisor, students select at least 12 credit hours of any COM courses 100-level through 400-level, and at least 15 credit hours from 300 and 400-level COM courses.

## Computer Science

Professors: Robert Broeg, Jie Liu, John Marsaglia, Scot Morse, David Olson

Associate professor: Yanwei Wu

Assistant professor: Becka Morgan

### Mission

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

### Learning outcomes

1. Develop expertise in software engineering suitable for professional practice.
2. Demonstrate proficiency using software development and project management tools consistent with those currently used in the industry.
3. Exhibit autodidactic qualities through individual studies, group projects and research opportunities.

### Computer Science major

(73 credits)

- CS 160 Survey of Computer Science (3)
- CS 161 Computer Science I (5)
- CS 162 Computer Science II (5)
- CS 260 Data Structures I (3)
- CS 262 Programming Language (2)
- CS 271 Computer Organization (4)
- CS 272 Low Level Programming (3)
- CS 311 Data Structures II (3)

Choose one: (3)

- CS 314 Survey of Programming Languages (3)
- CS 315 Theory of Programming Languages (3)

- CS 345 Theory of Computation I (3)
- CS 350 Network Administration (3)
- CS 372 Operating Systems (3)
- CS 420 Database Management (3)
- CS 425 Systems Analysis and Design (3)
- CS 430 Software Implementation (3)
- CS 470 Human Machine Interfaces (3)

Computer science electives: (15)

Choose nine hours from one of the following elective categories and at least six additional hours from any category.

#### A. Computational theory

- CS 440 Analysis of Algorithms (3)
- CS 445 Theory of Computation II (3)
- CS 447 Compiler Design (3)
- CS 449 Topics in Computational Theory (4)

#### B. Distributed computing

- CS 453 Data Mining & Data Warehousing (3)
- CS 454 Distributed Systems (3)
- CS 459 Topics in Systems Management (3)

CS 472 Operating Systems: Advanced Topics (3)

CS 487 File Forensics (4)

#### C. Software engineering

- CS 471 Metrics and Testing (3)
- CS 474 Concurrent Systems (3)
- CS 475 Applied Computational Intelligence (3)
- CS 479 Topics in Software Engineering (3)
- CS 481 Computer Graphics (3)
- CS 488 Secure Software Lifecycle (4)

#### D. Computing Systems Engineering

- CS 450 Network Programming (3)
- CS 472 Operating Systems: Advanced Topics (3)
- CS 490 Physical Computing (3)
- CS 491 Embedded Systems Design (3)

### Mathematics requirements (6)

- MTH 231 Elements of Discrete Mathematics
- MTH 354 Discrete Mathematics for Computer Sciences

Computer science majors must have a grade of C or better in courses that are used to satisfy the major requirements. Students must also have a C or better in all listed prerequisite courses unless waived by the course instructor and the Computer Science Division chair.

### Computer Science/Mathematics major

(106-107 credits)

- 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 (4)
- MTH 341 Linear Algebra I (4)
- MTH 344 Group Theory (4)
- MTH 355 Discrete Mathematics (4)
- MTH 365 Mathematical Probability (4)
- MTH 366 Mathematical Statistics (4)

Choose three electives: (11-12)

- MTH 311 Advanced Calculus I (4)
- MTH 314 Differential Equations (4)
- MTH 345 Ring Theory (4)
- MTH 346 Number Theory (4)
- MTH 351 Introduction to Numerical Analysis (4)
- MTH 358 Mathematical Modeling (4)
- MTH 363 Operations Research (4)
- MTH 420 Special Topics: Applied Mathematics (3)
- MTH 441 Linear Algebra II (4)
- MTH 451 Numerical Analysis (4)
- MTH 460 Special Topics: Probability and Statistics (3)

- CS 160 Survey of Computer Science (3)
- CS 161 Computer Science I (5)
- CS 162 Computer Science II (5)
- CS 260 Data Structures I (3)
- CS 262 Programming Languages (2)
- CS 271 Computer Organization (4)
- CS 311 Data Structures II (3)
- CS 315 Theory of Programming Languages (3)
- CS 345 Theory of Computation I (3)

- CS 372 Operating Systems (3)
- CS 420 Data Management Systems (3)
- CS 425 Systems Analysis and Design (3)
- CS 430 Software Implementation and Testing (3)
- CS 406 Senior Seminar (1)

Choose nine credits from one of the following elective sequences (9)

- A. Computational theory
  - CS 440 Analysis of Algorithms
  - CS 445 Theory of Computation II
  - CS 447 Compiler Design
  - CS 449 Topics in Computational Theory
- B. Software engineering
  - CS 470 Human Machine Interfaces
  - CS 471 Metrics and Testing
  - CS 472 Operating Systems- Advanced Topics
  - CS 474 Current Systems
  - CS 475 Applied Computational Intelligence
  - CS 479 Topics in Software Engineering
- C. Systems management
  - CS 450 Network Fundamentals
  - CS 451 Management of Information Systems
  - CS 452 Internet Communications
  - CS 453 Data Mining and Data Warehousing
  - CS 459 Topics in Systems Management

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

### Computer Science minor

(27 credits)

Twelve credits from upper division. The minor program to be planned with the help of an advisor.

## Criminal Justice

Professors: William Brown, Stephen Gibbons, Terry Gingerich

Associate professors: Vivian Amantana, David Murphy

Assistant professors: Scott Tighe, Misty Weitzel

### Mission

Provide high quality liberal arts courses and programs in the discipline of criminal justice. The department contributes to the campus and larger academic communities and the region's state, local and federal agencies through service and research. Criminal justice majors are prepared for beginning professional work in local, state or federal corrections agencies at the juvenile or adult level.

### Learning outcomes

1. Explain and analyze the role of each component of the criminal justice field and how they relate to each other.
2. Apply basic theories and practices in entry-level positions in criminal justice or related fields.

3. Identify and critically examine issues important to criminal justice at the local, state, and federal levels.

### Criminal Justice major

(72 credits)

#### Core criminal justice courses (48 credits)

- CJ 213 Introduction to Criminal Justice (4)
- CJ 219 Ethics & Leadership in Criminal Justice (4)
- CJ 252 American Court System (4)
- CJ 327 Research Methods in Criminal Justice (4)
- CJ 331 Police and Community (4)
- CJ 352 Criminal Law (4)
- CJ 427 Quantitative Methods in Criminal Justice (4)
- CJ 450 Criminology (4)
- CJ 453 Corrections (4)
- CJ 407 Seminar (4)
- CJ 409 Practicum (8)

#### Criminal Justice electives (24 credits)

Select six courses from the following criminal justice courses or any combination of social science or writing courses. Students electing to take a minor in homeland security and community preparedness cannot count those courses as electives.

- CJ 212 History/Development of American Law Enforcement (4)
- CJ 220 Introduction to Homeland Security (4)
- CJ 241 Community Crime Prevention (4)
- CJ 244 Comparative Criminal Justice (4)
- CJ 310 Professional Writing in Criminal Justice (4)
- CJ 320 Developing Homeland Security Practices (4)
- CJ 321 Principles of Forensic Investigations (4)
- CJ 351 Police Organization & Administration (4)
- CJ 403 Field Study (4)
- CJ 406 Independent Study (1-4)
- CJ 408 Workshop (1-15)
- CJ 420 Implementing Homeland Security Strategies (4)
- CJ 421 Policy Analysis in Criminal Justice (4)
- CJ 422 Community Collaboration and Development (4)
- CJ 423 Management of Law Enforcement Organizations (4)
- CJ 424 Law Enforcement Planning (4)
- CJ 425 Program Evaluation/Participation (4)
- CJ 435 Gender, Crime, and Justice (4)
- CJ 436 Minorities, Crime, Social Policy and Social Control (4)
- CJ 440 Community Crime Prevention Studies (4)
- CJ 449 Youth Gangs in American Society (4)
- CJ 451 Youth Crime and Society (4)
- CJ 452 Criminal Procedure (4)
- CJ 454 Parole and Probation (4)
- CJ 455 Correctional Casework and Counseling (4)
- CJ 456 Contemporary Issues in Criminal Justice (4)
- CJ 458 Integrated Services in Community Crime Prevention (4)
- CJ 463 Topics on Juvenile Issues (4)
- CJ 499 Special Studies in Community Crime Prevention (4)

Formal admission is required for all students seeking the B.A./B.S. in criminal justice. Normally, students will apply for admission to the criminal justice 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 criminal justice major, applicants must complete CJ 213 and achieve a sophomore standing (45 or more credit hours). Students must earn a grade of B or above in WR 135 prior to admission to the program. All transfer English classes must be 3.00 or higher to substitute for WR 135. Students must also have an overall GPA of 2.67 in order to be admitted into the criminal justice major.

### Forensic Anthropology minor

For criminal justice majors  
(28 credits)

#### Core forensic anthropology courses (16)

- CJ 322/ANTH 322 Forensic Anthropology
  - CJ 328/ANTH 328 Forensic Osteology
  - CJ 441/ANTH 441 Forensic Archaeology & Taphonomy
  - CJ 442/ANTH 442 Readings in Forensic Anthropology
- Choose three (12)
- ANTH 216 Cultural Anthropology
  - ANTH 311 Human Evolution
  - ANTH 324 Anthropological Theory
  - CJ 245 GIS Maps and Spatial Information
  - CJ 329/ANTH 329 Archaeological Resources: Policies and Procedures
  - CJ 372/ANTH 372 Social Constructions of Race
  - CJ 333/ANTH 333 Forensic DNA Analysis

### Forensic Anthropology minor

For anthropology majors  
(28 credits)

#### Core forensic anthropology courses (16)

- CJ 322/ANTH 322 Forensic Anthropology
  - CJ 328/ANTH 328 Forensic Osteology
  - CJ 441/ANTH 441 Forensic Archaeology & Taphonomy
  - CJ 442/ANTH 442 Readings in Forensic Anthropology
- Choose three: (12)
- ANTH 311 Human Evolution
  - CJ 245 GIS Maps and Spatial Information
  - CJ 329/ANTH 329 Archaeological Resources: Policies and Procedures
  - CJ 372/ANTH 372 Social Constructions of Race
  - CJ 333/ANTH 333 Forensic DNA Analysis

### Forensic Anthropology minor

For disciplines other than criminal justice or anthropology  
(28 credits)

#### Core forensic anthropology courses: (16)

- CJ 322/ANTH 322 Forensic Anthropology
- CJ 328/ANTH 328 Forensic Osteology
- CJ 441/ANTH 441 Forensic Archaeology & Taphonomy

CJ 442/ANTH 442 Readings in Forensic Anthropology

Choose three: (12)

- ANTH 216 Cultural Anthropology
- ANTH 311 Human Evolution
- ANTH 324 Anthropological Theory
- CJ 245 GIS Maps and Spatial Information
- CJ 327 Research Methods
- CJ 329/ANTH 329 Archaeological Resources: Policies and Procedures
- CJ 372/ANTH 372 Social Constructions of Race
- CJ 333/ANTH 333 Forensic DNA Analysis

### Homeland Security and Community Preparedness minor

(25-28 credits)

#### Core criminal justice courses (12)

- CJ 220 Introduction to Homeland Security
- CJ 320 Developing Homeland Security Practices
- CJ 420 Implementing Homeland Security Strategies

#### Electives

Choose two: (6-8)

- GEOG 310 World Regional Geography (4)
- GEOG 410 Global Issues (4)
- GEOG 413 Urban Geography (4)
- GEOG 425 Urban Planning and Policy (4)
- GEOG 433 Political Geography (4)
- HE 227 Community and Public Health (4)
- HST 411 World Problems (4)
- PS 202 State and Local Government (3)
- PS 203 International Relations (3)
- PS 350 Introduction to Public Policy (3)
- PS 351 Introduction to Public Administration (3)
- PS 454 Public Personnel Administration (3)

Choose an option: (8)

#### A. Option one

- CJ 421 Policy Analysis in Criminal Justice
- CJ 425 Program Evaluation/Participation

#### B. Option two

- CJ 422 Community Collaboration and Development
- CJ 425 Program Evaluation/Participation

### Homeland Security and Community Preparedness certificate

(20 credits)

#### Core criminal justice courses (12)

- CJ 220 Introduction to Homeland Security
- CJ 320 Developing Homeland Security Practices
- CJ 420 Implementing Homeland Security Strategies

Choose an option: (8)

#### A. Option one

- CJ 421 Policy Analysis in Criminal Justice
- CJ 425 Program Evaluation/Participation

#### B. Option two

- CJ 422 Community Collaboration and Development
- CJ 425 Program Evaluation/Participation



## Crime Analysis concentration

### Track one

Leads to a B.S. degree in criminal justice, a minor in computer science, and a certificate in crime analysis  
(72 credits)

### Criminal justice core (44)

- CJ 213 Introduction to Criminal Justice (4)
- CJ 219 Ethics and Leadership in Criminal Justice (4)
- CJ 252 American Court Systems (4)
- CJ 327 Research Methods in Criminal Justice (4)
- CJ 331 Police and Community (4)
- CJ 427 Quantitative Methods in Criminal Justice (4)
- CJ 450 Criminology (4)
- CJ 453 Corrections (4)
- CJ 407 Seminar (4)
- CJ 409 Practicum (8)

### Crime analysis core (28)

- CJ 245 GIS Maps and Spatial Info (4)
- CJ 341 Introduction to GIS (4)
- CJ 342 Strategic Crime Analysis with GIS (4)
- CJ 426 Fundamentals of Crime Analysis (4)
- CJ 428 Crime Problem Analysis(4)
- CJ 429 Tactical Crime Analysis (4)
- MTH 243 Introduction to Probability and Statistics\* (4)

Recommended but not required: CJ 310 Professional Writing in Criminal Justice (4)

Track one students must minor in Computer Science and complete the following courses (28):

- CS 122 Introduction to Computer Science for Non-Majors (3)
- CS 199 Programming Language - Python (3)
- CS 199 Understanding HTML (3)
- CS 350 Network Administration (3)
- CS 362 Database Management Systems (4)
- CS 399 Current Trends in Information Technology (3)
- CS 453 Data Mining/Warehousing (3)
- IS 320 Data Structures (3)

### Track two

Leads to a Certificate in Crime Analysis for individuals currently employed in a criminal justice agency.  
(28 credits)

### Crime analysis core

- CJ 245 GIS Maps and Spatial Info (4)
- CJ 341 Introduction to GIS (4)
- CJ 342 Strategic Crime Analysis with GIS (4)
- CJ 426 Fundamentals of Crime Analysis (4)
- CJ 428 Crime Problem Analysis(4)
- CJ 429 Tactical Crime Analysis (4)
- MTH 243 Introduction to Probability and Statistics\* (4)

\*Must complete with a grade of B or better

## Dance

Professors: Deborah Jones, Sharon Oberst, Darryl Thomas

### Mission

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

### Learning outcomes

1. Demonstrate strong technical skills in a variety of dance idioms and vocabulary, and apply knowledge of anatomy, conditioning and wellness.
2. Compare and contrast different historical or theoretical trends in the field of dance.
3. Produce scholarly/creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/aesthetic focus.



## Dance major

(72 credits)

- D 260 Improvisation (1)
- D 330 Rhythmic Awareness (3)
- D 351 Dance Composition I (3)
- D 352 Dance Composition II (3)
- D 399 Dance Theatre (2)
- D 405 Senior Project (2)
- D 455 Group Choreography (3)
- Modern dance technique (12)
  - D 180, 181, 182 Modern Dance 1, 2, 3
  - D 210, 211, 212 Modern Dance 4, 5, 6
  - D 280, 281, 282 Modern Dance 7, 8, 9
  - D 380, 381, 382 Modern Dance 10, 11, 12

### Ballet technique (6)

- D 185, 186, 187 Ballet 1, 2, 3
- D 220, 221, 222 Ballet 4, 5, 6
- D 285, 286, 287 Ballet 7, 8, 9
- D 376, 377, 378 Ballet 10, 11, 12

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

### Choose two: (6)

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

### Choose from: (19)

- D 199 SS: Group Choreography (1)
- D 240 Wellness for Dancers (3)
- D 250 Drumming for Dancers (1-3)
- D 270 Dance Partnering (1-3)
- D 300 Human Movement Notation (3)
- D 390 Kinesiology for Dancers (3)
- D 406 Independent Studies (1-3)
- D 407 Seminar (1-15)
- D 408 Workshop (1-15)
- D 409 Internship (1-6)
- D 450 Dance Repertory (1-3)

- D 451 Dance Production (3)
- D 451L Dance Production Lab (1)
- D 460 Dance and Technology (3)
- D 491 Creative Dance for Children (3)
- D 494 Dance Pedagogy (3)
- D 496 Creativity (3)

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

## Dance minor

(33 credits)

- D 260 Improvisation (1)
- D 351 Dance Composition I (3)
- Modern technique: (6)
  - D 180, 181, 182 Modern Dance 1, 2, 3 (1 each)
  - D 210, 211, 212 Modern Dance 4, 5, 6 (2 each)
  - D 280, 281, 282 Modern Dance 7, 8, 9 (2 each)
- Choose one: (3)
  - D 453 Ballet History
  - D 454 Evolution of Modern Dance
- Choose elective technique courses: (11 )
  - Modern, Ballet, Jazz, Tap, World Dance , Hip Hop, Pointe, Conditioning
- Electives in dance: (9)
  - D 199 SS: Group Choreography (1)
  - D 240 Wellness for Dancers (3)
  - D 250 Drumming for Dancers (1-3)
  - D 270 Dance Partnering (1-3)
  - D 251 Intro to Dance (3)
  - D 300 Human Movement Notation (3)
  - D 310 Dance and Gender (3)
  - D 330 Rhythmic Awareness (3)
  - D 352 Dance Composition II (3)
  - D 357 Dance in Musical Theatre (3)
  - D 390 Kinesiology for Dancers (3)
  - D 399 Dance Theatre/Musical (1-3)
  - D 406 Independent Studies (1-3)

- D 407 Seminar (1-15)
- D 408 Workshop (1-15)
- D 409 Internship (1-6)
- D 450 Dance Repertory (1-3)
- D 451 Dance Production (3)
- D 451L Dance Production Lab (1)
- D 455 Group Choreography (3)
- D 460 Dance and Technology (3)
- D 491 Creative Dance for Children (3)
- D 494 Dance Pedagogy (3)
- D 496 Creativity (3)

## Earth Science

Professors: Jeffrey Myers, Stephen Taylor, Jeffrey Templeton

### Mission

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

### Learning outcomes

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

Completion of the Earth Science degree qualifies graduates to begin the process of professional licensure as registered geologists in the state of Oregon.

### Earth Science major

(73-78 credits)

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 one of the following math options: (8-10)

- A. MTH 112 Elementary Functions (4)  
MTH 243 Intro to Probability & Statistics (4)
- B. MTH 243 Intro to Probability & Statistics (4)  
MTH 251 Calculus I (5)
- C. MTH 251 Calculus I (5)  
MTH 252 Calculus II (5)

ES 301 Petrographic Microscopy (2)

ES 302 Quantitative Methods (2)

ES 321 Structural Geology (4)

ES 322 Geomorphology and Aerial Photo Interpretation (4)

ES 407 Senior Seminar (1)

ES 450 Introduction to Petrology (4)

ES 453 Geology of the Pacific Northwest (4)

ES 473 Environmental Geology (4)

ES 493 Sedimentary Geology (4)

Choose one course in Earth System Science: (3)

ES 331 Introduction to Oceanography

ES 390 Basic Meteorology

GS 351 Elements of Astronomy

Choose one course in sedimentology/paleobiology: (3-4)

ES 304 Survey of the Fossil Record

ES 431 Paleobiology

ES 491 Stratigraphy and Depositional Systems

Choose one course in volcanology/petrology: (3-4)

ES 354 Volcanoes and Earthquakes

ES 454 Volcanology

ES 460 Energy and Mineral Resources

Choose one course in environmental geology/surface processes: (3-4)

ES 341 Geographic Information Systems I

ES 476 Hydrology

ES 492 Advanced GIS Applications in Earth Science (4)

CH 104, 221, 222 is to be completed as the LACC laboratory science requirement. The B.S. and B.A. require completion of 2 to 4 credit hours of computer science coursework depending on the chosen mathematics option. For this major, 4 credits of writing intensive course work should come from WR 322.

### Earth Resources minor

(27-30 credits)

ES 201, 202 Principles of Geology (8)

ES 473 Environmental Geology (4)

ES 491 Stratigraphy and Depositional Systems (4)

Choose one: (3)

CH 310 Geochemistry

CH 371 Environmental Chemistry

Choose two: (6-8)

ES 321 Structural Geology

ES 354 Volcanoes and Earthquakes

ES 454 Volcanology

ES 460 Energy and Mineral Resources

Choose one: (3-4)

ES 341 Geographic Information Systems I

ES 476 Hydrology

ES 492 Advanced GIS Applications in Earth Science (4)

### Earth System Science minor

(25-28 credits)

ES 104 Earth System Science (5)

ES 105 Earth System Science (5) **–or–**

ES 106 Earth System Science (5)

Choose two: (6)

ES 331 Introduction to Oceanography

ES 390 Basic Meteorology

GS 351 Elements of Astronomy

Choose one: (3-4)

ES 341 Geographic Information Systems I

ES 473 Environmental Geology

ES 476 Hydrology

ES 492 Advanced GIS Applications in Earth Science (4)

Choose one: (3-4)

ES 354 Volcanoes and Earthquakes

ES 454 Volcanology

ES 460 Energy and Mineral Resources

Choose one: (3-4)

ES 304 Survey of the Fossil Record

ES 431 Paleobiology

ES 453 Geology of the Pacific Northwest

ES 491 Stratigraphy and Depositional Systems

### Geographic Information Science minor

(24 credits)

Choose one: (4)

ES 202 Principles of Geology

GEOG 105 Introductory Physical Geography

GEOG 240 Map and Air Photo Interpretation (4)

ES 340 Principles of Cartography (4)

ES 341 Geographic Information Systems I (4)

ES 342 Geographic Information Systems II (4)

Choose one: (4)

ES 444 Remote Sensing

ES 492 Advanced GIS Applications in Earth Science

### Geology minor

(28 credits)

ES 201, 202, 203 Principles of Geology (12)

ES 301 Petrographic Microscopy (2)

ES 302 Quantitative Methods (2)

ES 322 Geomorphology and Aerial Photo Interpretation (4)

ES 450 Introduction to Petrology (4)

ES 493 Sedimentary Geology (4)

### History of the Earth and Biosphere minor

(25-26 credits)

BI 211 Principles of Biology (5)

BI 314 Introductory Genetics (4)

BI 316 Evolution (4)

Choose one: (4) or other approved introductory geology course

ES 201 Principles of Geology (4)

ES 202 Principles of Geology (4)

ES 351 Geology for Educators (3)

ES 203 Principles of Geology (4)

ES 431 Paleobiology (4)

ES 491 Stratigraphy and Depositional Systems (4)

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

## Economics

Professors: John Leadley, Zenon Zygmunt  
Assistant professor: Bojan Ilievski

### Mission

Trains students in the tools of the discipline and encourages them to apply that knowledge to domestic and international economic and social problems. Introductory and intermediate courses in macroeconomics and microeconomics, a course in econometrics and report writing, as well as additional upper division electives in various economic specialties will prepare students for career goals.

### Learning outcomes:

1. Apply analytical and decision-making skills to resolve complicated contemporary business, financial and social problems.
2. Identify, collect, evaluate and interpret data from relevant sources.
3. Effectively communicate economic information to the public.

### Economics major

(60 credits)

EC 201 Introduction to Microeconomics (4)  
EC 202 Introduction to Macroeconomics (4)  
EC 311 Intermediate Microeconomics I (4)  
EC 312 Intermediate Microeconomics II (4)  
EC 313 Intermediate Macroeconomics (4)  
EC 315 Econometric Analysis and Report Writing (4)  
MTH 111 College Algebra (4)

Choose one (4)

MTH 243 Introduction to Probability and Statistics  
BA 243 Business Statistics

Upper division economics courses (20)  
Electives (8)\*

\* 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 credits)

EC 201 Introduction to Microeconomics (4)  
EC 202 Introduction to Macroeconomics (4)  
EC 311 Intermediate Microeconomics I (4)  
EC 312 Intermediate Microeconomics II (4)  
EC 313 Intermediate Macroeconomics (4)  
MTH 111 College Algebra (4)  
Upper-division electives in economics (4)

## Education

Professors: Mary Bucy, Maria Dantas-Whitney,  
Mark Girod, Chloë Hughes, Adele Schepige,  
Dana Ulveland

Associate professors: Carmen Cáceda,  
Wangeci Gatimu, Rachel Harrington, Marie  
LeJeune, Karie Mize, Tracy Smiles

Assistant professors: Kenneth Carano,  
Xiaopeng Gong, Melanie Landon-Hayes,  
Cindy Ryan, Alicia Wenzel, Greg Zobel

### Mission

Principled upon educational equity, cultural sensitivity, professionalism, and an intellectually vital community. Committed to facilitating the learning and development of our candidates who, in turn, can successfully affect the learning and development of PK-12 students in schools.

### Learning outcomes

The program prepares caring, competent professionals who:

1. Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students;
2. Create a climate where diversity is valued; and
3. Successfully affect the learning and development of PK-12 students in schools.

There are special requirements for admission to the education programs. Contact the Teacher Education Division representatives for more information. The College of Education's Policy Analysis and Review Committee establishes policies and standards that students must meet before being admitted to teacher education courses. Students may explore their interest in teaching during their freshman and sophomore years by enrolling in FS 199, 303, 358, 399 and ED 100, 230, 240, 270 and 312.

The university has found it necessary to evaluate a person's background to determine his or her likelihood of maintaining standards of professional conduct necessary in the discipline. An evaluation may take into consideration current performance as well as past experiences and actions that could affect a student's ability to perform in the particular course or program.

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

### Undergraduate Teacher Preparation

Coordinator: Chloë Hughes

#### Initial licensure

**Professional education core** (38-43 credits)  
Education majors are required to complete all pre-education courses (all 100-, 200-, 300-, and 400-level with a grade of B- or better) required for the major (early childhood only, early childhood/elementary, elementary/middle, middle/high, or high only) prior to entry to the education core.

Requirements for admission into the professional education core include: (1) a minimum overall (or last 90 hours) GPA of 2.75, (2) a minimum GPA of 3.0 in education coursework, and (3) for middle and high authorizations a minimum of 3.0 in endorsement area content courses.

The professional education core includes three quarters of intensive classes and clinical experiences organized in the following fashion,

by authorization level and major. Students must maintain a minimum GPA of 3.0 in education coursework, and grades of B- or better in all courses while enrolled in the professional education core.

#### Early childhood only

##### Term I:

ED 404 Student Teaching Seminar I (1)  
ED 411 Student Teaching I (birth-3 non-licensure component of core) (3)  
ED 443 Developing Literacy (3)  
ED 446 Environments for Diverse Learners (3)  
ED 449 Observation and Assessment of the Young Child (3)

##### Term II:

ED 405 Student Teaching Seminar II (1)  
ED 412 Student Teaching II (K-4 inclusive settings) (3)  
ED 448 Early Childhood Curriculum (birth-4th grade) (3)  
ED 450 Authorization Specialty and Classroom Management (3)  
ED 463 ECE Numeracy & Mathematics (3)

##### Term III:

ED 429 Professional Development Seminar III (2)  
ED 485 ECE Leadership and Administration (3)  
ED 498 Student Teaching III (3-5 inclusive settings) (10)

#### Early childhood/elementary

##### Term I:

ED 404 Student Teaching Seminar I (1)  
ED 411 Student Teaching I (3)  
ED 418 Applied Curriculum & Assessment (3)  
ED 443 Developing Literacy (3)  
ED 446 Environments for Diverse Learners (3)

##### Term II:

ED 405 Student Teaching Seminar II (1)  
ED 412 Student Teaching II (3)  
ED 444 Content Literacy (3)  
ED 450 Authorization Specialty and Classroom Management (3)  
ED 453 Elementary Mathematics Methods (3)

##### Term III:

ED 429 Professional Development Seminar III (2)  
ED 498 Student Teaching III (10)

#### Elementary/middle

##### Term I:

ED 404 Student Teaching Seminar I (1)  
ED 411 Student Teaching I (3)  
ED 418 Applied Curriculum and Assessment (3)  
ED 434 Content Pedagogy I (3)  
ED 477 Literacy at the Middle Level (3)  
ED 446 Environments for Diverse Learners (3)

##### Term II:

ED 405 Student Teaching Seminar II (1)  
ED 412 Student Teaching II (3)  
ED 436 Content Pedagogy II (3)  
ED 444 Content Literacy (3)  
ED 450 Authorization Specialty and Classroom Management (3)

**Term III:**

- ED 429 Professional Development Seminar III (2)
- ED 498 Student Teaching III (10)

## Middle/high and high only

**Term I:**

- ED 418 Applied Curriculum and Assessment (3)
- ED 446 Environments for Diverse Learners (3)
- ED 434 Content Pedagogy I (3)
- ED 404 Student Teaching Seminar I (1)
- ED 411 Student Teaching I (3)
- ED 481 Introduction to ESOL and Bilingual Education (3)

**Term II:**

- ED 405 Student Teaching Seminar II (1)
- ED 412 Student Teaching II (3)
- ED 436 Content Pedagogy II (3)
- ED 444 Content Literacy (3)
- ED 450 Authorization Specialty and Classroom Management (3)

**Term III:**

- ED 429 Professional Development Seminar III (2)
- ED 498 Student Teaching III (10)

## Early Childhood Authorization

Age three through grade four in an elementary school only. (Early Childhood Authorization students will also gain experience with children ages birth-4th grade in inclusive settings.)

**Professional education core** (43 credits)

Education majors are required to have successfully completed all required 100-, 200-, 300- and 400-level education courses prior to entry into the professional core.

**Early Childhood Teaching Authorization** (108-116 credits)

Test requirements: passing score on all required tests. See [wou.edu/educationtests](http://wou.edu/educationtests).

**Creative arts**

In lieu of creative arts courses, early childhood authorization students will take ED 324

**Education** (39-41)

- ED 220 Introduction to Early Childhood Education (3)
- ED 320 Typical and Atypical Development (birth-4th grade) (3)\*\*\*
- ED 322 Early Childhood Motor Development and Movement Education (3)
- ED 323 Health and Safety Practices in the Early Childhood Environment (birth-4th grade) (3)
- ED 324 Creative Arts in Early Childhood Settings (3)
- ED 326 Technology in Inclusive Early Childhood Settings (birth-4th grade) (3)\*\*\*
- ED 345 Designing Early childhood Environments (birth-4th grade) (3)
- ED 348 Developmentally appropriate Practices: EC Play, Development & Literacy (3)\*\*\*

- ED 368 Science & Social Studies in Early Childhood Settings (3)\*\*\*
- ED 371 Inclusive Practices in Early Childhood Settings (3)\*\*
- ED 374 Teaching Writing in the Elementary Classroom (3)
- ED 380 Infant and Toddler Development (3)\*\*\*
- ED 382 Early Childhood Education Family and Community Involvement (3)\*\*\*
- ED 481 Introduction to ESOL and Bilingual Education (3)

\*\* If students completed EC programs at other higher education institutes without an emphasis on inclusive practices, they would be required to also complete ED 371.

\*\*\* Courses include clinical hours (up to 10 hours/class) in inclusive early childhood settings.

**Health**

In lieu of health courses, early childhood authorization students will take ED 323

**Humanities/language arts** (11-12)

LING 210 Introduction to Linguistics (4)\*

Choose one: (4)

- ENG 104 Introduction to Fiction\*
- ENG 105 Introduction to Drama\*
- ENG 106 Introduction to Poetry\*

Choose one: (3-4)

- COM 112 Interpersonal Communication (3)
- COM 324 Business and Professional Communication (3)
- COM 342 Media Literacy (3)
- LING 314 Language Study for Elementary/Middle Teachers (4)
- PHL 433 Philosophy for Children (3)
- WR 321 Business Writing (4)
- WR 322 Technical Writing (4)
- WR 323 Intermediate Exposition (4)

**Mathematics** (18)

- MTH 211 Foundations of Elementary Mathematics I\* (4)
  - MTH 212 Foundations of Elementary Mathematics II\* (4)
  - MTH 213 Foundations of Elementary Mathematics III\* (4)
  - MTH 396 Elementary Problem Solving (3)
- Choose one: (3)
- MTH 392 College Algebra for Elementary and Middle School Teachers
  - MTH 393 Probability and Statistics for Elementary and Middle School Teachers
  - MTH 394 Introduction to Geometry for Elementary Teachers
  - MTH 398 Discrete Mathematics for Elementary and Middle School Teachers

**Physical education**

In lieu of physical education course, early childhood authorization students will take ED 322.

**Psychology**

In lieu of psychology course, Early Childhood Authorization students will take ED 320.

**Science** (18)

BI 101 General Biology\* (5)

Choose two (10):

- ES 104 Earth System Science\*
- ES 105 Earth System Science\*
- ES 106 Earth System Science\*

GS 325 Science Inquiry and Design for K-8 Teachers (3)

**Social science** (19)

Choose one: (4)

- EC 201 Introduction to Microeconomics
- EC 202 Introduction to Microeconomics

Choose one: (4)

- GEOG 105 Introductory Geography\*
- GEOG 106 Introductory Geography\*
- GEOG 107 Introductory Geography\*

Choose two: (8)

- HST 201 History of the United States\*
- HST 202 History of the United States\*
- HST 203 History of the United States\*

Choose one: (3)

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

**Electives** (3-5)

ED 230, modern language, ESOL, ASL, or other credits approved by education advisor.

\* Counts for both major and LACC or B.S. requirement.

## Early Childhood/Elementary Authorizations

Age three through grade eight in an elementary school only.

**Professional education core** (38 credits)

Education majors are required to have successfully completed all required 100-, 200-, 300-, and 400-level education courses prior to entry into the professional core.

**Early Childhood/Elementary Authorizations** (123-126 credits)

Test requirements: passing score on all required tests. See [wou.edu/educationtests](http://wou.edu/educationtests).

**Creative arts** (6)

- ARE 433 Art Education
- MUE 318 Music for the Classroom Teacher

**Education** (30)

- ED 100 Introduction to Education
- ED 230 Children's Literature
- ED 270 Teaching and Learning with Technology
- ED 312 Schools, Teachers, and Society
- ED 325 Elementary Science Methods
- ED 342 Applied Children's Learning and Development
- ED 352 Elementary Social Studies Methods
- ED 370 Special Education
- ED 373 Introduction to Curriculum and Assess
- ED 374 Teaching Writing in Elementary Classrooms

**Health (4)**

HE 351 Elementary School Health

**Humanities/language arts (15-16)**

LING 210 Introduction to Linguistics (4)\*

Choose one: (4)

ENG 104 Introduction to Fiction\*

ENG 105 Introduction to Drama\*

ENG 106 Introduction to Poetry\*

LING 314 Language Study for Elementary/  
Middle Teachers

Choose one: (3-4)

COM 112 Interpersonal Communication (3)

COM 324 Business and Professional  
Communications (3)

COM 342 Media Literacy (3)

WR 321 Business Writing (4)

WR 322 Technical Writing (4)

WR 323 Intermediate Exposition (4)

PHL 433 Philosophy for Children (3)

**Mathematics (18)**MTH 211 Foundations of Elementary  
Mathematics I (4)\*MTH 212 Foundations of Elementary  
Mathematics II (4)\*MTH 213 Foundations of Elementary  
Mathematics III (4)\*

MTH 396 Elementary Problem Solving (3)

Choose one (3):

MTH 392 College Algebra for Elementary  
and Middle School TeachersMTH 393 Probability and Statistics for  
Elementary and Middle School TeachersMTH 394 Introduction to Geometry for  
Elementary TeachersMTH 398 Discrete Mathematics for  
Elementary and Middle School Teachers**Physical education (4)**PE 433 Physical Education in Elementary  
School (4)**Psychology (3)**PSY 218 Psychological Foundations of  
Education**Science (18)**

BI 101 General Biology (5)\*

Choose two: (10)

ES 104 Earth System Science\*

ES 105 Earth System Science\*

ES 106 Earth System Science\*

GS 325 Science Inquiry and Design for K-8  
Teachers (3)**Social science (19)**

Choose one: (4)

EC 201 Introduction to Microeconomics

EC 202 Introduction to Macroeconomics

Choose one: (4)

GEOG 105 Introductory Geography\*

GEOG 106 Introductory Geography\*

GEOG 107 Introductory Geography\*

Choose two: (8)

HST 201 History of the United States\*

HST 202 History of the United States\*

HST 203 History of the United States\*

Choose one: (3)

PS 201 American National Government

PS 202 State and Local Government

**Electives (6-8)**Modern language or other credits approved  
by education advisor.\* *Count for both major and LACC or B.S.  
requirement.***Elementary/Middle Level  
Authorizations**Grade three through grade nine in an elemen-  
tary or middle level school only.**Professional education core (41 credits)**Education majors are required to have success-  
fully completed all required 100-, 200-, 300-,  
and 400-level education courses prior to entry  
into the professional core.**Elementary/Middle Level Authorizations  
(114-119 credits)**Test requirements: passing score on all required  
tests. See [wou.edu/educationtests](http://wou.edu/educationtests).**Education (21)**

ED 100 Introduction to Education (3)

ED 230 Children's Literature (3)

ED 270 Teaching and Learning with  
Technology (3)

ED 312 Schools, Teachers, and Society (3)

ED 342 Applied Children's Learning and  
Development (3) *—or—*ED 333 Applied Adolescent Learning and  
Development (3)

ED 370 Special Education (3)

ED 481 Introduction to ESOL and Bilingual  
Education (3)*Note: Additional methods classes must  
be taken by focus area. Math focus must  
take ED 374 and either ED 352 or ED 325.  
Science focus must take ED 374 and ED 453  
(in education core). Any of the social science  
focus areas must take ED 374 and ED 453 (in  
education core). Language arts focus area  
must take either ED 352 or ED 325 and ED 453  
(in Education Core). Spanish focus area must  
take ED 374 and ED 453 (in education core).***Health (4)**

HE 415 Child and Adolescent Health (4)

**Humanities/language arts (15-16)**

LING 210 Introduction to Linguistics (4)\*

Choose one: (4)

ENG 104 Introduction to Fiction\*

ENG 105 Introduction to Drama\*

ENG 106 Introduction to Poetry\*

LING 314 Language Study for Elementary/  
Middle Teachers (4)

Choose one: (3-4)

COM 112 Interpersonal Communication (3)

COM 324 Business and Professional  
Communications (3)

COM 342 Media Literacy (3)

WR 321 Business Writing (4)

WR 322 Technical Writing (4)

WR 323 Intermediate Exposition (4)

PHL 433 Philosophy for Children (3)

**Mathematics (21-22)**MTH 211 Foundations of Elementary  
Mathematics I (4)\*MTH 212 Foundations of Elementary  
Mathematics II (4)\*MTH 213 Foundations of Elementary  
Mathematics III (4)\*

MTH 396 Elementary Problem Solving (3)

Choose one: (3-4)

MTH 111 College Algebra (4)

MTH 392 College Algebra for Elementary  
and Middle School Teachers (3)

Choose one (3):

MTH 393 Probability and Statistics for

Elementary and Middle School Teachers

MTH 398 Discrete Mathematics for  
Elementary and Middle School TeachersMTH 492 Abstract Algebra for Middle  
School TeachersMTH 494 Geometry for Middle School  
TeachersMTH 495 Calculus Concepts for Middle  
School Teachers**Psychology (3)**PSY 218 Psychological Foundations of  
Education**Science (23)**

BI 101 General Biology (5)\*

ES 104 Earth System Science\*

ES 106 Earth System Science\*

GS 325 Science Inquiry and Design for K-8  
Teachers (3)

Choose one: (5)

BI 102 General Biology

ES 105 Earth System Science

*Note: Students with science focus must take  
ES 105 and BI 102 but not GS 325.***Social science (19)**

Choose one: (4)

EC 201 Introduction to Microeconomics

EC 202 Introduction to Macroeconomics

Choose one: (4)

GEOG 105 Introductory Geography\*

GEOG 106 Introductory Geography\*

GEOG 107 Introductory Geography\*

Choose two: (8)

HST 201 History of the United States\*

HST 202 History of the United States\*

HST 203 History of the United States\*

Choose one: (3)

PS 201 American National Government

PS 202 State and Local Government

**Focus area (11-14)**Choose one focus area from: Spanish,  
Language Arts, Science, Mathematics,  
Cultural Geography, Regional Geography,  
United States History, European History,  
Latin American History, Asian History, Basic

Political Science, or American Government - see below

### Spanish (12)

SPAN 350 Spanish Pronunciation and Phonetics (3)

Choose one: (3)

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 (6)

### Language arts (10-12)

ENG 218 Introduction to Literary Study (4)

Choose two:

COM 321 Influencing Through Argument (3)

COM 342 Media Literacy (3)

COM 422 Persuasion (3)

ENG 205 Survey of British Literature (4)

ENG 206 Survey of British Literature (4)

ENG 253 Survey of American Literature (4)

ENG 254 Survey of American Literature (4)

ENG 301 Shakespeare (4)

ENG 385 Folklore (4)

ENG 387 Mythology (4)

ENG 389 Minority Literature (4)

LING 370 Discourse and Text (4)

PHL 433 Philosophy for Children (3)

### Science (12)

ES 331 Oceanography

ES 351 Geology for Educators

ES 390 Basic Meteorology

GS 351 Elements of Astronomy

### Mathematics (12)

MTH 494 Geometry for Middle School Teachers (3)

MTH 495 Calculus for Middle School Teachers (3)

Choose two: (cannot be same courses used to meet other requirements)

MTH 393 Probability and Statistics for Elementary and Middle School Teachers (3)

MTH 398 Discrete Mathematics for Elementary and Middle School Teachers (3)

MTH 492 Intro to Abstract Algebra for Middle School Teachers (3)

### Cultural geography (12)

GEOG 411 Cultural Geography

GEOG 413 Urban Geography

GEOG 433 Political Geography

### Regional geography (12)

Choose three:

GEOG 310 World Regional Geography

GEOG 313 The Pacific Northwest

GEOG 315 The Indian Subcontinent

GEOG 371 Mexico and Central America

GEOG 420 the West and the American Imagination

GEOG 421 The Changing American West

GEOG 432 Geography of Africa

### 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

## Middle Level/High School Authorizations

Grade five through grade 12 in a middle level or high school only.

### Professional education core (38-41 credits)

Middle level/high school teaching majors are required to have successfully completed each of the following prior to entry into the professional core: ED 100, ED 270, ED 312, ED 333, ED 370.

### Middle Level/High School Teaching Authorizations (52-85 credits)

Test requirements: passing score on all required tests. See [wou.edu/educationtests](http://wou.edu/educationtests). For programs in academic specialty areas, see listings under the academic area:

Biology teacher education (70-73)

German teacher education (70-73)

Integrated science teacher education (64-66)

Language arts teacher education (73)

Mathematics teacher education (66-67)

Physical education teacher education (74)

Social science teacher education (60-61)

Spanish teacher education (53)

## High School Authorizations

Grade nine through grade 12 in a high school.

### Professional education core (38-41 credits)

High school teaching majors are required to have successfully completed each of the following prior to entry into the professional core: ED 100, ED 270, ED 312, ED 333, ED 370.

## Early Childhood Studies major (Non-licensure)

### Mission

Prepares skilled and reflective early childhood teachers who can effectively respond to the unique learning needs of diverse young children and their families. Grounded in the principles of educational equity, cultural sensitivity professionalism, and an intellectually vital learning community, we are committed to facilitating the learning and development of our early childhood practitioners who, in turn, can successfully affect the learning and development of young children from birth-4th grade in inclusive settings.

### Learning outcomes

1. Develop reflective teacher leaders who are advocates for young children and their families.
2. Create an inclusive climate where diversity is valued.
3. Demonstrate evidence of appropriate content knowledge, skills, and dispositions needed to provide quality care and early education for all young children (birth-4th grade) and their families.

This major prepares students to work in inclusive early childhood settings (including Head Start, child care, preschool, and K-4 elementary schools). Early childhood studies majors are required to complete all pre-education courses (all 100, 200, and 300-level) required for the major prior to entry to the education core.

### Early Childhood Studies major (Non-licensure)

(89-96 credits)

### Creative arts

In lieu of creative arts courses, early childhood students will take ED 324

### Education (39-41)

ED 220 Introduction to Early Childhood Education (3)

ED 320 Typical and Atypical Development (birth-4th grade) (3)\*\*\*

ED 322 Early Childhood Motor Development and Movement Education (3)

ED 323 Health and Safety Practices in the Early Childhood Environment (birth-4th grade) (3)

ED 324 Creative Arts in Early Childhood Settings (3)

ED 326 Technology in Inclusive Early Childhood Settings (birth-4th grade) (3)\*\*\*

ED 345 Designing Early childhood Environments (birth-4th grade) (3)

ED 348 Developmentally appropriate Practices: EC Play, Development & Literacy (3)\*\*\*

ED 368 Science & Social Studies in Early Childhood Settings (3)\*\*\*

ED 371 Inclusive Practices in Early Childhood Settings (3)\*\*

- ED 380 Infant and Toddler Development (3)\*\*  
 ED 382 Early Childhood Education Family and Community Involvement (3)\*\*  
 ED 481 Introduction to ESOL and Bilingual Education (3)

\*\* If students completed EC programs at other higher education institutes without an emphasis on inclusive practices, they would be required to also complete ED 371.

\*\*\* Courses include clinical hours (up to 10 hours/class) in inclusive early childhood settings.

### Health

In lieu of health courses, early childhood students will take ED 323

### Humanities/language arts (8)

- LING 210 Introduction to Linguistics (4)\*  
 Choose one: (4)  
 ENG 104 Introduction to Fiction\*  
 ENG 105 Introduction to Drama\*  
 ENG 106 Introduction to Poetry\*

### Mathematics (12)

- MTH 211 Foundations of Elementary Mathematics I\* (4)  
 MTH 212 Foundations of Elementary Mathematics II\* (4)  
 MTH 213 Foundations of Elementary Mathematics III\* (4)

### Physical Education

In lieu of physical education course, early childhood students will take ED 322

### Psychology

In lieu of psychology course, early childhood students will take ED 320

### Science (15)

- Choose one: (5)  
 BI 101 General Biology\* (5)  
 BI 102 General Biology\* (5)  
 Choose two: (10)  
 ES 104 Earth System Science\*  
 ES 105 Earth System Science\*  
 ES 106 Earth System Science\*

### Social Science (12)

- Choose one: (4)  
 GEOG 105 Introductory Geography\*  
 GEOG 106 Introductory Geography\*  
 GEOG 107 Introductory Geography\*  
 Choose two: (8)  
 HST 201 History of the United States\*  
 HST 202 History of the United States\*  
 HST 203 History of the United States\*

### Electives (6-8)

ED 230, modern language, ESOL, ASL, or other credits approved by education advisor.

### Professional education core for Early Childhood Studies major (non-licensure) (33 credits)

The professional education core includes three

terms of intensive classes and field experiences organized in the following fashion:

#### Term I:

- ED 411 Student Teaching (birth-3 non-licensure component of core) (3)  
 ED 443 Developing Literacy (3)  
 ED 446 Environments for Diverse Learners (3)  
 ED 449 Observation and Assessment of the Young Child (3)

#### Term II:

- ED 409 Practicum (K-4 inclusive settings) (3)  
 ED 448 Early Childhood Curriculum (birth-4th grade) (3)  
 ED 450 Authorization Specialty and Classroom Management (3)  
 ED 463 ECE Numeracy & Mathematics (3)

#### Term III:

- ED 409 Practicum (3-5 inclusive settings) (3)  
 ED 427 Professional Development: Early Childhood Studies Capstone (3)  
 ED 485 ECE Leadership and Administration (3)

## English (B.A. only)

Professors: Kit Andrews, David Hargreaves, Carol Harding, Henry Hughes, Gavin Keulks, Marjory Lange, Cornelia Paraskevas, Thomas Rand, Katherine Schmidt, Uma Shrestha, Curtis Yehner

Associate professors: Margaret Artman, Ann Bliss

Assistant professor: Robert Troyer

### Mission

Provides personalized learning opportunities leading to advanced studies, or a variety of careers including teaching, writing, editing, linguistics and literature. The various programs help students develop a broad knowledge of literature, language and writing to foster analytical and critical skills. Students encounter new ideas; appreciate aesthetic and practical language; become impassioned readers, writers, and thinkers; and gain perspectives in assimilating and evaluating their new experiences.

### Common core foundation: (41 credits)

Before taking common core literature courses (ENG prefix), students must complete two LACC literature courses. ENG 107 and 108 should be taken as the two LACC literature courses for English majors and language arts secondary education majors. ENG 109 is also recommended.

Students who already have taken ENG 104, 105, 106, 109, FR 110, or GL 110 should see their English advisor to substitute for ENG 107 and/or 108 on their Academic Degree Program form. All students should complete ENG 218W as early as possible in the English core.

- ENG 218 Introduction to Literary Study (4)  
 LING 210 Introduction to Linguistics (4)  
 WR 230 Introduction to Writing Studies (4)  
 ENG 204, 205, 206 Survey of British Literature (12)

- ENG 253, 254 Survey of American Literature (8)  
 ENG 301 Shakespeare (4)  
 LING 315 Structure of English I (4)  
 HUM 450 Senior Portfolio (1) *Not required for Language Arts Secondary Education majors*

### English/Literature major

(69 credits)

#### Learning outcomes

1. Discuss the relation of literary works to a variety of traditions and genres.
2. Apply theories and research methods to analyze and interpret literature.
3. Analyze relationships between literature and culture, society, and the individual.

Common core foundation (41)

- ENG 318 Contemporary Literary Theory (4)  
 Three 300-level literature courses (12) (no more than one course from ENG 380-389)  
 Three 400-level literature courses (12)

### English/Linguistics major

(68-69 credits)

#### Learning outcomes

1. Analyze issues in language usage, language variation, language acquisition and history of the English language, with special attention to writing, literacy and language arts.
2. Explain and analyze structure and function in the English language system.
3. Analyze the relationship between language and culture, society and the individual.

Common core foundation (41)

- LING 312 Language and Society (4)  
 LING 370 Discourse and Text (4)  
 Three 400-level linguistics courses (12)  
 One upper-division writing course (4)  
 One upper-division humanities elective (3-4)

### English/Writing major

(BA: 67-69 credits)

#### Learning outcomes

1. Demonstrate appropriate aims of discourse, rhetorical strategies and artistic craft.
2. Apply writing theory to practice.
3. Analyze the relationship between writing and culture, society and the individual.

Common core foundation (41)

- Three 300-level writing classes\* (11-12)  
 Three different 400-level writing classes for a minimum of (12)  
 One upper-division humanities elective (3-4)

\*may include TA 330 Script Writing

### Literature minor

(20 credits)

- ENG 218 Introduction to Literary Study (4)  
 Approved upper-division literature courses (16)

**Linguistics minor**

(20 credits)

LING 210 Introduction to Linguistics (4)

LING 315 Structure of English I (4)

Approved upper-division linguistics courses (12)

**Teaching English as a Foreign Language (TEFL) Certificate**

(26 credits)

LING 210 Intro to Linguistics (4)

LING 315 Structure of English (4)

Choose one: (4)

LING 312 Language and Society (4)

LING 370 Discourse and Text (4)

LING 410 Theories of Foreign Language Acquisition with Adult/Young Adult Learners (4)

LING 415 Strategies in TEFL for Adult/Young Adult Learners (4)

LING 416 Practicum (2)

LING 492 Pedagogical Grammar in TEFL for Adult/Young Adult Learners (4)

The TEFL Certificate program prepares undergraduate and post-baccalaureate students who are interested in their first international/cross-cultural English teaching position. The program is designed to meet the needs of students who seek experience teaching English as a foreign language by providing a strong foundation in English linguistics and training in second language acquisition/TEFL methodologies. The Teaching English as a Foreign Language (TEFL) Certificate is distinct from the College of Education ESOL/bilingual endorsement.

The TEFL Certificate is for undergraduate or post-baccalaureate students. Undergraduate students may also choose to obtain a linguistics minor (20 credits) along with the certificate. Students entering the program with a baccalaureate may obtain the certificate by completing the required courses (26 credits), and fulfilling the residency requirements of a second bachelor's degree.

**Writing minor**

(19-20 credits)

WR 222 or WR 230 (4)

Approved upper-division writing courses (*may include TA 330 Script Writing*) (15-16)

Students planning a minor in literature, 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**

Professor: Hamid Bahari-Kashani

**Mission**

Provides an opportunity to learn more about starting and managing your own business. The program combines theoretical study and practical experience, creating a challenging program that provides students the skills and knowledge for initiating and operating successful ventures.

**Learning outcomes**

1. Explain the unique characteristics of the entrepreneurial business environment.
2. Convey behaviors and traits of successful entrepreneurs and potential employees.
3. Recognize and evaluate the challenges associated with business start-ups and small business management.

**Entrepreneurship minor**

(19 credits)

BA 211 Financial Accounting (4)\*

BA 310 Principles of Marketing (3)\*

ENT 320 Entrepreneurial Finance (1)

ENT 330 Planning and Creating New Ventures (3)

ENT 350 Small Business Management (3)

Choose one: (3)

ENT 360 Small Business Marketing

ENT 460 Entrepreneurship in Action

Choose two: (2)

ENT 380 Entrepreneurs Today (1)

ENT 381 Creativity and Entrepreneurs (1)

ENT 382 Innovation and Strategy (1)

ENT 383 Entrepreneurs and Society (1)

ENT 384 Going into Business in Oregon (1)

\* If business major, choose any business or economics elective.

**Environmental Studies**

Professors: Bryan Dutton, Mark Henkels, Mary Pettenger, Emily Plec, Stephen Taylor, Jeffrey Templeton

Associate professors: Susan Daniel, Mark Van Steeter

**Mission**

Educate students about the physical, biological and social dimensions of the environment. The program teaches specific topics and skills central to understanding environmental issues and promotes pathways to jobs in the environmental field.

**Learning outcomes**

1. Explain the interconnectedness of humans and the environment.
2. Apply problem solving skills to real-world environmental issues.
3. Demonstrate knowledge of current environmental issues in a community context.

**Environmental Studies minor**

(27-31 credits)

**Core courses** (8)

HST 489 Environmental History (4)

Choose one: (4)

BI 357 General Ecology

BI 370 Humans and the Environment

**Foundation courses** (13-14)

CH 371 Environmental Chemistry (3)

ES 473 Environmental Geology (4)

Choose two: (6-7) (*one course from any two disciplines*)

COM 380 Environmental Communication (3)

GEOG 380 Environmental Conservation (4)

GEOG 392 Physical Geography (4)

GEOG 425 Urban Planning and Policy (4)

GEOG 480 Nature and the American West (4)

PHL 255 Environmental Ethics (3)

PS 447 Environmental Politics and Policy (3)

PS 449 Environmental Values and Political

Action (3)

PS 477 International Environmental Politics (3)

**Electives** (6-9)

Select two courses approved by minor advisor:

ANTH 311 Human Evolution (4)

BI 317 Vertebrate Natural History (4)

BI 321 Systematic Field Botany (4)

BI 331 General Microbiology (4)

BI 361 Marine Ecology (5)

BI 451 Invertebrate Zoology (5)

BI 453 Marine Vertebrates (4)

CH 310 Geochemistry (3)

CH 412 Inorganic Chemistry of the Environment (4)

EC 436 Environmental Economics and Public Policy (4)

ES 322 Geomorphology and Aerial Photography Interpretation (4)

ES 331 Introduction to Oceanography (3)

ES 390 Basic Meteorology (3)

ES 431 Paleobiology (4)

ES 453 Geology of Pacific Northwest (4)

ES 454 Volcanology (4)

ES 460 Energy and Mineral Resources (3)

ES 476 Hydrology (3)

ES 492 Advanced GIS Applications in Earth Science (4)

GEOG 240 Map and Air Photo Interpretation (4)

GEOG 340 Cartography (4)

GEOG 341 Geographic Information Systems (4)

GEOG 385 Quantitative Methods in Geography (4)

GEOG 391 Biogeography (4)

GEOG 393 Soils (4)

GEOG 490 Climatology (4)

HST 407 Nuclear Landscapes (4)

HST 490 Wests of Early America (4)

HST 491 Western US: 20th Century Issues (4)

HST 492 Pacific Northwest History (4)

PS 409 Administrative Practicum (3-6)

PS 446 Land Resource Politics and Policy (3)

SOC 290 World Population and Social Structure (3)

SOC 328 Social Data Analysis (3)

SOC 350 Food and Hunger (3)

SOC 400 International Development (3)



## Exercise Science

Professors: Marita Cardinal, Brian Caster, Gay Timken

Associate professors: Jeffrey Armstrong, Robert Hautala

### Mission

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

### Learning outcomes

Relative to physical activity, physical fitness, and motor skill development programs, candidates will:

1. Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
2. Implement and evaluate strategies, interventions and programs.
3. Demonstrate professional development and advocate for research-based practices within exercise science.

### Exercise Science major

(72-74 credits)

#### Required core courses (32)

- PE 230 Foundations of Exercise Science (4)
- PE 310 Motor Learning (4)
- PE 371 Kinesiology (4)
- PE 415 Lifespan Motor Development (4)
- PE 444 Lifespan Adapted Physical Activity (4)
- PE 470 Sociological and Psychological Aspects of Physical Activity (4)
- PE 473 Physiology of Exercise (4)
- PE 483 Biomechanics (4)

#### Professional tracks

Select one:

#### Applied exercise science (40)

- HE 325 Nutrition (4)
- PE 419 Internship in Exercise Science (4)
- PE 485 Exercise Testing and Prescription (4)

Choose two: (8)

- HE 426 Sports and Exercise Nutrition
- PE 484 Advanced Topics in Biomechanics

PE 486 Advanced Topics in Motor Behavior

PE 487 Advanced Topics in Physiology of Exercise

PE 488 Exercise Motivation and Adherence

Electives (20)

Courses must be selected with advisor approval, and may include courses outside the division.

#### Pre-education non-licensure (42)

- PE 239 Teaching Movement Education (3)
- PE 240 Teaching Dance in Physical Education (3)
- PE 241 Teaching Games I (3)
- PE 242 Teaching Games II (3)
- PE 243 Teaching Outdoor and Adventure Education (3)
- PE 244 Teaching Aerobic Fitness (3)
- PE 245 Teaching Strength Training and Conditioning (3)
- PE 330 Teaching Methods in Physical Education I (4)
- PE 335 Field Experience in Physical Education (1)
- PE 430 Teaching Methods In Physical Education II (4)
- PE 431 Assessment Strategies in Physical Education (4)
- PE 445 Curricular Issues in Physical Education (4)

Choose two courses from the following areas: (4)

- Aquatics
- Eastern Arts
- Gymnastics
- Outdoor Recreation

Exercise Science majors must have a grade of C- or better in courses used to satisfy requirements of the major. It is recommended that students take BI 102 General Biology and BI 234, and BI 235 Human Anatomy and Physiology to fulfill the natural science requirement in the LACC. BI 234, 235 and 236 are prerequisites to several major required and elective courses. See course descriptions for specific prerequisites.

## Film Studies

Professors: Gavin Keulks, Gianna Martella, Mark Perlman, Emily Plec, Robin Smith  
Associate professors: Shaun Huston, Michael Phillips

### Mission

To engage students in the critical study of moving images, including opportunities for practical experience in film and video making and criticism.

### Learning outcomes

1. Explain the power of visual media to shape perceptions of the world.
2. Analyze moving image arts and media through a variety of critical theories and/or strategies.
3. Explain the relationships of moving image arts and media with the multiple contexts in which they are embedded.

### Film Studies minor

(29-35 credits)

#### Core courses (11)

- ANTH 369 Visual Anthropology (4)
- COM 426 Language of the Mass Media (3)
- ENG 386 Form and Meaning in Film (4)

#### Theory, tools and methods (6-8)

Choose two:

- A 305 History of Modern Art, 1914-1965 (4)
- A 306 History of Modern Art, 1966-Present (4)
- COM 342 Media Literacy (3)
- ENG 218 Introduction to Literary Study (4)
- GEOG 386 Making Digital Video for the Social Sciences (4)
- MUS 423 Media Music Production III (3)
- MUS 460 Special Topics in Music History (3)
- PHL 282 Philosophy of Art (3)
- SOC 460 Feminist Theory (3)
- TA 251 Elements of Acting (3)
- TA 308 History of Fashion (4)
- TA 330 Script Writing (4)
- TA 338 History of Architecture and Decor (4)

#### Topical courses (6-8)

Choose two:

- FR 340 Topics in French Arts and Culture (3)
- GEOG 207 Geography and Film (4)
- GEOG 307 Canadian Identity Through Film (4)
- GEOG 420 The West and the American Imagination (4)
- GEOG 421 The Changing American West (4)
- GL 310 German Film (3)
- PS 478 Political Fiction and Film (3)
- SOC 407 Latin American Social Issues Through Film (3)

#### Electives (6-8)

Choose courses in consultation with a film studies advisor. Courses not listed here may be applied towards the minor with advisor approval. Students may also apply credits from FLM 406 Special Individual Studies and FLM 409 Practicum towards completion of the minor.



## Fire Services Administration

Director: LaRon Tolley

### Mission

Assist fire and emergency service students and personnel in acquiring management, leadership, critical thinking, problem solving and communication skills that will enhance their career perspective, promote lifelong learning, and enrich their personal and civic life.

### Learning outcomes

1. Meet current competency-based certification standards.
2. Integrate academic theory for fire and emergency services with practical applications.
3. Integrate technological proficiency with effective decision making.

### Fire Services Administration major

(72 credits)

**Community college professional courses**  
(24 credits - not taught at WOU)

Acceptance into the FSA major is limited to persons who have completed the **required** 24 credit hours of core Fire Science or EMS coursework from an approved community college program. (Oregon Fire Fighter II or equivalent certification recommended.)

Minimum of nine courses must be taken from the following list (no maximum):

- FSA 307 Emergency Service Delivery (3)
- FSA 309 Inspection and Investigation (3)
- 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 323 Fire and Emergency Services Administration (5)\*
- FSA 324 Analytic Approaches to Public Fire Protection (5)\*
- FSA 325 Personnel Management for Fire and Emergency Services (5)\*
- FSA 326 Fire Protection Organization and Management (5)\*
- FSA 327 Fire Related Human Behavior (5)\*
- FSA 328 Disaster Planning and Control (5)\*
- FSA 329 Political and Legal Foundations of Fire Protection (5)\*
- FSA 330 Fire Protection Structures and Systems Design (5)\*
- FSA 331 Community Risk Reduction (5)\*
- FSA 332 Fire Investigation and Analysis (5)\*
- FSA 333 Applications of Fire Research (5)\*
- FSA 334 Fire Dynamics (5)\*
- FSA 335 EMS Administration (3)\*
- FSA 336 Managerial Issues of Hazardous Materials (5)
- FSA 421 Master Planning for Emergency Services (3)
- PSY 445 Organizational Psychology (4)

(0-35 credits of electives - as needed)

\* signifies online delivery

Remaining major degree requirements may be met by completing any of or combination of the following options (with FSA department approval):

1. Additional fire services administration courses from the above list or approved ELECTIVES (see complete list of FSA courses in catalog.
2. Approved upper division WOU/transfer/substitution courses (contact FSA advisor)
3. An approved minor of your choice

All students must also complete the current Liberal Arts Core Curriculum (general education) requirements for the FSA program and maintain a minimum of 2.50 GPA in the major and an overall GPA of 2.0 in all college work to obtain either a Bachelor of Arts or Bachelor of Science degree in Fire Services Administration.

### Accreditation and cooperative agreements

WOU is regionally accredited by the Northwest Commission on Colleges and Universities and has established cooperative/articulation agreements with most accredited community colleges and universities in the US and Canada along with various State and Federal agencies including: National Fire Academy, Oregon Department of Public Safety Standards and Training, and Higher Education Coordinating Boards/Commissions in several states.

WOU is one of the original seven universities nationwide that have been delivering the National Fire Academy's Fire and Emergency Services Higher Education curriculum for the past 30 years.

For more information on how these agreements may help the student in higher education pursuits, or to have a no-obligation transcript evaluation done, please contact WOU's Fire Services Administration Office (toll free) 1-800-451-5767 ext 2 or e-mail: fsa@wou.edu.

### Forensic Chemistry minor

See Chemistry, page 50.

### Forensic Anthropology minor

See Criminal Justice, page 53.

### French

#### Mission

Create and transmit knowledge concerning the French language, literature and culture in a climate that promotes ease of communication and mutual understanding.

#### Learning outcomes

1. Speak, aurally comprehend, write

and read French at a level suitable for graduate education or careers in business, government, social services, tourism.

2. Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.
3. Analyze and critique original texts and cultural artifacts from French/Francophone sources.

### French minor

(18 credits)

FR 301, 302, 303 (12)

Upper-division hours in French (6)

Students who begin coursework at a higher level than 301 can substitute other courses in consultation with their advisor. Students must maintain a 2.0 GPA in their minor courses.

### Gender Studies

Professors: Maureen Dolan, Kimberly Jensen, Robin Smith

#### Mission

Explores scholarship on women and gender. Historical and cross-cultural perspectives, critical theory and interdisciplinary approaches are employed to examine questions of gender difference, inequality and exclusion. In keeping with the philosophy of liberal arts education, the goal of gender studies is to better understand and ultimately to transform our lives and the world in which we live.

#### Learning outcomes

1. Analyze how gender roles and ideologies are differently constructed and expressed in different cultures.
2. Explain the history of patriarchy and analyze the history of efforts to balance its effects.
3. Explain how race, class, gender, and other categories of difference interact in society.

### Gender Studies minor

(26-28 credits)

**Core: choose at least three**

ANTH 370 Women in Cross-Cultural Perspective (4)

HST 404 Gender Issues Part I (4)

HST 405 Gender Issues Part II (4)

PS 436 Gender and Public Policy (3)

SOC 360 Sociology of Gender (3)

Choose electives from at least two divisions for total of 26-28 credits:

#### Creative arts

A 405 Art History: Gender in Art (4)

D 310 Dance and Gender (3)

#### Education

HE 367 Human Sexuality (4)

#### Humanities

COM 335 Communication and Gender (3)

COM 435 Rhetoric of the Women's

Movement (3)

SPAN 445 Hispanic Women Writers (3)

**Psychology**

PSY 492 Psychology of Women (4)

**Social science**

ANTH 375 Women Anthropologists (4)  
 CJ 435 Gender, Crime and Justice (4)  
 HST 425 Modern France: Revolution and Napoleon (4)  
 HST 426 Modern France: 19th Century (4)  
 HST 427 Modern France: 20th Century (4)  
 HST 439 Colonial Cultures (4)  
 HST 440 Gender and Colonialism (4)  
 HST 445 Postcolonial North Africa (4)  
 HST 452 Women and the Family in the Middle Ages (4)  
 HST 471 Women in Japanese Society (4)  
 HST 472 Women in Chinese Society (4)  
 HST 481 American Voices (4)  
 HST 484 Health, Medicine and Gender in Historical Perspective (4)  
 HST 493 Women in Oregon History (4)  
 SOC 338 Sociology of the Family (3)  
 SOC 437 Sociology of Race/Ethnic Relations (3)  
 SOC 440 Women and Development (3)  
 SOC 460 Feminist Theories (3)  
 SSC 403 Research/Internship (1-9)

SSC 403, with a focus on some aspect of gender, is encouraged. Also, minor may include any seminar that focuses on adding content on/by women to the curriculum, or that substantially and explicitly addresses gender issues and feminist theory in the treatment of its subject area, or a course in which the student has the option of selecting and exploring gender-related topics in the process of developing a special skill, e.g. an advanced writing course.

**Geography**

Professor: Michael McGlade

Associate professors: Shaun Huston, Sriram Khe, Mark Van Steeter

**Mission**

To be recognized for excellence in teaching and scholarship, and graduating students who are critical thinkers with a keen awareness and appreciation of the geographic dimensions of society.

**Learning outcomes**

1. Explain important elements of geographic thought and practice.
2. Interpret the geographic contexts for social relations and cultures.
3. Interpret human-environment relations.

**Geography major**

(64 credits)

**Foundations (12)**

GEOG 105, 106, 107 Introductory Geography

**Geographic thought and practice (16)**

GEOG 341 Geographic Information Systems  
 GEOG 495 History and Philosophy of Geography

Choose two:

GEOG 240 Map and Air Photo Interpretation  
 GEOG 321 Field Geography  
 GEOG 340 Cartography

GEOG 384 Qualitative Methods

GEOG 385 Quantitative Methods

GEOG 386 Making Digital Video for the Social Sciences

**Geography and society (8)**

Choose two:

GEOG 370 Human Migration  
 GEOG 391 Biogeography  
 GEOG 410 Global Issues  
 GEOG 411 Cultural Geography

**Human-environment relations (8)**

Choose two:

GEOG 380 Environmental Conservation  
 GEOG 425 Urban Planning and Policy  
 GEOG 470 Energy, Environment, and Society  
 GEOG 480 Nature and the American West

**Capstone (4)**

GEOG 499 Capstone Experience

Choose one of the following three concentrations:

Culture and politics (16)

Choose four:

GEOG 207 Geography and Film  
 GEOG 327 Popular Culture in Global Perspective  
 GEOG 380 Environmental Conservation  
 GEOG 411 Cultural Geography  
 GEOG 420 The West and the American Imagination  
 GEOG 421 The Changing American West  
 GEOG 433 Political Geography  
 GEOG 435 U.S. and Canadian Geopolitics  
 GEOG 480 Nature and the American West

Urban and international (16)

Choose four:

GEOG 315 The Indian Subcontinent  
 GEOG 370 Human Migration  
 GEOG 371 Mexico and Central America  
 GEOG 410 Global Issues  
 GEOG 413 Urban Geography  
 GEOG 418 International Trade and Transportation  
 GEOG 425 Urban Planning and Policy  
 GEOG 470 Energy, Environment, and Society

Physical environment (16)

Choose four:

GEOG 321 Field Geography  
 GEOG 380 Environmental Conservation  
 GEOG 391 Biogeography  
 GEOG 392 Physical Geography  
 GEOG 393 Soils Geography  
 GEOG 425 Urban Planning and Policy  
 GEOG 470 Energy, Environment, and Society  
 GEOG 480 Nature and the American West  
 GEOG 490 Climatology

**Geography minor**

(28 credits)

GEOG 105, 106, 107 Introductory Geography (12)

Choose one: (4)

ES 341 Geographic Information Systems I  
 GEOG 321 Field Geography  
 GEOG 341 Geographic Information Systems  
 GEOG 495 History and Philosophy of Geography

Any three upper-division geography courses (12)

**Planning minor**

(28 credits)

GEOG 105, 106 Introductory Geography (8)

GEOG 413 Urban Geography (4)

GEOG 425 Urban Planning and Policy (4)

Choose one: (4)

ES 341 Geographic Information Systems I  
 GEOG 240 Map and Air Photo Interpretation  
 GEOG 341 Geographic Information Systems

Choose one: (4)

GEOG 370 Human Migration  
 GEOG 380 Environmental Conservation  
 GEOG 411 Cultural Geography

Upper-division elective in geography (4)

**German Studies (B.A. only)**

Associate professor: Gudrun Hoobler

**Mission**

Create and transmit knowledge concerning the German language, literature and culture in a climate that promotes ease of communication and mutual understanding.

**Learning outcomes**

1. Speak, aurally comprehend, write and read German at a level suitable for graduate education or careers in business, government, social services or tourism.
2. Explain and apply German cultural and historical perspectives to events and ideas in a globalized society.
3. Analyze and critique original texts and cultural artifacts from German sources.

**German major**

(55-58 credits beyond first year language)

GL 201, 202, 203 Second Year German (12)\*

GL 301, 302, 303 Third Year German (12)

GL 110 Introduction to German Literature in Translation (4)

Choose five: (15-16) At least two 300-level and at least two 400-level

GL 310 German Film and Conversation (3)

GL 320 Business German (3)

GL 331 German Pronunciation and Phonetics (3)

GL 340 Culture and Civilization I - from Romans to Enlightenment (3)

GL 341 Culture and Civilization II - from Classicism to Reunification (3)

GL 350 Methods in Translation (3)

GL 399 Special Studies (3)

GL 401, 402, 403 Fourth Year German (3 each)

GL 406 Special Individual Studies (1-6)

GL 411 German Literature I: Medieval to Classical (3)

GL 412 German Literature II: Naturalism to Present (3)

GL 423 Studies in German Language and Literature (3)

GL 440 19th Century German Drama (3)

GL 441 20th Century German Drama (3)

- GL 442 German Drama-Performance (4)  
 GL 481 History and Structure of German Language (3)

Choose two: (instruction in English, readings and compositions in German) (6)

- GL 342 Studies in German Culture and Literature to 1900  
 GL 343 Studies in German Culture and Literature to 1945  
 GL 344 Studies in German Culture and Literature to 1990s

Choose two 300 or 400-level courses with German focus: (6-8)

*May include, but not limited to:*

- A 304, 305, 306 History of Modern Art (4)  
 ENG 340, 341 Period Studies in Continental European Literature (4)  
 ENG 441 Studies in World Literature (4)  
 GEOG 306 Geographies of Development (4)  
 GEOG 410 Global Issues (4)  
 GEOG 418 International Trade and Transportation (4)  
 GEOG 433 Political Geography (4)  
 HST 411 World Problems (4)  
 HST 422 Germany: The 19th Century (4)  
 HST 423 Germany 1914 to 1945 (4)  
 HST 424 Postwar German History (4)  
 HST 428 19th Century Europe (4)  
 HST 429 20th Century Europe (4)  
 MUS 361 Music History II (3)  
 MUS 362 Music History III (3)  
 PHL 314 Modern European Philosophy (3)  
 PHL 316 Contemporary Philosophy (3)  
 PS 462 Politics and Government of Europe (3)

Study abroad, internship or capstone project: The German Studies major requires study abroad or an internship in a German-speaking country. If the student is unable to study or intern abroad, the advisor will help design a capstone project that meets the objectives of study abroad.

\* *Students who begin courses beyond 201 must identify substitute credits with their advisor.*

### German Studies minor

(18 credits)

- GL 301, 302, 303 (12)  
 Upper-division hours in German (6)  
 (not GL 342, 343, 344, or other courses which are taught in English)

Students who begin coursework at a higher level than 301 can substitute other courses in consultation with their advisor. Students must maintain a 2.0 GPA in their minor courses.

### German Teacher Education major

(53 credits)

- 53 hours beyond first year language*  
 GL 201, 202, 203 Second Year German (12)  
 GL 301, 302, 303 Third Year German (12)  
 GL 331 Pronunciation and Phonetics (3)  
 GL 340, 341 Culture and Civilization (6)

- GL 416 Language Teaching Practicum (2)  
 Two 400-level GL courses (6)  
 Four other upper-division German courses (12)

## Gerontology

Professors: Joel Alexander, Tamina Toray, Robert Winningham  
 Associate professor: Margaret Manoogian

### Mission

Provide students with a multidisciplinary foundation of core knowledge and skills drawn from the fields of gerontology, psychology, social work, health, political science, communications, and business. Students will gain competence in accessing, evaluating, and integrating sources of knowledge within the field. They will develop and refine essential skills through service-learning and practicum experiences. Graduates will apply such knowledge and skills in a manner consistent with an understanding of professional standards and practice.

### Learning outcomes

1. Identify the needs of older adults and assess alternatives to address those needs.
2. Explain the cognitive, physical, and social changes associated with older adulthood.
3. Apply perspectives from two or more disciplines to understand the needs of older adults.

### Gerontology major

(58 credits)

#### Required courses (42)

- PSY 201 General Psychology  
 PSY 202 General Psychology II  
 PSY 301 Introduction to Research Methods  
 Gero 320 Introduction to Gerontology  
 GERO 360 Cognitive and Physical Changes in Aging  
 GERO 410 Gerontology Practicum I  
 GERO 411 Gerontology Practicum II  
 GERO 430 Palliative Care and Chronic Illness  
 GERO 455 Social Ties and Aging  
 GERO 460 Retirement/LTC Housing for Older Adults

#### Electives (16)

Select at least two courses:

- GERO 370 Aging and Mental Health  
 GERO 407 Seminar  
 GERO 480 Alzheimer's Disease and Other Dementias Management

Select at least two courses:

- ANTH 395 Medical Anthropology (4)  
 BA 211 Financial Accounting (4)  
 BA 310 Principles of Marketing (3)  
 BA 391 Human Resource Management (3)  
 HE 227 Community and Public Health (4)  
 HE 325 Nutrition (4)  
 HE 375 Epidemiology (4)  
 HE 411 Health Communication (4)  
 HE 434 Diseases (4)  
 HE 485 Bioethics and Public Health (4)  
 HST 484 Health, Medicine and Gender in Historical Perspective (4)

- PS 350 Intro to Public Policy (3)  
 PS 430 The Aging Society (3)  
 PS 433 Healthcare Politics and Policy (3)  
 PSY 423 Interviewing and Appraisal (4)  
 PSY 439 Positive Psychology (4)  
 PSY 445 Introduction to Industrial/Organizational Psychology (4)  
 PSY 446 Psychology of Leadership (4)  
 PSY 451 Behavioral Neuroscience (4)  
 PSY 460 Cognitive Neuroscience (4)  
 PSY 483 Adulthood and Aging (4)  
 PSY 484 Death, Dying, and Grief (4)

### Gerontology minor

(27 credits)

The gerontology minor should be planned with a psychology advisor. The minor consists of 27 hours of focused coursework beyond introductory prerequisite coursework.

#### GERO 320 Introduction to Gerontology

Choose three (12):

- GERO 120 Medical Terminology  
 GERO 360 Cognitive and Physical Changes in Aging  
 GERO 370 Aging and Mental Health  
 GERO 407 Seminar  
 GERO 410 Gerontology Practicum I  
 GERO 430 Palliative Care and Chronic Illness  
 GERO 455 Social Ties and Aging  
 PSY 311 Developmental Psychology  
 PSY 409 Practicum  
 PSY 446 Psychology of Leadership  
 PSY 460 Cognitive Neuroscience  
 PSY 461 Psychopharmacology  
 PSY 483 Adulthood and Aging  
 PSY 484 Death, Dying, and Grief

Choose courses for a total of at least 11 credits:

- BA 211 Financial Accounting (4)  
 BA 310 Principles of Marketing (3)  
 BA 391 Human Resource Management (3)  
 COM 112 Interpersonal Communication (3)  
 GERO 460 Retirement/LTC Housing for Older Adults (4)  
 GERO 480 Alzheimer's Disease and Other Dementias Management  
 HE 325 Nutrition (4)  
 HE 375 Epidemiology (4)  
 HE 411 Health Communication (4)  
 HE 434 Diseases (4)  
 HE 485 Bioethics and Public Health (4)  
 PS 350 Intro to Public Policy (3)  
 PS 430 The Aging Society (3)  
 PS 433 Healthcare Politics and Policy (3)

## Health

Professors: Peggy Pedersen, Linda Stonecipher  
 Associate professor: Siobhan Maty  
 Assistant professors: Doris Cancel-Tirado, Natalie DeWitt, Emily Vala-Haynes

### Mission

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

**Learning outcomes**

1. Plan effective strategies, interventions and programs based on assessment of individual and community needs.
2. Implement and evaluate programs.
3. Coordinate, communicate and advocate for research-based practices.

**Community Health Education major**

(77 credits)

**Common core (25)**

Choose one: (4)

B.S.: MTH 111 College Algebra

B.A. only: MTH 105 Introduction to Contemporary Mathematics

BI 102 General Biology (5)

BI 234 Human Anatomy and Physiology (4)

BI 235 Human Anatomy and Physiology (4)

BI 236 Human Anatomy and Physiology (4)

HE 227 Community and Public Health (4)

Common core classes are prerequisites to most courses in the community health core. See course descriptions for specific prerequisites.

**Community health core (52 credits)**

HE 375 Epidemiology (4)

HE 385 Foundations of Health Education (4)

HE 419 Community Health Internship (8)

HE 471 Program Planning (4)

HE 473 Biometrics and Research Methods (4)

HE 487 Assessment and Program Evaluation (4)

HE Electives (24 upper-division credit hours with HE prefix in consultation with a health advisor)

Community Health Education majors must have a grade of C- or better in all courses used to satisfy requirements of the major. It is recommended that students take BI 102, 234, and 235 to fulfill the laboratory science requirement in the LACC.

**School Health Education major**

(77 credits)

This major is intended for students seeking initial teacher licensure in health education. Upon completion of school health education major, students apply for admission to the College of Education professional education core.

**Common core (25)**

Choose one: (4)

B.S.: MTH 111 College Algebra

B.A. only: MTH 105 Introduction to Contemporary Mathematics

BI 102 General Biology (5)

BI 234 Human Anatomy and Physiology (4)

BI 235 Human Anatomy and Physiology (4)

BI 236 Human Anatomy and Physiology (4)

HE 227 Community and Public Health (4)

Students must earn a C- or better in all common core classes. These classes are prerequisites to most courses in the school health education core. See course descriptions for specific prerequisites.

**School health education core (52 credits)**

HE 375 Epidemiology (4)

HE 385 Foundations of Health Education (4)

HE 445 Best Practice in ATOD and Sexuality Education (4)

HE 471 Program Planning (4)

HE 473 Biometrics and Research Methods (4)

HE 487 Assessment and Program Evaluation (4)

HE 496 School Health Programs: Methods and Materials (4)

Electives: 24 credit hours required (minimum of 20 credits with HE prefix) in consultation with a health advisor

It is recommended that students take BI 102, 234, and 235 to fulfill the laboratory science requirement in the LACC.

**Health minor**

(27 credits)

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: David Doellinger, Bau Hwa Hsieh, Kimberly Jensen, John Rector

Assistant professors: Patricia Goldsworthy-Bishop, Elizabeth Swedo

**Mission**

Promote a community of scholars dedicated to excellence in teaching, research, professional and community service. This community connects students with the past through a global and comparative perspective and provides them with the tools for critical thinking and analysis that are the foundation of the liberal arts education.

**Learning outcomes**

1. Critically analyze, synthesize, and evaluate primary and secondary historical sources.
2. Engage multiple historical methodologies and multiple sources to produce well-researched written work.
3. Explain historical developments across multiple cultures and regions.

**History major**

(72 credits)

HST 104, 105, 106 World History (12)

HST 201, 202, 203 History of the United States (4 each) (choose two of the three courses)

HST 420 Philosophies of History (4)

HST 499 Senior Seminar (4)

Select at least two courses 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.

Students will use a paper completed for an upper-division history course at WOU as a foundation for their Senior Seminar thesis. They will revise and expand this topical paper, with History Department advisors, across the senior year to complete Senior Seminar (HST 499) in the spring term. HST 420 should be taken the term preceding HST 499.

In HST 420 the student will explore the theoretical foundations of the research topic that will become the basis for the HST 499 senior thesis paper.

**Europe/Russia**

HST 412 Yugoslavia: From Experiment to Collapse

HST 414, 415, 416 English History

HST 417 The Renaissance

HST 418 The Reformation

HST 419 Early Modern Europe

HST 421 England Under the Tudors and Stuarts

HST 422 Germany: The 19th Century

HST 423 Germany 1914 to 1945

HST 424 Postwar German History

HST 425 Modern France: Revolution and Napoleon

HST 426 Modern France: The 19th Century

HST 427 Modern France: The 20th Century

HST 428 Nineteenth Century Europe

HST 429 Twentieth Century Europe: From World Wars to Cold Wars

HST 430 Twentieth Century Europe: Postwar Period

HST 431 Russia to Peter the Great

HST 432 Imperial Russia

HST 433 Soviet Russia

HST 434, 435 Mediterranean Worlds

HST 436 History of Modern Paris

HST 438 European Imperialisms

HST 439 Colonial Cultures

HST 447 Early Middle Ages

HST 448 High Middle Ages

HST 449 Late Middle Ages

HST 450 The Byzantine Empire

HST 451 The Crusades

HST 452 Women and Family in the Middle Ages

HST 493 British Constitutional History

**North American studies**

HST 454 Mexico and the Caribbean

HST 456 Mexico Since Independence

HST 475 Colonial America

HST 476 Market Democracy in America

HST 477 Civil War and Reconstruction

HST 478 Managing and Resisting

Incorporation, 1865-1914

HST 479 Challenges of Progressive Era America

HST 480 Topics in Multicultural American History

HST 481 American Voices: Autobiography,

Biography and Memoir in American History

HST 482 America and the World Wars

HST 483 Cold War America

HST 484 Health, Medicine and Gender in Historical Perspective  
 HST 487 Canada: to Confederation (1867)  
 HST 488 Canada: Since Confederation  
 HST 489 Environmental History  
 HST 490 Wests of Early America  
 HST 491 Western US: 20th Century Issues  
 HST 492 Pacific Northwest History  
 HST 494 North American Constitutional History

#### Comparative/methods

HST 401 History and the Internet  
 HST 404/405 Gender Issues in History  
 HST 406 Archival Science  
 HST 408/508 Oral History  
 HST 409/509 Historical Editing  
 HST 410/510 Introduction to Public History  
 HST 411 World Problems  
 HST 438 European Imperialisms  
 HST 439 Colonial Cultures  
 HST 440 Gender and Colonialism  
 HST 441 Decolonization and its Aftermaths  
 HST 442 North Africa and the World  
 HST 450 The Byzantine Empire  
 HST 451 The Crusades  
 HST 452 Women and Family in the Middle Ages  
 HST 458 History of Inter-American Relations  
 HST 479, 480 Challenges of Progressive Era America  
 HST 481 American Voices: Autobiography, Biography and Memoir in American History  
 HST 484 Health, Medicine and Gender in Historical Perspective  
 HST 489 Environmental History  
 HST 492 Pacific Northwest History  
 HST 493 British Constitutional History  
 HST 494 North American Constitutional History

#### Africa/Latin America

HST 434, 435 Mediterranean Worlds  
 HST 438 European Imperialisms  
 HST 441 Decolonization and its Aftermaths  
 HST 442 North Africa and the World  
 HST 443 Jewish North Africa  
 HST 444 Colonial North Africa  
 HST 445 Postcolonial North Africa  
 HST 453 Precolumbian and Colonial Latin America (4)  
 HST 454 Mexico and Caribbean Since Independence (4)  
 HST 455 South America Since Independence (3)  
 HST 456 Mexico Since Independence (4)  
 HST 457 20th Century Latin America (4)  
 HST 485 Mexican Foundations of Chicano/a/Latino/a History (4)  
 HST 486 Chicano/a History (4)  
 HST 496 West Africa: Democracy and Dictatorships (4)  
 HST 497 Islam in Africa (4)

#### East and West Asia

HST 434, 435 Mediterranean Worlds  
 HST 438 European Imperialisms  
 HST 441 Decolonization and its Aftermaths  
 HST 461, 462, 463 History of East Asia  
 HST 464 South East Asia: Imperialism to Independence  
 HST 465 South East Asia: Second World War to Cold War

HST 466 South East Asia: Cold War to Present  
 HST 467 Modern China I: Fragmentation and Reform Movements in Late Imperial China  
 HST 468 Modern China II  
 HST 469 Modern China III: Peoples Republic of China, Confucianism and Socialism  
 HST 470 Women in Indian Society  
 HST 471 Women in Japanese Society  
 HST 472 Women in Chinese Society  
 HST 473 Popular Culture in China  
 HST 474 Popular Culture in Japan  
 HST 495 Arab World in Transition

#### History minor

(28 credits)

Choose at least one course from four of the five categories below and three additional electives. A minimum of 16 credits must be upper division.

Europe/Russia  
 North American Studies  
 Comparative/Methods  
 Africa/Latin American  
 East and West Asia

The history minor should be planned with the help of a history department advisor. HST 201, 202, and 203 are designated as North American Studies; HST 104, 105 and 106 are designated as comparative/methods.

## Homeland Security and Community Preparedness

See Criminal Justice, page \_\_\_\_.

## Humanities

#### Mission

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

#### Learning outcomes

1. Acquire knowledge based on a combination of interests and goals not available in a single department.
2. Develop the creativity, critical thinking, written, and oral skills necessary to maximize individual and professional development.
3. Make connections across disciplines and cultures.

#### Humanities major

(75 credits)

Courses in two or more of the following areas: communication studies, French, German, humanities, linguistics, literature/English, modern languages, philosophy, religious studies, Spanish, 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

- at least five (5) courses total in each of two areas;
- at least four (4) of the five courses must be upper-division courses, for a minimum of 12 credits upper-division per block/area;
- other humanities areas may be included in the plan, in addition to the two blocks of courses;
- first-year language courses will not count in the major.

Required: 36 upper-division credits, including HUM 450 Senior Portfolio (1)

#### Humanities minor

(15 credits)

Approved upper-division hours in humanities areas; maximum six credits of internship.

## Information Systems

Professors: Robert Broeg, Jie Liu, John Marsaglia, Scot Morse, David Olson  
 Associate professor: Yanwei Wu  
 Assistant professor: Becka Morgan

#### Mission

The information systems degree bridges the study of business and information systems and is less theoretical than the computer science major. An academic focus is placed on the practical application of technology in support of business operation, management, and decision making. Graduates receive a solid foundation in enterprise computing. Enterprise computing encompasses various types of enterprise software required to support an organization's operations and goals. We are committed to preparing graduates to become productive employees.

#### Learning outcomes

1. Demonstrate proficiency with the theoretical and practical data management skills necessary to design, build, implement, and maintain information networks.
2. Recognize the fundamental value of growing with technology through education, research, and innovation.
3. Articulate ethical and professional standards as they apply to the use of computer systems and computer based data.

#### Information Systems major

(71-73 credits)

Choose one: (3)

CS 122 Introduction to Computer Science for Non-Majors  
 CS 123 Introduction to Information Systems  
 CS 160 Survey of Computer Science

Select one option: (10-12)

Option 1

One course numbered CS 13X programming language (4)

Two or more courses numbered above CS 123 (6-8)

**Option 2**

- CS 161 Computer Science I (5)
- CS 162 Computer Science II (5)

**Required courses (36)**

- CS 340 Ethics & Information Management (3)
- CS 350 Network Administration (3)
- IS 270 Applied Operating Systems (3)
- IS 320 Data Structures (3)
- IS 420 Introduction to Database Systems (3)
- IS 421 Database Administration (3)
- IS 425 Introduction to Project Management (3)
- IS 430 IT Project Implementation (3)
- IS 482 System Administration UNIX (3)
- IS 483 Systems Administration (3)
- IS 485 Introduction to Computer Security (3)
- IS 486 Network Security (3)

**Other required courses (22)**

- BA 211 Financial Accounting (4)

**Choose one (3)**

- BA 310 Principles of Marketing
- BA 361 Organizational Behavior

- MTH 231 Elements of Discrete Mathematics (3)
- MTH 243 Introduction to Probability and Statistics (4)

- PSY 443 Psychology of Teamwork (4)

- WR 322 Technical Writing (4)

Information systems majors must have a grade of C or better in courses that are used to satisfy the major requirements. Students must also have a C or better in all listed prerequisite courses unless waived by the course instructor and the computer science division chair.

**Information Systems minor**

(28-30 credits)

- CS 123 Introduction to Information Systems (3)
- One course numbered CS 13X programming language (4)

Two or more courses above CS 123 (6-8)

- CS 350 Network Administration (3)
- IS 420 Introduction to Database Systems (3)
- IS 482 System Administration UNIX (3)
- IS 483 Systems Administration (3)
- IS 485 Introduction to Computer Security (3)

**Integrated Science**

Professors: Adele Schepige, Jeffrey Templeton

**Mission**

Prepares and trains students to become effective middle and high school teachers in the area of general science, physical science, and Earth and space science.

**Learning outcomes**

- Develop content knowledge in biology, chemistry, physics, and Earth/space science that is directly applicable to middle and high school level science teaching.
- Integrate fundamental concepts across a range of science disciplines and recognize the relevance of science to the broader world.
- Acquire reasoning and problem-solving skills through coursework and participation

in authentic scientific investigations that are appropriate for future secondary level educators.

**Integrated Science Teacher Education major**

(64-70 credits)

- CH 221, 222, 223 General Chemistry (15)
- ES 201, 202, 203 Principles of Geology (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 390 Basic Meteorology (3)
- GS 351 Elements of Astronomy (3)

Choose one upper-division biology course: (4-5)

- BI 314 Introductory Genetics
- BI 321 Systematic Field Botany
- BI 324 Comparative Vertebrate Anatomy
- BI 330 Plant Physiology
- BI 357 General Ecology
- BI 361 Marine Ecology

Choose one upper-division chemistry course: (3-4)

- CH 310 Environmental Geochemistry
- CH 320 Introduction to Forensic Science
- CH 360 Nuclear Chemistry
- CH 361 Energy, Resources and the Environment
- CH 371 Environmental Chemistry
- CH 412 Inorganic Chemistry of the Environment

Choose one upper division Earth science course: (3-4)

- ES 341 Geographic Information Systems I
- ES 354 Volcanoes and Earthquakes
- ES 453 Geology of the Pacific Northwest
- ES 454 Volcanology
- ES 473 Environmental Geology
- ES 491 Stratigraphy and Depositional Systems

Upper-division electives in science (6-9)

Choose two additional upper-division courses from one of the content areas listed above (biology, chemistry, or Earth science).

*Note: the sequence BI 211, 212, 213 must be completed to fulfill the LACC Laboratory Science requirement. The B.S. requires CS 195, MTH 112, and MTH 243. The B.A. requires CS 122, MTH 112, and completion of the third term of the second year of a foreign language course.*

**Interdisciplinary Studies**

Coordinator: LaRon Tolley

**Mission**

To recognize, develop and utilize the effective linkages between an individual's unique interdisciplinary intellectual pursuits and their own personal value system as they relate to the contemporary challenges facing individuals, communities and societies.

**Learning outcomes**

- Apply perspectives from two or more disciplines to problem solving.
- Develop a respect for the differences among people and ideas and clarify and articulate their own values effectively.
- Discuss the differences and connections among the theories, methods or research findings of two or more disciplines.

**Interdisciplinary major**

(54-120 credits)

The major must include study from two or more academic areas with a minimum of 27 credits in each with a minimum of 48 upper-division credits within the focus areas.

A minor is not required. Students interested in the Interdisciplinary Studies program should contact the IDS Office at 503-838-8690 or 503-838-8697.

**International Studies (B.A. only)**

Professors: Mary Pettenger, Robin Smith

**Mission**

To introduce students to important concepts and issues in world affairs. Students will acquire advanced language skills and knowledge of geopolitics, history and culture. Participation in study abroad, a global internship, or field research abroad prepares the student for an international career. This major is also excellent preparation for graduate study in a variety of fields that emphasize language, geopolitics, history and culture.

**Learning outcomes**

- Apply interdisciplinary approaches to critically analyze issues of global significance.
- Demonstrate reading, speaking and writing skills of a second language at a "general professional proficiency" level.
- Increase cross cultural knowledge through an international experience and regional study.

**International Studies major**

(72 credits)

**International studies core (18)**

- ANTH 216 Cultural Anthropology (4)
- GEOG 106 Introductory Economic Geography (4)
- HST 106 World History (4)
- PS 203 International Relations (3)
- PS 204 Comparative Politics (3)

**Regional and topical content (30)**

**A. Regional** (at least four courses in one region) (12-16)

**African studies**

- ANTH 380 Africa (4)
- ANTH 381 African Film and Society (4)

GEOG 432 Geography of Africa (4)  
 HST 496 West Africa: Democracy and Dictatorships (4)  
 HST 497 Islam in Africa (4)  
 PS 464 Government and Politics of Africa (3)

#### Asian studies

GEOG 315 The Indian subcontinent (4)  
 HST 461 History of East Asia: Traditional China (4)  
 HST 462 History of East Asia: Traditional Japan (4)  
 HST 463 Modern East Asia (4)  
 HST 464 Southeast Asia: Imperialism to Independence (4)  
 HST 465 Southeast Asia: World War II to Cold War (4)  
 HST 466 Southeast Asia: Cold War to the Present (4)  
 HST 467 Modern China I (4)  
 HST 468 Modern China II (4)  
 HST 469 Modern China III (4)  
 HST 472 Women in Chinese Society (4)  
 HST 473 Popular Culture in China (4)  
 HST 474 Popular Culture in Japan (4)  
 PS 460 Government and Politics of Asia (3)  
 R 201 Intro to World Religions: Eastern (3)

#### Canadian studies

ANTH 358 Tribal Art of the US and Canada (4)  
 ANTH 494 Northwest Indian Cultures (4)  
 ANTH 496 Indian America (4)  
 GEOG 211 U.S. and Canada (4)  
 GEOG 307 Canadian Identity Through Film (4)  
 GEOG 435 U.S. and Canadian Geopolitics (4)  
 HST 487 Canada to Confederation (4)  
 HST 488 Canada Since Confederation (4)  
 HST 494 North American Constitutional History (4)

#### European studies (including French and German studies)

FR 340 Topics in French Arts and Culture (3)  
 FR 410 Topics in French Language and Literature (3)  
 FR 440 Topics in French Culture and Civilization (3)  
 GL 342/HUM 325 Studies in German Culture and Literature to 1900 (3)  
 GL 343/HUM 343 Studies in German Culture and Literature to 1945 (3)  
 GL 344/HUM 344 Studies in German Culture and Literature to 1990's (3)  
 GL 340 Culture and Civilization I: from Romans to Enlightenment (3)  
 GL 341 Culture and Civilization II: from Classicism to Reunification (3)  
 GL 412 German Literature II: Naturalism to Present (3)  
 GL 423 Studies in German Language and Literature (3)  
 GL 441 20th Century German Drama (3)  
 HST 414 English History (4)  
 HST 415 English History (4)  
 HST 416 English History (4)  
 HST 422 Germany: The 19th Century (4)  
 HST 423 Germany 1914 to 1945 (4)  
 HST 424 Postwar German History (4)

HST 425 Modern France: Revolution and Napoleon (4)  
 HST 426 Modern France: 19th Century (4)  
 HST 427 Modern France: 20th Century (4)  
 HST 431 Russia to Peter the Great (4)  
 HST 432 Imperial Russia (4)  
 HST 433 Soviet Russia (4)  
 HST 436 History of Modern Paris (4)  
 PHL 314 Modern European Philosophy (3)  
 PHL 316 Contemporary Philosophy (3)  
 PHL 321 Existentialism (3)  
 PHL 323 Continental Philosophy (3)  
 PS 462 Government and Politics of Europe (3)  
 PS 461 Government and Politics of Post-Communist States (3)  
 R 204 Intro to World Religions: Western (3)  
 SPAN 338 Hispanic Civilization and Culture: Spain (3)  
 SPAN 413 Spanish Literature III: 18th and 19th Century (3)  
 SPAN 414 Spanish Literature IV: Generation of 1898 (3)  
 SPAN 415 Spanish Literature V: 20th Century (3)

#### Latin American studies

ANTH 332 Latin America (4)  
 GEOG 371 Mexico and Central America (4)  
 HST 453 Pre-Columbian and Colonial Latin America (4)  
 HST 454 Mexico and the Caribbean Since Independence (4)  
 HST 455 South America Since Independence (4)  
 HST 457 20th Century Latin America (4)  
 HST 458 History of Inter-American Relations (4)  
 PS 459 Government & Politics of Latin America (3)  
 PS 497 U.S. Foreign Policy (3)  
 SOC 450 Latin American Society (3)  
 SPAN 339 Hispanic Civilization and Culture: Latin America (3)  
 SPAN 340/HUM 340 Civilization and Culture of Mexico (3)  
 SPAN 370 Introduction to Latin American Literature I (3)  
 SPAN 371 Introduction to Latin American Literature II (3)  
 SPAN 441 20th Century Latin American Literature (3)  
 SPAN 442 20th Century Latin American Literature (3)  
 SPAN 443 20th Century Latin American Literature (3)

#### B. Topical content (0-22 credits)

(Or as needed to complete 30 total credits in content)

ANTH 370 Women in Cross-cultural Perspective (4)  
 ANTH 384 Modernization (4)  
 ANTH 386 Islam (4)  
 ANTH 388 Transnational Migration (4)  
 ANTH 432 Human Rights (4)  
 ANTH 478 Political Anthropology (4)  
 COM 325 Intercultural Communication (3)  
 ENG 341 Period Studies in Continental European Literature after 1700 (4)

ENG 441 Studies in World Literature (4)  
 GEOG 370 Human Migration (4)  
 GEOG 410 Global Issues (4)  
 GEOG 418 International Trade and Transport (4)  
 HE 465 International Health (4)  
 HST 411 World Problems (4)  
 LING 312 Language and Society (4)  
 PHL 350 Social & Political Philosophy (3)  
 PS 204 Introduction to Comparative Politics (3)  
 PS 432 Global Health Policy (3)  
 PS 465 Government & Politics of the Middle East (3)  
 PS 473 Globalization Issues (3)  
 PS 477 International Environmental Politics (3)  
 PS 481 International Law (3)  
 PS 493 International Organizations (3)  
 PS 497 U.S. Foreign Policy (3)  
 SPAN 445 Hispanic Women Writers (3)

#### Modern language specialization

(24 credits) In the same language

Study of a second modern world language through the third year of university level instruction or equivalent. First-year courses may not be counted toward the major. Students who begin their college language study above the first term of the second year must complete the language requirement with other courses in that language and/or relevant study-abroad credits, or courses in a third language.

WOU requires a minimum grade point average of 2.50 in the international studies major and a minimum GPA of 2.00 in all university work.

#### International experience

The major requires at least eight weeks of international experience consisting of study abroad, an international internship, and/or field research abroad, selected in consultation with and approved by the student's advisor.

#### International Studies minor

(27 credits)

Choose 12 credits from the International Studies Core

Choose 15 additional upper-division credits from the International Studies Regional and Topical content areas.

The major and minor may include additional courses (subject to pre-approval of the advisor) that focus on internationally related topics, and/or substantially and explicitly address international issues.



## Language Arts (B.A. Only)

### Mission

Drawing on work in linguistics, literature, writing and communication studies, prepares students to teach secondary-level language arts.

### Learning outcomes

1. Apply linguistic principles, composition theory/practice, and methods of literary analysis.
2. Relate oral and written communication, literature, and linguistics content to secondary-level pedagogical best practices.
3. Analyze the rhetorical power and aesthetic potential of language.

### Language Arts Teacher Education major

(73 credits)

#### Common core foundation: (40 credits)

Before taking common core literature courses (ENG prefix), students must complete two LACC literature courses. ENG 107 and 108 should be taken as the two LACC literature courses for English majors and language arts secondary education majors. ENG 109 is also recommended. Students who already have taken ENG 104, 105, 106, 109, FR 110, or GL 110 should see their English advisor to substitute for ENG 107 and/or 108 on their Academic Degree Program form. All students should complete ENG 218W as early as possible in the English core.

ENG 218 Introduction to Literary Study (4)  
LING 210 Introduction to Linguistics (4)  
WR 230 Introduction to Writing Studies (4)  
ENG 204, 205, 206 Survey of British Literature (12)  
ENG 253, 254 Survey of American Literature (8)  
ENG 301 Shakespeare (4)  
LING 315 Structure of English I (4)

#### Literature (16)

Two 300-level literature courses (8)  
(no more than one course from ENG 380-389)  
Two 400-level literature courses (8)

#### Linguistics and writing (8)

LING 450 Linguistic Analysis of Style & Genre (4)  
WR 440 Writing Theory and Pedagogy (4)

#### Communication (9)

COM 112 Interpersonal Communication (3)  
Choose two: (6) At least one must be upper-division  
COM 211 Introduction to Mass Communication  
COM 321 Influencing through Argument  
COM 323 Group Discussion and Leadership  
COM 325 Intercultural Communication  
COM 340 Conflict Management  
COM 342 Media Literacy  
COM 422 Persuasion

## Latin American Studies

Professors: Maureen Dolan, John Rector

### Mission

Provides an interdisciplinary approach to Latin American history, society, culture, environment and language. The program encourages students to view Latin America within the ongoing processes of globalization, immigration and trans-nationalism. Students are encouraged to combine coursework on Latin America with study abroad opportunities that include Mexico, Argentina, Ecuador and Chile offered in cooperation with the NCSA and OUS consortium.

### Learning outcomes

1. Apply perspectives from two or more disciplines to understanding Latin America.
2. Analyze trends in immigration and globalization.
3. Drawing on direct experience in a Latin American community, explain the interactions between culture, history and society in that locale.

### Latin American studies minor

(27 credits)

HST 453 Pre-Columbian and Colonial Latin America (4)  
SOC 450 Latin American Societies (3)  
Choose one: (4)  
HST 454 Mexico and the Caribbean Since Independence  
HST 455 South America Since Independence  
Choose one: (4)  
GEOG 371 Mexico and Central America  
GEOG 372 South America  
Electives (12) (*Choose courses from at least two departments*)  
ANTH 332 Latin America (4)  
ANTH 435 U.S.-Mexico Border (4)  
EC 417 Development Economics (4)  
GEOG 370 Human Migration (4)  
GEOG 371 Mexico and Central America (4)  
GEOG 372 South America (4)  
HST 407 Topical Courses on Latin America (4)  
HST 454 Mexico and the Caribbean Since Independence (4)  
HST 455 South America Since Independence (3)  
HST 456 Mexico Since Independence (4)  
HST 457 20th Century Latin America (4)  
HST 458 History of Inter-American Relations (4)  
PS 463 Government and Politics of Developing Nations (3)  
SOC 350 Food and Hunger (3)  
SOC 400 International Development (3)  
SOC 407 Topical Courses on Latin America (3)  
SOC 427 Revolutionary Social Movements (3)  
SOC 440 Women and Development (3)  
SPAN 339 Hispanic Culture and Civilization: Latin America (3)  
SPAN 340 Hispanic Culture and Civilization: Mexico (3)  
SPAN 361 Hispanic Poetry (3)

SPAN 362 Hispanic Drama (3)  
SPAN 363 Hispanic Novel (3)  
SPAN 370 Introduction to Latin American Literature I (3)  
SPAN 371 Introduction to Latin American Literature II (3)  
SPAN 441 20th Century Latin American Literature (3)  
SPAN 442 20th Century Latin American Literature (3)  
SPAN 443 20th Century Latin American Literature (3)  
SPAN 445 Hispanic Women Writers (3)  
SPAN 491 Studies in Latin American Literature (3)

## Legal Studies

Professor: Mark Henkels

### Mission

Prepares students for success in law school and in fields related to the law. The program serves the university by integrating law-related curriculum and promoting awareness of legal processes and issues.

### Learning outcomes

1. Critically analyze and effectively communicate about the legal system in speech and writing.
2. Explain theoretical and practical aspects of the law, the diversity of law-related fields and their roles in society.
3. Advocate for better understanding of the legal system and issues.

### Legal Studies minor

(27-29 credits)

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 Reasoning and Writing (3)  
Choose two: (6-8)  
ANTH 475 Anthropological Approaches to Law (4)  
BA 211 Financial Accounting (4)  
COM 321 Influencing through Argument (3)  
COM 326 Communication and Controversy (3)  
COM 327 Communication in the Legal Field (3)  
CJ 213 Introduction to Criminal Justice (4)  
CJ 452 Criminal Procedure (4)  
HST 414 English History (4)  
HST 415 English History (4)  
HST 493 British Constitutional History (4)  
PHL 103 Introduction to Logic (3)  
PHL 350 Social and Political Philosophy (3)  
PHL 380 Philosophy of Law (3)  
PS 409 Administrative Internship (3-12)  
PS 410 Legislative/Political Internship (3-12)  
PS 481 International Law (3)

## Mathematics

Professors: Cheryl Beaver, Hamid Behmard, Laurie Burton, Michael Ward  
 Associate professor: Scott Beaver  
 Assistant professors: Matthew Ciancetta, Breeann Flesch, Matthew Naby

### Mission

Teaching of mathematics and the communication of mathematical ideas. Faculty members believe that both the assimilation of mathematical knowledge and the enhancement of one's capacity for mathematical reasoning are essential outcomes of a liberal arts education.

### Learning outcomes

1. Demonstrate problem solving, modeling and technological skills.
2. Make rigorous mathematical arguments and work with axiomatic systems.
3. Effectively communicate, both in writing and orally, mathematical and logical arguments and concepts.

### Mathematics major

(74-75 credits)

Choose a track:

#### Mathematics track

- CS 161 Computer Science I (5)
  - 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 (4)
  - MTH 311 Advanced Calculus I (4)
  - MTH 312 Advanced Calculus II (4)
  - MTH 341 Linear Algebra I (4)
  - MTH 344 Group Theory (4)
  - MTH 345 Ring Theory (4)
  - MTH 365 Mathematical Probability (4)
  - MTH 366 Mathematical Statistics (4)
  - MTH 403 Senior Project I (2)
  - MTH 404 Senior Project II (2)
- Four upper-division electives (15-16)

#### Applied mathematics track

- CS 161 Computer Science I (5)
- 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 (4)
- MTH 311 Advanced Calculus I (4)
- MTH 312 Advanced Calculus II (4)
- MTH 341 Linear Algebra I (4)
- MTH 344 Group Theory (4)
- MTH 365 Mathematical Probability (4)
- MTH 366 Mathematical Statistics (4)
- MTH 403 Senior Project I (2)
- MTH 404 Senior Project II (2)

Choose three: (12)

- MTH 314 Differential Equations
- MTH 351 Introduction to Numerical Analysis
- MTH 355 Discrete Mathematics
- MTH 358 Mathematical Modeling
- MTH 363 Operations Research

Two upper-division electives (7-8)

Mathematics majors must have a grade of C- or better in courses that are used to satisfy the major requirements.

PH 211 is to be completed as one of the LACC science requirements.

### Computer Science/Mathematics major

(106-107 credits)

- CS 160 Survey of Computer Science (3)
- CS 161 Computer Science I (5)
- CS 162 Computer Science II (5)
- CS 260 Data Structures I (3)
- CS 262 Programming Languages (2)
- CS 271 Computer Organization (4)
- CS 311 Data Structures II (3)
- CS 315 Theory of Programming Languages (3)
- CS 345 Theory of Computation I (3)
- CS 372 Operating Systems (3)
- CS 420 Data Management Systems (3)
- CS 425 Systems Analysis and Design (3)
- CS 430 Software Implementation and Testing (3)
- CS 406 Senior Seminar (1)
- 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 (4)
- MTH 341 Linear Algebra I (4)
- MTH 344 Group Theory (4)
- MTH 355 Discrete Mathematics (4)
- MTH 365 Mathematical Probability (4)
- MTH 366 Mathematical Statistics (4)

Choose three electives: (11-12)

- MTH 311 Advanced Calculus I (4)
- MTH 314 Differential Equations (4)
- MTH 345 Ring Theory (4)
- MTH 346 Number Theory (4)
- MTH 351 Introduction to Numerical Analysis (4)
- MTH 358 Mathematical Modeling (4)
- MTH 420 Special Topics: Applied Mathematics (3)
- MTH 441 Linear Algebra II (4)
- MTH 451 Numerical Analysis (4)
- MTH 363 Operations Research (4)
- MTH 460 Special Topics: Probability and Statistics (3)

Choose nine credits from one of the following elective sequences: (9)

#### A. Computational theory

- CS 440 Analysis of Algorithms (3)
- CS 445 Theory of Computation II (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/mathematics majors must have a grade of C or better in the computer science courses and a grade of C- or better in the mathematics courses that are used to satisfy the computer science/mathematics major requirements.

### Mathematics Teacher Education major

(66-67 credits)

- CS 161 Computer Science I (5)
- 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 (4)
- MTH 311 Advanced Calculus I (4)
- MTH 341 Linear Algebra I (4)
- MTH 344 Group Theory (4)
- MTH 355 Discrete Mathematics (4)
- MTH 365 Mathematical Probability (4)
- MTH 366 Mathematical Statistics (4)

Choose one: (4)

- MTH 337 Geometry
- MTH 338 Axiomatic Geometry

Choose one: (4)

- MTH 345 Ring Theory
  - MTH 346 Number Theory (4)
  - MTH 411 Capstone Experience I (2)
  - MTH 412 Capstone Experience II (2)
- Upper-division elective (3-4)

Mathematics teacher education majors must have a grade of C- or better in courses that are used to satisfy the major requirements.

### Mathematics minor

(28-30 credits)

- MTH 251 Calculus I (5)
- MTH 252 Calculus II (5)

Choose one:

- MTH 253 Calculus III (3)
- MTH 254 Multivariate Calculus (5)

Four approved upper-division electives in mathematics (15-16) (300/400-level mathematics classes selected with your math advisor)

Mathematics minors must have a grade of C- or better in courses that are used to satisfy the minor requirements.

### Mathematics Education minor: Mathematics majors

(27-28 credits)

MTH 211, 212, 213 Foundations of Elementary Mathematics (12)

MTH 392 College Algebra for Elementary and Middle School Teachers (3)

MTH 393 Probability and Statistics for Elementary and Middle School Teachers (3)

MTH 394 Introduction to Geometry for Elementary Teachers (3) *or*— MTH 494 Geometry for Middle School Teachers (3)

MTH 396 Elementary Problem Solving (3)

Choose one: (3-4)

MTH 346 Number Theory (4)

MTH 355 Discrete Mathematics (4)\* — *or*—

MTH 398 Discrete Mathematics for Elementary and Middle School Teachers (3)\*

\* If MTH 355 is taken to satisfy any part of any mathematics major requirements, then neither MTH 355 nor MTH 398 may apply toward the mathematics education minor

Mathematics education minors must have a grade of C- or better in courses that are used to satisfy the minor requirements.

### Mathematics Education minor: Non-mathematics majors

(27-28 credits)

MTH 211, 212, 213 Foundations of Elementary Mathematics (12)

Choose one:

MTH 392 College Algebra for Elementary and Middle School Teachers (3)

MTH 111 College Algebra (4)

MTH 494 Geometry for Middle School Teachers (3)

MTH 495 Calculus for Middle School Teachers (3)

MTH 396 Elementary Problem Solving (3)

Choose one: (3)

MTH 393 Probability and Statistics for Elementary and Middle School Teachers

MTH 398 Discrete Mathematics for

Elementary and Middle School Teachers

MTH 492 Abstract Algebra for Teachers

Mathematics education minors must have a grade of C- or better in courses that are used to satisfy the minor requirements.

## Military Science (Army ROTC)

### Military Science minor

(28 credits)

#### Mission

To teach leadership and military skills in the classroom, lab and field environment to all students and to commission selected cadets as the future officer leadership of the U.S. Army.

#### Learning outcomes

1. All students are prepared with the tools, training and experiences that will help them succeed in any competitive environment.
2. First and second year students understand basic military skills and the fundamentals of leadership which lays the groundwork toward becoming an Army leader.
3. Third and fourth year students understand advanced military tactics and have experience in team organization, planning and decision-making which prepares them to become commissioned officers in the U.S. Army.

At least 18 of the 24 hours required in the minor must be military science courses. MS 305 American Military History cannot be used for this requirement.

Choose 18 credits:

MS 111, 112, 113 Military Science I (3)

MS 211, 212, 213 Military Science II (6)

MS 311, 312, 313 Military Science III (9)

MS 314 Advanced Summer Camp (6)

MS 411, 412, 413 Military Science IV (9)

MS 305 American Military History (3)

Choose one: (3)

PS 423 Issues in National Policy

PS 440 Causes of War

PS 497 U.S. Foreign Policy

Writing (4)

Any writing course higher than WR 135

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, 345 N. Monmouth Ave., UPCC A-106, Monmouth, OR 97361, 503-838-8233/8353; or contact Oregon State University, Army ROTC, 201 McAlexander Field House, Corvallis, OR 97331, 541-737-3511.

### Aerospace studies (Air Force ROTC)

For information on Air Force ROTC, contact Oregon State University, Air Force ROTC, 308 McAlexander Field House, Corvallis, OR 97331, 541-754-3291.

### Naval science (Naval ROTC)

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

## Music

Professors: Diane Baxter, Thomas Bergeron, Keller Coker, Kevin Helppie, Kevin Walczyk  
Associate professor: Ike Nail  
Assistant professor: Dirk Freymuth

#### Mission

The Music Department offers comprehensive programs and services to students and the surrounding community, including professional and liberal arts degrees in music and an active schedule of performances. The department supports large and small ensembles in vocal and instrumental music, and up-to-date facilities for electronic music production and recording. Course offerings in Western classical music, jazz, musical theatre, music technology, ethnomusicology, composition, and American Vernacular traditions abound.

#### Learning outcomes

1. Demonstrate artistic proficiency for careers in music as performers, composers, writers, producers and academics.
2. Possess an awareness of the role of music arts in society.
3. Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/aesthetic focus.

### B.A./B.S. Music

(72 credits)

**Theory** (18 credits)

MUS 211, 212, 213 Theory I, II, III (9)

**Theory Electives:** choose one 9 credit sequence

MUS 414, MUS 418, MUS 419 Contemporary Composition

MUS 414, MUS 415, MUS 416 Jazz Arranging

MUS 371, MUS 372, MUS 373 Orchestration

MUS 471, MUS 472, MUS 473 Songwriting

**Aural skills** (9)

MUS 114, 115, 116, 214, 215, 216, 314, 315, 316 Aural Skills I, II, III, IV, V, VI, VII, VIII, IX (1 each)

**Musicology** (18)

MUS 360, 361, 362 Music History (9)

MUS 363, 364 Ethnomusicology I and II (6)

MUS 366 Music Since 1961 (3)

**Performance** (17)

MUEN 101-192 Ensembles (3)

MUP 171-199 Applied Performance (6)

MUS 320 Instrumental Conducting (3)

MUS 331 Improvisation I (2)

Choose one: (3)

MUS 321 Choral Conducting (3)

MUS 322 American Vernacular Conducting (3)

**Professional development** (10)

MUS 250 Concert Attendance (0) 9 terms

MUS 305 Junior Seminar (1)

MUS 345 Business of Music (3)

MUS 404 Capstone Project (0)

MUS 405 Senior Seminar (3)

MUS 406 Individual Study (3) 3 terms

## Bachelor of Music in Contemporary Music

(120 credits)

### Contemporary music core (90 credits)

#### Theory (18 credits)

- MUS 211, 212, 213 Theory I, II, III (9)  
 Theory Electives: choose one 9 credit sequence  
 MUS 414, MUS 418, MUS 419  
 Contemporary Composition  
 MUS 414, MUS 415, MUS 416 Jazz Arranging  
 MUS 371, MUS 372, MUS 373  
 Orchestration  
 MUS 471, MUS 472, MUS 473  
 Songwriting

#### Aural skills (9)

- MUS 114, 115, 116, 214, 215, 216, 314, 315, 316 Aural Skills I, II, III, IV, V, VI, VII, VIII, IX (1 each)

#### Musicology (18)

- MUS 360, 361, 362 Music History (9)  
 MUS 363, 364 Ethnomusicology I and II (6)  
 MUS 366 Music Since 1961 (3)

#### Performance (38)

- MUEN 101-192 Ensembles (6)  
 MUEN 301-392 Ensembles (6)  
 MUP 171-199, 271-299, 341-399 Applied Performance (18 total) (*Three terms of MUP 371-399 are required at the same number.*)  
 MUS 320 Instrumental Conducting (3)  
 MUS 331 Improvisation I (2)

Choose one: (3)

- MUS 321 Choral Conducting (3)  
 MUS 322 American Vernacular Conducting (3)

#### Professional development (7)

- MUS 250 Concert Attendance (0) *9 terms*  
 MUS 305 Junior Seminar (1)  
 MUS 345 Business of Music (3)  
 MUS 404 Capstone Project (0)  
 MUS 405 Senior Seminar (3)

#### Electives (30)

- MUE 427 Choral Methods (3)  
 MUS 310 Women in Music (3)  
 MUS 330 Rhythmic Awareness (3)  
 MUS 332, 333 Improvisation (4)  
 MUS 341 Piano Pedagogy (3)  
 MUS 342 Vocal Pedagogy (3)  
 MUS 351 Accompanying (2)  
 MUS 365 Jazz Style and Analysis (3)  
 MUS 371 Orchestration I (3)  
 MUS 372 Orchestration II (3)  
 MUS 399 Special Studies (maximum of 6)  
 MUS 414, 415, 416 Jazz Theory/Arranging (9)  
 MUS 417 Counterpoint (3)  
 MUS 418 Contemporary Composition Techniques II (3)  
 MUS 421 Media Music Production I (3)  
 MUS 422 Media Music Production II (3)  
 MUS 423 Media Music Production III (3)  
 MUS 424 Vocal Literature (3)  
 MUS 425 Keyboard Literature (2)  
 MUS 428 Choral Literature (3)  
 MUS 429 Literature for Instrumental Ensembles (3)

- MUS 430 Advanced Improvisation (3)  
 MUS 455 Lyric Diction (3)  
 MUS 460 Special Topics in Music History (3) (maximum of 12)  
 MUS 465 Special Topics in Music Theory (3) (maximum of 12)  
 MUP 371-399 Applied Performance in a secondary area (maximum of 6)  
 MUP 400 Advanced Applied Performance (maximum of 12) in primary area  
 MUE 318 Music for the Classroom Teacher (3)  
 MUE 320 Introduction to Orff-Schulwerk (3)  
 MUE 425 Orff-Schulwerk Level I (6)  
 MUE 451 Woodwind Pedagogy (3)  
 MUEN 353 Musical Theatre Production: Vocal (maximum of 4)  
 MUEN 354 Musical Theatre Production: Instrumental (maximum of 2)

**A minor is not required.**

## Bachelor of Music in Contemporary Music/Jazz Emphasis

(120 credits)

### Theory (18 credits)

- MUS 211, 212, 213 Theory I, II, III (9)  
 Theory Electives: choose one 9 credit sequence  
 MUS 414, MUS 418, MUS 419  
 Contemporary Composition  
 MUS 414, MUS 415, MUS 416 Jazz Arranging  
 MUS 371, MUS 372, MUS 373 Orchestration  
 MUS 471, MUS 472, MUS 473 Songwriting

### Aural skills (9)

- MUS 114, 115, 116, 214, 215, 216, 314, 315, 316 Aural Skills I, II, III, IV, V, VI, VII, VIII, IX (1 each)

### Musicology (18)

- MUS 360, 361, 362 Music History (9)  
 MUS 363, 364 Ethnomusicology I and II (6)  
 MUS 366 Music Since 1961 (3)

### Performance (38)

- MUEN 101-192 Ensembles (6)  
 MUEN 301-392 Ensembles (6)  
 MUP 170 American Vernacular Performance (6)  
 MUP 270 American Vernacular Performance (6)  
 MUP 370 American Vernacular Performance (6)  
 MUS 320 Instrumental Conducting (3)  
 MUS 331 Improvisation I (2)

Choose one: (3)

- MUS 321 Choral Conducting  
 MUS 322 American Vernacular Conducting

### Professional development (26)

- MUS 250 Concert Attendance (0) *9 terms*  
 MUS 305 Junior Seminar (1)  
 MUS 332, 333 Improvisation (4)  
 MUS 345 Business of Music (3)  
 MUS 404 Capstone Project (0)  
 MUS 405 Senior Seminar (3)  
 MUS 414, 415, 416 Jazz Theory/Arranging (9)  
 MUS 430 Advanced Improvisation (3)  
 MUS 471 Songwriting I (3)

### Electives (11)

- MUS 310 Women in Music (3)  
 MUS 330 Rhythmic Awareness (3)  
 MUS 341 Piano Pedagogy (3)  
 MUS 342 Vocal Pedagogy (3)  
 MUS 351 Accompanying (2)  
 MUS 365 Jazz Style and Analysis (3)  
 MUS 371 Orchestration I (3)  
 MUS 372 Orchestration II (3)  
 MUS 399 Special Studies (maximum of 6)  
 MUS 417 Counterpoint (3)  
 MUS 418 Contemporary Composition Techniques II (3)  
 MUS 421 Media Music Production I (3)  
 MUS 422 Media Music Production II (3)  
 MUS 423 Media Music Production III (3)  
 MUS 424 Vocal Literature (3)  
 MUS 425 Keyboard Literature (2)  
 MUS 428 Choral Literature (3)  
 MUS 429 Literature for Instrumental Ensembles (3)  
 MUS 455 Lyric Diction (3)  
 MUS 460 Special Topics in Music History (3) (maximum of 12)  
 MUS 465 Special Topics in Music Theory (3) (maximum of 12)  
 MUP 371-399 Applied Performance in a secondary area (maximum of 6)  
 MUP 400 Advanced Applied Performance (maximum of 12) in primary area  
 MUE 318 Music for the Classroom Teacher (3)  
 MUE 320 Introduction to Orff-Schulwerk (3)  
 MUE 425 Orff-Schulwerk Level I (6)  
 MUE 427 Choral Methods (3)  
 MUE 451 Woodwind Pedagogy (3)  
 MUEN 353 Musical Theatre Production: Vocal (maximum of 4)  
 MUEN 354 Musical Theatre Production: Instrumental (maximum of 2)

**A minor is not required.**

## Bachelor of Music in Contemporary Music/Musical Theatre Emphasis

(120 credits)

### Music block (90 credits)

#### Theory (18 credits)

- MUS 211, 212, 213 Theory I, II, III (9)  
 Theory Electives: choose one 9 credit sequence  
 MUS 414, MUS 418, MUS 419  
 Contemporary Composition  
 MUS 414, MUS 415, MUS 416 Jazz Arranging  
 MUS 371, MUS 372, MUS 373  
 Orchestration  
 MUS 471, MUS 472, MUS 473  
 Songwriting

#### Aural skills (9)

- MUS 114, 115, 116, 214, 215, 216, 314, 315, 316 Aural Skills I, II, III, IV, V, VI, VII, VIII, IX (1 each)

#### Musicology (18)

- MUS 360, 361, 362 Music History (9)  
 MUS 363 Ethnomusicology I (3)  
 MUS 364 Ethnomusicology II (3)  
 MUS 366 Music Since 1961 (3)

**Performance (38)**

- MUEN 101-192 (3)
- MUEN 153 Musical Theatre: Vocal (3)
- MUEN 301-392 (3)
- MUEN 353 Musical Theatre: Vocal (3)
- MUP 171-199 Performance Studies (6)
- MUP 271-299 Performance Studies (6)
- MUP 371-399 Performance Studies (6)  
(Three terms of MUP 371-399 are required at the same number.)
- MUS 320 Instrumental Conducting (3)
- MUS 331 Improvisation I (2)
- Choose one: (3)
  - MUS 321 Choral Conducting
  - MUS 322 American Vernacular Conducting

**Professional development (7)**

- MUS 250 Concert Attendance (0) 9 terms
- MUS 305 Junior Seminar (1)
- MUS 345 Business of Music (3)
- MUS 404 Capstone Project (0)
- MUS 405 Senior Seminar (3)

**Theatre/dance block (30 credits)****Theatre arts (18)**

- TA 252 Makeup (3)
- TA 255 Movement I (3)
- TA 265 Acting I (3)
- TA 271 Acting II (3)
- TA 353 Advanced Workshop - Musical (3)
- TA 385 American Theatre (3)

**Dance (12)**

- D 185, 186, 187 Ballet (3)
- D 188, 189, 190 Jazz Dance (3)
- D 196, 197, 198 Tap Dance (3)
- D 357 Dance in Musical Theatre (3)

**A minor is not required.****Bachelor of Music in Contemporary Music/Popular Music Emphasis**

(120 credits)

**Theory (18 credits)**

- MUS 211, 212, 213 Theory I, II, III (9)
- Theory Electives: choose one 9 credit sequence
  - MUS 414, MUS 418, MUS 419  
Contemporary Composition
  - MUS 414, MUS 415, MUS 416 Jazz Arranging
  - MUS 371, MUS 372, MUS 373 Orchestration
  - MUS 471, MUS 472, MUS 473 Songwriting

**Aural skills (9)**

- MUS 114, 115, 116, 214, 215, 216, 314, 315, 316 Aural Skills I, II, III, IV, V, VI, VII, VIII, IX (1 each)

**Musicology (18)**

- MUS 360, 361, 362 Music History (9)
- MUS 363, 364 Ethnomusicology I and II (6)
- MUS 366 Music Since 1961 (3)

**Performance (38)**

- MUEN 101-192 Ensembles (6)
- MUEN 301-392 Ensembles (6)
- MUP 170 American Vernacular Performance (6)
- MUP 270 American Vernacular Performance (6)
- MUP 370 American Vernacular Performance (6)
- MUS 320 Instrumental Conducting (3)

**MUS 331 Improvisation I (2)**

Choose one: (3)

- MUS 321 Choral Conducting
- MUS 322 American Vernacular Conducting

**Professional development (17)**

- MUS 250 Concert Attendance (0) 9 terms
- MUS 305 Junior Seminar (1)
- MUS 332, 333 Improvisation (4)
- MUS 345 Business of Music (3)
- MUS 404 Capstone Project (0)
- MUS 405 Senior Seminar (3)
- MUS 472 Songwriting II (3)
- MUS 473 Songwriting III (3)

**Electives (20)**

- MUS 310 Women in Music (3)
- MUS 330 Rhythmic Awareness (3)
- MUS 341 Piano Pedagogy (3)
- MUS 342 Vocal Pedagogy (3)
- MUS 351 Accompanying (2)
- MUS 365 Jazz Style and Analysis (3)
- MUS 399 Special Studies (maximum of 6)
- MUS 417 Counterpoint (3)
- MUS 418 Contemporary Composition Techniques II (3)
- MUS 421 Media Music Production I (3)
- MUS 422 Media Music Production II (3)
- MUS 423 Media Music Production III (3)
- MUS 424 Vocal Literature (3)
- MUS 425 Keyboard Literature (2)
- MUS 428 Choral Literature (3)
- MUS 429 Literature for Instrumental Ensembles (3)
- MUS 455 Lyric Diction (3)
- MUS 460 Special Topics in Music History (3) (maximum of 2)
- MUS 465 Special Topics in Music Theory (3) (maximum of 12)
- MUS 471 Songwriting I (3)
- MUS 472 Songwriting II (3)
- MUP 371-399 Applied Performance in a secondary area (maximum of 6)
- MUP 400 Advanced Applied Performance (maximum of 12) in primary area
- MUE 318 Music for the Classroom Teacher (3)
- MUE 320 Introduction to Orff-Schulwerk (3)
- MUE 425 Orff-Schulwerk Level I (6)
- MUE 427 Choral Methods (3)
- MUE 451 Woodwind Pedagogy (3)
- MUEN 353 Musical Theatre Production: Vocal (maximum of 4)
- MUEN 354 Musical Theatre Production: Instrumental (maximum of 2)

**A minor is not required.**

All coursework in music must be met with a grade of C or better. Music majors must pass a proficiency examination in piano. This proficiency requirement may be met by audition *–or–* the completion of MUS 291 with a B or better. Only one ensemble per term may be used to satisfy the MUEN requirement.

**Music minor**

(27 credits)

- MUS 114, 115, 116 Aural Skills (1 each)
- MUS 211, 212, 213 Theory (3 each)
- Contracted upper-division music electives (15)

## Nursing Program

**Mission**

The Oregon Health & Science University (OHSU) School of Nursing mission is leadership in nursing and health care through thoughtful innovation in healing, teaching and discovery. The OHSU nursing program prepares students with the knowledge, skills, and clinical judgement to respond to dynamic and changing health care environments.

The OHSU School of Nursing is a statewide system of higher education whose faculty, staff, and students extend to five campuses with major educational access sites throughout Oregon. We offer undergraduate, master, and doctoral level nursing programs statewide. Admission for all programs is considered competitive and most programs require pre-requisite coursework prior to admission.

For more information about the available nursing programs that are offered statewide or those that are offered on the Monmouth campus, contact the OHSU Office of Admissions at 503-494-7725 or at [proginfo@ohsu.edu](mailto:proginfo@ohsu.edu). For course descriptions and degree requirements, see the OHSU School of Nursing course catalog at [ohsu.edu/son/academic/catalog.shtml](http://ohsu.edu/son/academic/catalog.shtml).

**Learning outcomes**

OHSU School of Nursing participates in the Oregon Consortium for Nursing Education (OCNE) and the OCNE competencies are based on a view of nursing as a theory-guided, evidenced-based discipline. The competencies recognize that effective nursing requires a person with particular values, attitudes, habits, and skills. Accordingly there are two categories of competencies: professional competencies, and nursing care competencies. Professional competencies define the values, attitudes and practices that a competent nurse embodies and may share with members of other professions.

Nursing care competencies define relationship capabilities that nurses need to work with clients and colleagues, the knowledge and skills of practicing the discipline and competencies that encompass understand of the broader health care system. In all cases, the client is defined as the recipient of care, considered an active participant in care, and includes the individual, family or community. Nursing care competencies recognize that a competent nurse provides safe care across the lifespan directed toward the goals of helping the client promote health, recover from acute illness and/or manage a chronic illness and support a peaceful and comfortable death.

A complete list of these competencies can be located within the OHSU School of Nursing catalog/student handbook at [ohsu.edu/son/academic/catalog.shtml](http://ohsu.edu/son/academic/catalog.shtml).

**Accreditation**

The OHSU School of Nursing undergraduate and master's programs are accredited by the Commission on collegiate Nursing Education; the accrediting body of the American Association of Colleges of Nursing. The OHSU School of Nursing is accredited through the year 2013.

## Organizational Leadership

Professor: David Foster

### Mission

Provide students with a trans-disciplinary foundation of knowledge and skills drawn from the fields of business, communication, philosophy, political science, psychology, sociology, and writing. Students will develop and enhance critical skill sets in areas deemed essential in hiring and advancement within organizations including: critical thinking and analytical reasoning; complex problem solving; communication; teamwork; leadership; ethics; and innovation and creativity.

### Learning outcomes

1. Use critical thinking and analytical reasoning skills to effectively analyze and solve complex problems with creative solutions.
2. Apply teamwork, leadership, and communication skills to work effectively with people from diverse backgrounds.
3. Explain professional codes of behavior and critically examine ethical questions and issues.

Students must complete courses in at least three of the following disciplines: business; communication; philosophy; political science; psychological science; sociology; or writing. Additionally, a minimum of 15 hours must be upper division credit.

### Organizational Leadership minor

(27 credits)

#### Organizational foundations (minimum 3 credits)

- BA 361 Organizational Behavior (3)
- BA 495 Organizational Design (3)
- COM 420 Communication in Organizations (3)
- PSY 445 Introduction to Industrial/Organizational Psychology (4)
- PSY 447 Introduction to Organizational Development (4)

#### Ethics (minimum 3 credits)

- BA 362 Business Ethics (3)
- COM 370 Communication Ethics (3)
- PHL 251 Ethics (3)

#### Critical thinking (minimum 6 credits)

- COM 321 Influence Through Argument (3)
- ENT 381 Creativity & Entrepreneurs (1)
- ENT 382 Innovation & Strategy (1)
- PHL 103 Introduction to Logic (3)
- PSY 360 Cognitive Psychology (4)
- PSY 449 Psychology of Creativity (4)

#### Teamwork & leadership (minimum 3 credits)

- BA 392 Management of Diversity (3)
- BA 492 Total Quality Management (3)
- COM 323 Group Discussion & Leadership (3)
- COM 340 Conflict Management (3)
- PSY 443 Psychology of Teamwork (4)
- PSY 446 Psychology of Leadership (4)

#### Communication skills (minimum 6 credits)

- Written Communication (minimum 3 credits)

- BA 305 Business Analysis & Report Writing (3)
- BA 445 Advertising Writing (3)
- COM 312 Public Relations (3)
- COM 450 Crisis Communication Management (3)
- WR 321 Business Writing (4)
- WR 322 Technical Writing (4)
- Oral Communication (minimum 3 credits)
- COM 324 Business & Professional Communication (3)
- COM 422 Persuasion (3)
- PSY 423 Interview and Appraisal (4)

#### Global/cultural knowledge (minimum 3 credits)

- BA 284 Introduction to International Business (3)
- BA 370 Business & Society (3)
- COM 325 Intercultural Communication (3)
- PHL 350 Social and Political Philosophy (3)
- PS 203 International Relations (3)
- PS 493 International Organizations (3)
- SOC 225 Social Problems (3)
- SOC 437 Race/Ethnic Relations (3)

## Philosophy

Professor: Mark Perlman

Associate professors: Susan Daniel, Ryan Hickerson

### Mission

Provide a conduit to broaden students' horizons via new ideas, novel perspectives, and the historical roots and epistemological context of their beliefs; and develop the critical-thinking and problem-solving skills to evaluate and work constructively with new ideas. Students may not feel they have the answers to questions they explore, but they will appreciate intellectual inquiry as a central part of their lives. Hence, the ultimate goal is to nurture independent, well-informed, skillful thinkers.

### Learning outcomes

1. Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.
2. Develop critical-thinking and problem-solving skills needed to analyze and evaluate ideas.
3. Build on their foundations in the history of philosophy to analyze and develop arguments and think both logically and creatively.

### Philosophy major

(63 credits)

PHL 101 and 102 Introduction to Philosophy (6)

PHL 103 Introduction to Logic (3)

Choose one: (3)

- PHL 251 Ethics
- PHL 252 Medical Ethics
- PHL 255 Environmental Ethics
- PHL 262 Epistemology: Theory of Knowledge (3)

Choose one: (3)

- PHL 261 Metaphysics: Theory of Being
- PHL 263 Philosophy of Mind

Choose one: (3)

- PHL 282 Philosophy of Art
- PHL 283 Philosophy of Religion
- PHL 311 Ancient Philosophy (3)
- PHL 313 Medieval and Renaissance Philosophy (3)
- PHL 314 Modern European Philosophy (3)
- PHL 316 Contemporary Philosophy (3)

Choose one: (3)

- PHL 321 Existentialism
- PHL 322 19th Century Philosophy
- PHL 323 Continental Philosophy

Choose one: (3)

- PHL 350 Social and Political Philosophy
- PHL 380 Philosophy of Law
- PHL 405 Senior Tutorial in Philosophy (3)

Choose one: (3)

- R 201 Introduction to the World's Religions: Eastern
- R 204 Introduction to the World's Religions: Western
- R 460 Comparative Religion

Electives in philosophy, religious studies and approved humanities courses (18)

Minimum 36 upper-division credits.

### Philosophy minor

(27 credits)

- PHL 101 Introduction to Philosophy (3)
- PHL 103 Introduction to Logic (3)

Choose one: (3)

- PHL 102 Introduction to Philosophy: Personal Morality and Social Justice
- PHL 251 Ethics

Choose three: (9)

- PHL 311 Ancient Philosophy
- PHL 313 Medieval and Renaissance Philosophy
- PHL 314 Modern European Philosophy
- PHL 316 Contemporary Philosophy
- PHL 405 Senior Tutorial in Philosophy (3)
- Electives in Philosophy and/or Religious Studies (6)

Minimum 15 upper-division credits.

## Physical Education

Professors: Marita Cardinal, Brian Caster, Gay Timken

Associate professors: Jeffrey Armstrong, Robert Hautala

### Mission

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

### Learning outcomes

Relative to physical activity, physical fitness, and motor skill development programs, candidates will:

1. Plan effective strategies, interventions and programs based on assessment of individual and community needs.
2. Implement and evaluate strategies, interventions and programs.
3. Coordinate, communicate and advocate for research-based practices.

### Physical Education Teacher Education major

(74 credits)

#### Foundations of human movement core

(32 credits)

- PE 230 Foundations of Exercise Science (4)  
 PE 310 Motor Learning (4)  
 PE 371 Kinesiology (4)  
 PE 415 Lifespan Motor Development (4)  
 PE 444 Lifespan Adapted Physical Activity (4)  
 PE 470 Sociological and Psychological Aspects of Physical Activity (4)  
 PE 473 Physiology of Exercise (4)  
 PE 483 Biomechanics (4)

#### Physical education teacher education core

(17 credits)

- PE 330 Teaching Methods in Physical Education I (4)  
 PE 335 Field Experience in Physical Education (1)  
 PE 430 Teaching Methods In Physical Education II (4)  
 PE 431 Assessment Strategies In Physical Education (4)  
 PE 445 Curricular Issues in Physical Education (4)

#### Activity core (25 credits)

- PE 239 Teaching Movement Education (3)  
 PE 240 Teaching Dance in Physical Education (3)  
 PE 241 Teaching Games I (3)  
 PE 242 Teaching Games II (3)  
 PE 243 Teaching Outdoor & Adventure Education (3)  
 PE 244 Teaching Aerobic Fitness (3)  
 PE 245 Teaching Strength Training and Conditioning (3)

Choose two courses from the following areas (4):

- Aquatics
- Eastern Arts
- Gymnastics
- Outdoor Recreation

It is recommended that students take BI 102 General Biology and BI 234, and BI 235 Human Anatomy and Physiology to fulfill the natural science requirement in the LACC. BI 234, 235 and 236 are prerequisites to several major required and elective courses. See course descriptions for specific prerequisites.

### Physical Education minor

(27 credits)

- PE 230 Foundations of Exercise Science (4)  
 Electives selected from PE offerings as approved by advisor (23)

Of these 23 credits, a minimum of 15 credits must be upper-division courses (300-400-level).

### Sports Leadership minor

(27 credits)

#### Required courses (14)

Choose one: (4)

- PE 310 Motor Learning  
 PE 420 Motor Learning for Coaches  
 PE 359 Care and Prevention of Athletic Injuries (4)

PE 361 Coaching Youth Sports (3)

PE 375 Athletics: Coaching and Administration (3)

#### Electives (minimum 13 credits)

- HE 252 First Aid, CPR and Safety (3)  
 HE 325 Nutrition (4)  
 HE 426 Sports Nutrition (4)  
 PE 245 Teaching Strength Training & Conditioning (3)  
 PE 409 Practicum (1-4)  
 PE 410 Sports Ethics (4)  
 PE 488 Exercise Motivation & Adherence (4)  
 PSY 415 Psychology of Sports (4)

## Physics

Associate professor: William Schoenfeld

#### Mission

Foster small group active learning environment in which students explore and discover the laws of physics in a state of the art laboratory. Students develop connections that link fundamental concepts in physics with phenomena covered in their biology, chemistry and Earth science classes. Provide out-of-classroom experiences in space science and teacher training through WOU's membership in the NASA/Oregon Space Grant Consortium.

#### Learning outcomes

1. Apply reasoning and problem solving skills to scientific investigations.
2. Combine graphical and numeric information to produce mathematical models.
3. Proficiently instruct high school level students in physics theory and applications.

### Physics minor

(27 credits)

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, Mary Pettenger

Associate professor: Eliot Dickinson

#### Mission

To serve students through teaching and mentoring, serve society through research, public outreach and activities, and serve the university

through collegial participation in all aspects of the community.

#### Learning outcomes

1. Explain key concepts in politics and public service.
2. Apply analytical and theoretical approaches to political problems.
3. Demonstrate political and bureaucratic expertise through research, public outreach, advocacy, and leadership.

### Political Science major

(72 credits)

- PS 201 American National Government (3)  
 PS 202 State and Local Government (3)  
 PS 203 International Relations (3)  
 PS 204 Introduction to Comparative Politics (3)  
 PS 350 Introduction to Public Policy (3)  
 PS 351 Introduction to Public Administration (3)  
 PS 375 Scope and Method of Political Science (3)

Choose two in international relations and comparative politics: (6)

- PS 193 Introduction to Model United Nations  
 PS 393 Advanced Model United Nations  
 PS 426 Federalism and Intergovernmental Relations  
 PS 440 Causes of War  
 PS 441 Causes of Peace  
 PS 459 Government and Politics of Latin America  
 PS 460 Government and Politics of Asia  
 PS 461 Politics and Government of Post-Communist States  
 PS 462 Politics and Government of Europe  
 PS 463 Government and Politics of Developing States  
 PS 464 Government and Politics of Africa  
 PS 465 Government and Politics of the Middle East  
 PS 473 Globalization Issues  
 PS 477 International Environmental Politics  
 PS 478 Political Fiction and Film  
 PS 481 International Law  
 PS 492 Political Ideologies  
 PS 493 International Organizations  
 PS 497 U.S. Foreign Policy (depending on content, PS 199, 399, 406, 407, 409, 410)

Choose two in administration and political Processes: (6)

- PS 325 Democracy in Theory and Practice  
 PS 414 Political Parties, Pressure Groups and Elections  
 PS 415 Politics and Psychology  
 PS 416 Politics and Communication  
 PS 419 American Presidential Elections  
 PS 425 Native American Politics and Policy  
 PS 426 Federalism and Intergovernmental Relations  
 PS 451 Political Theory: Plato to Marx  
 PS 452 Political Theory: Marx to Habermas  
 PS 454 Public Personnel Administration  
 PS 466 Governmental Budgeting  
 PS 469 Congress and the Presidency  
 PS 490 Community Politics

PS 495 Public Sector Labor Relations  
(depending on content, PS 199, 399, 406,  
407, 409, 410)

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 432 Global Health Policy  
PS 435 Women and Politics  
PS 436 Gender and Politics  
PS 444 National Security  
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 471 Immigration Politics and Policy  
PS 479 Constitutional Law  
PS 480 Administrative Law  
PS 484 American Jurisprudence  
PS 485 Legal Reasoning and Writing  
PS 494 Human Rights  
(depending on content, PS 199, 399, 406,  
407, 409, 410)

Electives in Political Science (18)

Electives in Social Science/Political Science (15)

Can be chosen from the following disciplines:  
Anthropology, Criminal Justice,  
Economics, Geography, History, Political  
Science, Sociology

For the B.S. degree in political science, students may take any combination of math/computer science/quantitative literacy 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 credits)

PS 201 American National Government (3)  
PS 202 State and Local Government (3)  
PS 203 International Relations (3)  
PS 204 Introduction to Comparative Politics (3)  
PS 350 Introduction to Public Policy (3)  
PS 351 Introduction to Public Administration (3)  
Upper-division electives in political science (9)



## Pre-Professional Studies in the Health Sciences

### Mission

Prepares students for entry into professional programs in many of the health sciences. Students will develop skills, gain knowledge, and complete pre-requisite coursework for admission into a professional program of their choosing. Students may also use these courses toward the requirements for a Bachelors of Art or a Bachelors of Science degree. All pre-professional health science students are assigned to specific advisors.

### Learning outcomes

1. Develop deductive reasoning, analytical, and problem solving skills related to their professional goals.
2. Learn broad concepts from many different disciplines for entry into their profession of choice.
3. Acquire a liberal arts education while pursuing a professional education.

WOU currently offers health sciences pre-professional studies in the following areas:

### One- to two-year programs

#### Pre-nursing

#### Pre-dental hygiene

Admission to nursing and pre-dental hygiene programs is highly competitive. In general, admission depends on grades, a written personal statement, professional experience, and the completion of specific coursework and/or proficiency exams. Although specific admissions requirements vary somewhat from program to program, all minimally require biology (including a year of human anatomy and physiology), psychology, sociology, writing, and math. More information about preparatory material is available from the following program advisors:

#### Pre-nursing

Dr. Michael LeMaster, lemastm@wou.edu  
503-838-8136

#### Pre-dental hygiene

Dr. Sarah Boomer, boomers@wou.edu  
503-838-8209

### Three- to four-year programs

#### Pre-dentistry

**Pre-medicine** (allopathic, osteopathic, chiropractic, podiatric, optometric)

#### Pre-clinical lab science

#### Pre-occupational therapy

#### Pre-pharmacy

#### Pre-physician assistant

#### Pre-physical therapy

#### Pre-veterinary medicine

Admission to the above programs is highly competitive. In general, admission depends on grades, a written personal statement, professional experience, the completion of specific coursework and/or proficiency exams (e.g., DAT, MCAT), and interpersonal/

interviewing skills. Although specific admissions requirements vary somewhat from program to program, all require extensive coursework in biology, chemistry, and physics. Consequently, a biology degree with a pre-professional emphasis facilitates well the admission requirements for most programs.

Additional coursework is required to complete a bachelor's degree at WOU, all of which are required or strongly recommended for admission to a majority of these programs. More information about preparatory materials is available from the following program advisors:

#### Pre-dentistry

Dr. Sarah Boomer, boomers@wou.edu  
503-838-8209

#### Pre-medicine

Dr. Michael Baltzley, baltzlem@wou.edu  
503-838-8832

Dr. Bryan Dutton, duttonb@wou.edu  
503-838-8452

#### Pre-clinical lab science

Dr. Karen Haberman, habermk@wou.edu  
503-838-8478

#### Pre-occupational therapy

Dr. Rob Winningham, winnir@wou.edu  
503-838-8618

#### Pre-pharmacy

Dr. Kristin Latham, lathamk@wou.edu  
503-838-8868

#### Pre-physician assistant

Dr. Ava Howard, howarda@wou.edu  
503-838-8452

#### Pre-physical therapy

Dr. Brian Caster, casterb@wou.edu  
503-838-8364

#### Pre-veterinary medicine

Dr. Karen Haberman, habermk@wou.edu  
503-838-8478

## Pre-Professional Studies

### Pre-law: four-year preparation

The minimum requirement for admission to a recognized law school is a bachelor's degree. Most law schools value intellectual maturity and a broad educational background, such as is provided by majors in the social sciences, natural sciences or humanities, rather than narrow specialization. Well-developed research, analysis, oral and written communication skills are considered desirable.

It is suggested that students take the legal studies minor with additional course work in the following areas: accounting, economics, history, political science, philosophy, psychology, sociology, communication studies and writing. For more specific information on an appropriate course of study, see the pre-law 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 pre-law advisor. Contact the Social Science Division for more information.

## Psychology

Professors: Joel Alexander, David Foster, Lauren Roscoe, Chehalis Strapp, Tamina Toray, Robert Winningham  
Assistant professors: Jamie Cloud, Stephanie Hoover, Ethan McMahan

### Mission

Create lifelong learners in psychology utilizing the scientist-practitioner model. Graduates of our program will understand the scientific foundations of the discipline and the core knowledge/concepts in the field. Graduates will also be able to apply psychology to solve human difficulties; at both personal levels with self and others, and at a community level with the issues and problems that face us as a society, a nation, and a world.

### Learning outcomes

1. Explain and/or apply principles, skills, values, or ethics of psychology.
2. Apply appropriate research methods to critically analyze human behavior.
3. Identify and demonstrate knowledge of sociocultural and international diversity.

### Psychology major

(56 credits)

Minimum 40 credits upper division  
PSY 201, 202 General Psychology (8)  
PSY 301 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 Advanced Research Methods (4)  
Choose one: (4)

PSY 443 Psychology of Teamwork  
PSY 445 Introduction to Industrial/Organizational Psychology  
PSY 446 Psychology of Leadership  
PSY 447 Introduction to Organizational Development

Electives (20) Chosen with an advisor's assistance. In addition to courses with the PSY prefix, the following Gerontology courses can count as electives for the major.  
GERO 120 Medical Terminology  
GERO 320 Introduction to Gerontology  
GERO 360 Cognitive and Physical Changes in Aging  
GERO 370 Aging and Mental Health  
GERO 407 Seminar  
GERO 430 Palliative Care and Chronic Illness  
GERO 455 Social Ties and Aging  
GERO 480 Alzheimer's Disease and Other Dementias Management

Formal admission is required for all students seeking the B.A./B.S. degree in psychology.

Prior to application for admission to the psychology major, applicants must complete the PSY 201, 202, 301 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 2.50 for all college work. Students earning a B.S. degree in psychology are also required to take at least 12 hours of math/computer science/quantitative literacy 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.

### 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. The following gerontology courses can count as electives for the minor.

GERO 120 Medical Terminology  
GERO 320 Introduction to Gerontology  
GERO 360 Cognitive and Physical Changes in Aging  
GERO 370 Aging and Mental Health  
GERO 407 Seminar  
GERO 430 Palliative Care and Chronic Illness  
GERO 455 Social Ties and Aging  
GERO 480 Alzheimer's Disease and Other Dementias Management

## Public Policy and Administration

Professors: Ed Dover, Mark Henkels

### Mission

Prepares students for employment in government, non-profit organizations, and in businesses connected to the public sector. Faculty teaching, service and research promote efficient, effective, and just public service and policies.

### Learning outcomes

1. Analyze issues in public administration and policy.
2. Analyze the administrative context, politics and practical implications of public choices.
3. Demonstrate skills in research, administration, public outreach, advocacy and leadership.

### Public Policy and Administration major

(71 credits)

#### Core courses

COM 324 Business and Professional Communication (3)

CS 121 Computer Applications (2)  
EC 201 Introduction to Microeconomics (4)  
EC 202 Introduction to Macroeconomics (4)  
PS 201 American National Government (3)  
PS 202 State and Local Government (3)  
PS 350 Introduction to Public Policy (3)  
PS 351 Introduction to Public Administration (3)  
PS 375 Scope and Methods of Political Science (3)  
PS 454 Public Personnel Administration (3)  
PS 466 Governmental Budgeting (3)  
PS 480 Administrative Law (3)  
WR 321 Business Writing (4)  
Choose one: (3)  
BA 361 Organizational Behavior  
BA 390 Management

For the B.S. degree in public policy and administration, students may take any combination of math/computer science/quantitative literacy courses as long as it included at least one math course beyond MTH 105. Please note that CS 121 is required for the major and may be used to satisfy the B.S. requirement.

### Areas of concentration

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)  
COM 327 Communication in the Legal Field (3)  
PS 424 Policy Making in the States (3)  
PS 426 Federalism and Intergovernmental Relations (3)  
PS 479 Constitutional Law (3)  
PS 490 Community Politics (3)  
SOC 454 Deviant Behavior (3)  
PS 409/410 Practicum or Internship (3-6)

#### Management concentration

BA 315 Financial Management (3)  
BA 316 Advanced Financial Management (3)  
BA 362 Business Ethics (3)  
BA 370 Business and Society (3)  
BA 392 Management and Diversity (3)  
BA 416 Government Regulation (3)  
BA 424 Capital Budgeting (3)  
BA 484 International Management (3)  
COM 312 Public Relations Communication (3)  
COM 420 Communication in Organizations (3)  
PS 423 Issues in National Policy (3)  
PS 424 Policy Making in the States (3)  
PS 426 Federalism and Intergovernmental Relations (3)  
PS 433 Health Care Politics and Policy (3)  
PS 445 Introduction to Policy Analysis (3)  
PS 495 Public Sector Labor Relations (3)  
BA/PS 409/410 Practicum or Internship (3-6)

#### Human resources concentration

BA 361 Organizational Behavior (3)  
BA 362 Business Ethics (3)

COM 323 Group Discussion and Leadership (3)  
 COM 420 Communication in Organizations (3)  
 EC 444 Labor Economics (4)  
 PSY 423 Interviewing and Appraisal (4)  
 PSY 443 Psychology of Teamwork (4)  
 PSY 445 Organizational Psychology (4)  
 PSY 446 Psychology of Leadership (4)  
 PSY 465 Motivation (4)  
 PSY 472 Psychological Assessment (4)  
 SOC 320 Industrial Society (3)  
 SOC 338 Sociology of the Family (3)  
 SOC 420 Political Sociology (3)  
 SOC 434 African American Studies (3)  
 SOC 435 Chicano/a/Latino/a Studies (3)  
 SOC 436 Native American/Asian American Studies (3)  
 PS 415 Politics and Psychology (3)  
 PS 416 Politics and Communication (3)  
 PS 426 Federalism and Intergovernmental Relations (3)  
 PS 430 The Aging Society: Policy Dimensions (3)  
 PS 432 Global Health Policy (3)  
 PS 433 Health Care Politics and Policy (3)  
 PS 435 Women and Politics (3)  
 PS 471 Immigration Politics and Policy (3)  
 PS 495 Public Sector Labor Relations (3)  
 PS 409/410 Practicum or Internship (3-6)

#### State and federal government concentration

COM 326 Communication and Controversy: Freedom of Speech in United States (3)  
 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 433 Health Care Politics and Policy (3)  
 PS 445 Introduction to Policy Analysis (3)  
 PS 446 Land Resource Politics and Policies (3)  
 PS 447 Environmental Politics and Policy (3)  
 PS 469 Congress and the Presidency (3)  
 PS 471 Immigration Politics and Policy (3)  
 PS 479 Constitutional Law (3)  
 PS 490 Community Politics (3)  
 PS 495 Public Sector Labor Relations (3)  
 PS 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 (CCC) students who have completed the associate of applied science in building inspection technology and who meet all admission requirements will be accepted by WOU 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 CCC*  
 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  
 PSY 240 Map and Air Photo Interpretation (4)  
 GEOG 340 Cartography (4)  
 GEOG 341 Geographic Information Systems (4)  
 GEOG 413 Urban Geography (4)  
 GEOG 425 Urban Planning and Policy (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 433 Health Care Politics and Policy (3)  
 PS 445 Introduction to Policy Analysis (3)  
 PS 490 Community Politics (3)  
 PS 495 Public Sector Labor Relations (3)  
 SSC 407 Seminar (3) Could be an institute-type course  
 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)

#### Health policy and administration concentration

Choose classes totaling at least 27 credits

COM 312 Public Relations Communication (3)  
 COM 325 Intercultural Communications (3)  
 HE 227 Community and Public Health (4)  
 HE 375 Epidemiology (4)  
 HE 411 Health Communication (4)  
 HE 457 Migrant Health (4)  
 HE 465 International Health (4)  
 HE 485 Bioethics and Public Health (4)  
 PS 430 The Aging Society (3)  
 PS 432 Global Health Policy (3)  
 PS 433 Health Politics and Policy (3)  
 PS 445 Introduction to Policy Analysis (3)  
 PS 495 Public Sector Labor Relations (3)  
 PS/COM 409 Internship/Practicum (3,6)

#### Public Policy and Administration minor

(27 credits)

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 & administration (3)

#### Building Codes minor

(27 credits)

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

Professors: Mark Henkels, John L. Rector

#### Mission

Combines a general social science perspective with a specific discipline focus. The program prepares graduates for a specialized field as well as giving mobility across fields. Students learn the methods developed by their discipline to understand both the past and the present. Graduates apply these methods to resolving local, national, and international issues.

#### Learning outcomes

1. Critically analyze social issues from two or more disciplinary perspectives.
2. Effectively communicate about social issues in speech and in writing.
3. Identify critical issues at the institutional, community and national levels, and create and implement feasible plans to address them.

#### Social Science major

(72 credits)

The major requires 72 credits which must be from the following disciplines: anthropology, criminal justice, geography, history, political science, or sociology. A minimum of 36 credits must be upper division courses.

Social science majors must also choose a concentration in anthropology, criminal justice, geography, history, political science, or sociology, and take at least 27 upper division credits in that discipline. The remaining credits in the major should be chosen in consultation with the student's Social Science major advisor.

Student must also take at least one theory course and one methods course from the following list:

#### Theory courses

ANTH 311 Human Evolution (4)  
 ANTH 324 Anthropological Theory (4)  
 ANTH 480 History and Theory of Anthropology (4)  
 CJ 450 Criminology (4)  
 GEOG 495 History and Philosophy of Geography (4)  
 PS 325 Democracy: Theory and Practice (3)  
 PS 414 Political Parties, Pressure Groups, and Elections (3)  
 PS 419 American Presidential Elections (3)  
 PS 426 Federalism and Intergovernmental Relations (3)  
 PS 440 Causes of War (3)  
 PS 441 Causes of Peace (3)  
 PS 449 Environmental Values and Political Action (3)  
 PS 451 Political Theory: Plato to Marx (3)  
 PS 452 Political Theory: Marx to Habermas (3)  
 PS 469 Congress and the Presidency  
 PS 492 Political Ideologies (3)  
 SOC 420 Political Sociology: Theories of the State (3)  
 SOC 460 Feminist Theory (3)  
 SOC 471 Classical Sociological Theory (3)

SOC 472 contemporary Sociological Theory (3)  
Any course approved by the academic advisor for this purpose

#### Methods courses

ANTH 325 Ethnographic Methods (4)  
ANTH 326 Ethnographic Writing (4)  
ANTH 350 Research Methods in Archaeology (4)  
ANTH 352 Laboratory Methods in Archaeology (4)  
ANTH 360 Museum Studies (4)  
CJ 327 Research Methods (4)  
CJ 427 Quantitative Methods in Criminal Justice (4)  
GEOG 240 Map and Air Photo Interpretation (4)  
GEOG 321 Field Geography (4)  
GEOG 340 Cartography (4)  
GEOG 341 Geographic Information Systems (4)  
GEOG 384 Qualitative Methods in Geography (4)  
GEOG 385 Quantitative Methods in Geography (4)  
GEOG 386 Making Digital Video for the Social Sciences (4)  
PS 375 Scope and Methods of Political Science (3)  
SOC 224 Introduction to Sociology: Research (3)  
SOC 325 Participant Observation and Qualitative Research Methods (3)  
SOC 327 Introduction to Social Research (3)  
SOC 328 Introduction to Social Data Analysis (3)

Any course approved by the academic advisor for this purpose

#### Social Science minor

(27 credits)

A minor in Social Science may be designed with the help of a division advisor. Courses in the minor must be from the following disciplines: anthropology, criminal justice, economics, geography, history, political science, sociology. At least 15 credit hours must be upper division.

#### Social Science Teacher Education major

(60-61 credits)

##### Mission

Prepares students for entry into the undergraduate education program at this university. This pre-major provides students with a broad preparation in the social sciences and with depth in a particular discipline in preparation for teaching social science at the secondary level.

##### Learning outcomes

1. Graduates will have critical thinking, reading, and writing skills, as well as experience in public presentation of their ideas.
2. Research projects will be tailored to develop analytical skills useful for teaching social science methods to secondary-level students.

3. Internships will prepare students for work in secondary schools.

Requires a minimum of 30 upper-division credit hours.

##### United States history (8)

Choose one: (4)

- GEOG 310 World Regional
- GEOG 313 The Pacific Northwest

Choose one: (4)

- GEOG 380 Environmental Conservation
- GEOG 410 Global Issues
- GEOG 411 Cultural Geography
- GEOG 413 Urban Geography
- GEOG 433 Political Geography

Choose any two economics courses: (6)

Choose one: (3)

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

Choose six credits in two of the following areas: (12-14)

- Anthropology
- Criminal justice
- Psychology
- Sociology

Area of concentration (20-21)

The student may choose to concentrate in any one of the following disciplines: history, geography, economics, political science, anthropology, criminal justice, psychology or sociology.

## Sociology

Professors: Peter Callero, Maureen Dolan  
Associate professor: Dean Braa

##### Mission

To provide a strong educational foundation for graduate study and various professional careers. This includes training in writing, research, and analysis, all connected to the development of theory and social science. It is also a goal of the department to train and motivate students to be activists in the service of progressive causes.

##### Learning outcomes

1. Investigate social issues and structures of social inequality through critical research and analysis.
2. Explain and analyze the complex interactions among individuals, institutions and society.
3. Effectively communicate and discuss social theories and research findings as they relate to social problems.

#### Sociology major

(72 credits)

SOC 223 Introduction to Sociology: Theory (3)  
SOC 224 Introduction to Sociology: Research (3)  
SOC 225 Social Problems (3)

SOC 300 Proseminar (3)  
SOC 325 Participant Observation and Qualitative Research Methods (3)  
SOC 327 Social Research Methods (3)  
SOC 328 Introduction to Social Data Analysis (3)  
SOC 471 Classical Sociological Theory (3)  
SOC 472 Contemporary Sociological Theory (3)  
SOC 492 Senior Seminar I (3)  
SOC 493 Senior Seminar II (3)  
SOC 494 Senior Seminar III (3)  
Electives in sociology (36)

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

#### Sociology minor: option A

(27 credits)

##### Theory and Research Emphasis

SOC 223 Introduction to Sociology: Theory (3)  
SOC 327 Social Research Methods (3)  
SOC 471 Classical Sociological Theory (3)  
Electives in sociology (18) Must be selected in consultation with a sociology advisor.  
Minimum 15 upper-division credits for the minor.

#### Sociology minor: option B

(27 credits)

##### Community Services Emphasis

SOC 225 Social Problems  
SOC 310 Service Learning and Community Praxis  
Choose two:  
SOC 315 Social Inequality  
SOC 338 Sociology of the Family  
SOC 354 Sociology of Deviant Behavior  
SOC 434 African American Studies: Social Issues, Social Movements  
SOC 435 Chicano/a/Latino/a 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: must be selected in consultation with a sociology advisor to bring the total credits in the minor to at least 27 credits. Minimum 15 upper-division credits for the minor.

## Spanish (B.A. only)

Professor: Gianna Martella  
Assistant professors: Patricia Gimenez-Eguibar, Jaime Marroquin

##### Mission

Create and transmit knowledge concerning the Spanish language, literatures and cultures in a climate that promotes ease of communication and mutual understanding.

**Learning outcomes**

1. Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism.
2. Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society.
3. Analyze and critique original texts and cultural artifacts from peninsular and Latin American sources.

**Spanish major**

(54 credits)

*54 hours beyond first-year language*

SPAN 201, 202, 203 Second Year Spanish (12)

SPAN 301, 302, 303 Third Year Spanish (12)\*

SPAN 338 Hispanic Civilization and Culture:

Spain (3)

SPAN 339 Hispanic Civilization and Culture:

Latin America (3)

Choose one: (3)

SPAN 340 Civilization and Culture of Mexico

SPAN 342 Introduction to Chicano/a Life and Culture

Choose seven Spanish electives: (21) Four must be 400-level

SPAN 320 Business Spanish

SPAN 328 Introduction to Chicano/a 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 I

SPAN 371 Introduction to Latin American Literature II

SPAN 380 Applied Linguistics

SPAN 401, 402, 403 Advanced Spanish Composition and Conversation I, II, III

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

Students who begin coursework above 201 need to identify substitute credits with their advisor.

\* Bilingual/heritage speakers of Spanish may replace Third Year Spanish with SPAN 317, 318 and 319, Intermediate Spanish for Bilingual/Heritage Speakers I, II, III.

**Spanish minor**

(18 credits)

SPAN 301 or 317, 302 or 318, 303 or 319 (12)

Upper-division hours in Spanish (6)

Students who begin coursework at a higher level than 301 can substitute other courses in consultation with their advisor. Students must maintain a 2.0 GPA in their minor courses.

**Spanish Teacher Education major**

(53 credits)

*(53 hours beyond first year language)*

SPAN 201, 202, 203 Second Year Spanish (12)

SPAN 301, 302, 303 Third Year Spanish (12)\*

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 Chicano/a Life and Culture

SPAN 416 Spanish Teaching Practicum (2)

SPAN 416 Spanish Teaching Practicum (2)

Choose six Spanish electives: (18) Three must be 400-level

SPAN 320 Business Spanish

SPAN 328 Introduction to Chicano/a Literature

SPAN 361 Hispanic Poetry

SPAN 362 Hispanic Drama

SPAN 363 Hispanic Novel

SPAN 370 Introduction to Latin American Literature I

SPAN 371 Introduction to Latin American Literature II

SPAN 380 Applied Linguistics

SPAN 401, 402, 403 Advanced Spanish

Composition and Conversation I, II, III

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

\* Bilingual/heritage speakers of Spanish may replace Third Year Spanish with SPAN 317, 318 and 319, Intermediate Spanish for Bilingual/Heritage Speakers I, II, III.

**Special Education/ Rehabilitation Counseling**

Professors: Cheryl Davis, Elisa Maroney,

Mickey Pardew, Julia Smith

Associate professors: Robert Brownbridge,

Chung-Fan Ni, Mary Scarlato, Amanda

Smith

**Mission**

Offers students introductory coursework that provides marketable skills for entry level positions in the community or adult services and prepares students for entry into graduate programs in special education and rehabilitation counseling.

**Learning outcomes**

1. Demonstrate an initial level of familiarity with the fields of special education and rehabilitation.
2. Develop marketable skills for entry level positions in community and adult services for the disabled.
3. Gain valuable preparation for graduate studies in special education and rehabilitation counseling.

Students are strongly encouraged to complete their plan of study by the end of their sophomore year or the first term of their junior year, otherwise they may not be able to complete required courses by the end of their senior year.

**Special Education/Rehabilitation Counseling minor**

(27 credits)

Note: You must meet with the SPED/RC minor advisor in the Division of Special Education to complete a program plan.

**Required core courses (12)**

SPED 200 Careers in Human Services (3)\*

SPED 418 Survey of Special Education (3)\*

INT 420 Deaf History: Social and Cultural Issues (3)

RC 432 Psychosocial and Environmental Aspects of Disability (3)

Choose electives from the following: (15)

ASL 101 ASL I (4)

ASL 102 ASL II (4)

ASL 103 ASL III (4)

ASL 201 ASL IV (4)

ASL 202 ASL V (4)

ASL 203 ASL VI (4)

ASL 301 ASL VII (4)

ASL 302 ASL VIII (4)

ASL 303 ASL IX (4)

GERO 360 Cognitive &amp; Physical Changes in Aging (4)

INT 254 Introduction to the Profession of Interpreting (3)

INT 353 Linguistics of ASL (3)

INT 470 Deaf-Blind Interpreting (3)

PSY 311 Developmental Psychology (4)

PSY 328 Mental Health (4)

PSY 349 Introduction to Behavior Modification (4)  
 PSY 423 Interviewing and Appraisal (4)  
 PSY 435 Theories of Personality (4)  
 PSY 450 Abnormal Psychology (4)  
 PSY 463 Childhood Psychopathology (4)  
 PSY 487 Cross Cultural Development (4)  
 RC 409 Practicum (3)\*\*  
 RC 422 Medical and Functional Aspects of Disability in Rehabilitation (3)  
 RC 475 Hearing Loss and Assistive Technology (1)  
 SPED 409 Practicum (3)\*\*  
 SPED 447 Partnerships in Special Education (3)  
 SPED 486 ASD: Foundations and Strategies (3)  
 SPED 487 ASD: Evidence Based Teaching Methods and Strategies (3)  
 SPED 488 ASD: Supporting Students with High Functioning Autism & Asperger Disorder (3)  
 SPED 489 ASD: MS/HS/Transition and Community Based Instruction (3)  
 SPED 490 ASD: Eligibility, Assessment & Effective Consultation (3)  
 TPD 456 First and Second Language Acquisition: Deaf and HH Children (3)

\* *SPED 200 and SPED 418 should be the first courses taken in the special education/rehabilitation counseling minor.*

\*\* *Limited to one 1-3 credit hour practicum in either (RC) or (SPED)*

## Sport Management

Professor: Zenon Zygmunt

### Mission

The sport management minor prepares students for business opportunities in the professional and collegiate sports industries, in recreational and community sports programs, and for advanced degree programs.

### Learning outcomes

1. Analyze the structure and performance of the amateur and professional sports industries.
2. Clearly communicate in writing and oral presentations.
3. Use business and economic analysis, including computer applications, to make decisions in the operation of sports-related businesses and organizations.

### Sport Management minor

(26 credits)

Choose one: (4)

BA 243 Business Statistics  
 MTH 243 Introduction to Probability and Statistics  
 BA 310 Principles of Marketing (3)  
 BA 361 Organizational Behavior (3)  
 EC 315 Econometric Analysis & Report Writing (4)

Choose one: (4)

EC 333 Economics of Professional Sports  
 EC 334 Economics of Collegiate Sports  
 Electives (8)  
 BA 412 Sport Marketing (3)  
 BA 414 New Product Development (3)  
 PE 375 Athletics: Coaching and Administration (3)  
 PE 376 Intro to Sport Management (3)

Choose one: (3)

PE 377 Sport Management: Issues and Strategies for Collegiate Athletics  
 PE 378 Sport Management: Issues and Strategies for Collegiate Athletics  
 BA/PE 409 Internship/Practicum (1-3)  
 PE 410 Sport Ethics (4)  
 PE 488 Exercise Motivation and Adherence (4)  
 PSY 415 Psychology of Sports (4)

Other courses may be considered for inclusion with **prior** approval from advisor. Substitution form required.

## Theatre Arts (B.A./B.S.)

Professors: Scott Grim, David Janoviak, Kent Neely

Associate professors: Sandra Hedgepeth, Michael Phillips, Thaddeus Shannon

### Mission

Provide a solid base in acting, directing, technical theatre and design, performance, history, literature and theory. Students will be prepared for post-graduate opportunities including: graduate programs, teacher licenser programs, internships, professional theatre, and participation in the arts in their communities.

### Program objectives

1. Create theatre, from script analysis through public performance.
2. Demonstrate competency in production processes.
3. Analyze the historical, literary, theoretical, stylistic and cultural dimensions of theatre, and how theatrical works exist within contexts.

### Theatre Arts major

(72 credits)

TA 165 Production Dynamics (3)  
 TA 166 Text Analysis and Scene Study (3)  
 TA 167 Play Reading (3)  
 TA 220 Production Participation (0) 6 terms  
 TA 244 Technical Theatre: Scenecraft (2)  
 TA 245 Technical Theatre: Lighting (2)  
 TA 246 Technical Theatre: Costuming (2)

Choose one: (3)

TA 251 Elements of Acting  
 TA 265 Acting I

Choose one: (4)

TA 364 Directing  
 TA 334 Stage Management

TA 381 Theatre History I (4)  
 TA 382 Theatre History II (4)  
 TA 383 Theatre History III (4)  
 TA 386 International Theatre (3)  
 TA 453 Capstone Experience (3)

Choose elective theatre classes (32) At least 16 upper-division

For the B.S. in theatre students must also complete university requirements as outlined in the WOU course catalog.

### Theatre Arts minor

(27-28 credits)

TA 110 Introduction to Theatre (3)  
 TA 220 Production Participation (0) 3 terms  
 TA 251 Elements of Acting (3)

Choose one: (2)

TA 244 Technical Theatre: Scenecraft  
 TA 245 Technical Theatre: Lighting  
 TA 246 Technical Theatre: Costuming

Choose one: (3-4)

TA 381 Theatre History I (4)  
 TA 382 Theatre History II (4)  
 TA 383 Theatre History II (4)  
 TA 386 International Theatre (3)  
 Upper-division electives in theatre (16)

### Theatre Arts: musical theatre emphasis

(72 credits)

Theatre core:

TA 165 Production Dynamics (3)  
 TA 166 Text Analysis and Scene Study (3)  
 TA 167 Play Reading (3)  
 TA 220 Production Participation (0) 6 terms  
 TA 244 Technical Theatre: Scenecraft (2)  
 TA 245 Technical Theatre: Lighting (2)  
 TA 246 Technical Theatre: Costuming (2)

Choose one: (3)

TA 251 Elements of Acting  
 TA 265 Acting I

Choose one: (4)

TA 334 Stage Management  
 TA 364 Directing  
 TA 381 Theatre History I (4)  
 TA 382 Theatre History II (4)  
 TA 383 Theatre History II (4)  
 TA 386 International Theatre (3)  
 TA 453 Capstone Experience (3)  
 TA 371 Acting Meisner I (4)  
 TA 394 Acting Meisner II (4)  
 TA 315 Musical Theatre Studio I (4)  
 TA 316 Musical Theatre Studio II (4)  
 TA 415 Musical Theatre Studio III (4)  
 D 185-187 Ballet (1 each, 3 total)  
 D 188-190 Jazz (1 each, 3 total)  
 D 196-198 Tap (1 each, 3 total)  
 D 357 Dance in Musical Theatre (3)

For the B.S. in Theatre: 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. CS 101 may not be used to meet any portion of this 12-credit requirement.

Students admitted to the B.A./B.S.: Musical Theatre Emphasis are encouraged to take a minor that fulfills the music portion of the emphasis. Students may either take the minor in music, or a minor in the arts.

## Theatre (B.F.A.)

Professors: Scott Grim, David Janoviak, Kent Neely

Associate professors: Sandra Hedgepeth, Michael Phillips, Thaddeus Shannon

### Mission

Provide a solid base in acting, directing, technical theatre and design, performance, history, literature and theory. Students will be prepared for post-graduate opportunities including: graduate programs, teacher licensor programs, internships, professional theatre, and participation in the arts in their communities.

### Program objectives

1. Understand processes involved in creating theatre, from script analysis through public performance.
2. Demonstrate competency in various production processes.
3. Understand the historical, literary, theoretical, stylistic and cultural dimensions of theatre, and how theatrical works exist within societal contexts.

### B.F.A. core curriculum

(46 credits)

- TA 165 Production Dynamics (3)
- TA 166 Text Analysis and Scene Study (3)
- TA 167 Play Reading (3)

- TA 220 Production Participation (0) 9 terms
- TA 244 Technical Theatre: Scenecraft (2)
- TA 245 Technical Theatre: Lighting (2)
- TA 246 Technical Theatre: Costuming (2)

Choose one: (3)

- TA 251 Elements of Acting
- TA 265 Acting I
- TA 381 Theatre History I (4)
- TA 382 Theatre History II (4)
- TA 383 Theatre History II (4)
- TA 386 International Theatre (3)
- TA 364 Play Direction (4)
- TA 395, 396, 397 Special Studies: Plays in Performance (6)
- TA 453 Capstone Experience (3)

### Actor Training

(69 credits)

- D 1XX Beginning Dance Sequence (3)
- TA 205 Stage Speech I (3)
- TA 252 Technical Theatre: Makeup (3)
- TA 255 Movement I (3)
- TA 261 Movement II (3)
- TA 271 Acting II (3)
- TA 290 Voice I (3)
- TA 305 Stage Speech II (3)
- TA 351 Voice II (3)
- TA 357 Production Performance (10)
- TA 360 Contemporary Audition (3)
- TA 368 Masks (3)
- TA 370 Acting for the Camera (3)
- TA 371 Acting Meisner I (4)
- TA 394 Acting Meisner II (4)
- TA 405 Acting Shakespeare (3)
- TA 420 Acting: Scene Study (3)
- TA 432 Styles I: Modernism (3)
- TA 433 Styles II: Restoration/Manners (3)
- TA 437 Acting Shakespeare II (3)

### Production Training

(73 credits)

- A 204, 205, 206 Art History Sequence (12)
- TA 247 Technical Theatre: Sound (2)

- TA 252 Technical Theatre: Makeup (3)
- TA 308 History of Fashion (4)
- TA 334 Stage Management (4)
- TA 336 Stage Properties (4)
- TA 338 History of Architecture and Decor (4)
- TA 343 Costume Design (4)
- TA 345 Scenic Painting I (4)
- TA 346 Scenic Design (4)
- TA 348 Lighting Design (4)
- TA 412 Portfolio Review (2)

Choose two: (6)

- TA 354 Production Design
  - TA 355 Production Management
  - TA 359 Production Fabrication
- Approved production electives: (16)
- A 130 Beginning Drawing (4)
  - A 230 Introduction to Life Drawing (4)
  - TA 344 Costume Crafts (4)
  - TA 347 Drafting for Theatre (4)
  - TA 349 Scenic Design Studio (3)
  - TA 436 Advanced Costume Techniques (3)
  - TA 443 Advanced Costume Design (4)
  - TA 445 Scenic Painting II (3)
  - TA 446 Advanced Scenic Design: CAD (4)
  - TA 447 Digital Imagery for Theatre (4)
  - TA 448 Advanced Lighting Design (4)

A combined total of 12 credit hours in mathematics, computer science or quantitative literacy courses is required for this degree. A minimum of one course in mathematics and one course in computer science is required; any remaining required credit hours may be from either discipline or quantitative literacy courses. CS 101 may not be used to meet any portion of this 12-credit requirement.

A minor is not required for a B.F.A. in Theatre.

## Visual Communication Design

See art on page 46.



## Graduate Programs

wou.edu/grad

Director Linda Stonecipher  
graduateoffice@wou.edu  
503-838-8597

### Procedures for graduate study Admission procedures

All persons wishing to enroll at WOU at the graduate level must be admitted to the university by the Graduate Office.

To apply for admission to WOU's graduate study, students must complete the following steps:

1. Submit a completed Application for Graduate Admission form and the non-refundable and non-transferable \$60 application fee to the Graduate Office.
2. Supply to the Graduate Office sealed official transcripts from all non-WOU institutions attended.
3. Applicants must provide evidence of completion of a bachelor's degree from a four-year accredited institution as defined by the American Association of Collegiate Registrars and Admissions Officers.
4. Miller Analogies Test (MAT) or Graduate Record Exam (GRE) score. If the applicant's GPA is 3.0 or higher, the test requirement is waived. If the GPA is less than 3.0, minimum required score for (a) MAT: 395 or higher; (b) students must achieve passing scores for each of the three sections to meet admissions criteria, minimum Verbal score: 148; minimum Quantitative score: 147; Analytical Writing score: 3.5 or higher.
5. TOEFL scores of 550 (paper) or 79 (internet) are required for international students, or IELTS score of 6.0.
6. Submit a health history report as required of all new full-time students (Student Health Center).

A student seeking a master's degree, a graduate license program, a graduate certificate, or a graduate specialization 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 [wou.edu/grad](http://wou.edu/grad) and the catalog have current admission information. Each graduate program has unique program admission standards and processes.

The health report form is mailed to students who are accepted for admission and must be completed and returned to WOU's Student Health and Counseling Center.

All documents become the property of the university and will not be returned. The university reserves the right to deny credit for course work completed before a student is officially admitted for graduate study.

### Admission to a graduate program

Most graduate programs have additional admission requirements. These requirements must be met prior to enrollment in the program.

### Filing a program plan

Complete while taking the first nine credits of coursework. All graduate students must file a program plan. This plan will list all courses needed for a particular graduate program.

- The proposed program plan must be completed with the assistance of the appropriate advisor and submitted to the Graduate Office for final approval. Program verification to financial aid will be sent after a program plan is on file.
- If admitted as a conditional student, complete requirements for admission as a regular graduate student.
- Students who have not filed a program plan after completing nine credits of coursework will have a hold placed on registration until the form has been filed with the Graduate Office.

The steps listed above must be completed by graduate students seeking additional endorsements, authorizations, licensure, certificates, or specializations.

### Classification

The Graduate Office admits and classifies eligible students on the basis of their undergraduate grade point average and declaration of intent in the application for admission.

Qualified students seeking a degree are classified either as fully admitted or conditional graduate students. All students must be classified as fully admitted by the start of the second term in a graduate program.

### Conditional admission to the university

**Completing undergraduate degree:** a student who is completing an undergraduate degree will be conditionally admitted to a graduate program with the following caveats:

- Student must have a minimum GPA of 3.0 on completed coursework or have a passing score on the MAT or GRE.
- Student must have met requirements of the specific graduate program to which he/she is applying.
- Student will not be able to receive financial aid until the Graduate and Financial Aid Offices have received proof of completion of the undergraduate degree and a program plan is on file.
- Student must provide proof of completion of the undergraduate degree during the first term of enrollment as a graduate student.

All students who are admitted on a conditional basis will have a registration hold placed on their account and will not be able to register for classes for the second term of graduate level coursework until the Graduate Office has received proof of completion of the undergraduate degree with a minimum of 3.0 on the last 90 quarter credits or 60 semester credits of coursework.

**GPA requirement:** A student who has an undergraduate GPA of 2.50 to 2.99 can be admitted conditionally for one term. At the end of that term, a student must meet university requirements, i.e., take and pass the MAT or GRE.

### Financing graduate school Graduate assistantships

Students interested in receiving a graduate assistantship should contact their graduate program for application information. The assistantship covers a maximum of 12 credits of tuition per term and includes a salary (see below)

A graduate assistant (GA) must:

- Complete the Graduate Assistant Approval Request form each term,
- Have a program plan filed in the Graduate Office,
- Enroll in a minimum of nine and a maximum of 16 credits per term during the academic year,
- Pay for tuition that exceeds 12 credits per term,
- And pay student fees (see WOU fee schedule)

The salary rate for a GA is determined by each program. The number of hours that a GA works each week corresponds to the full time equivalent (FTE) level based on the following criteria:

CR hrs enrolled	Work hrs allowed	FTE
9 - 10	19.6	0.49
11 - 12	13	0.33
13 - 14	10	0.25
15 - 16	6	0.15

Graduate students are required to register and remain enrolled in a minimum of nine (9) credits of graduate coursework in order to receive graduate tuition remission. Any courses taken beyond 12 credits are the financial responsibility of the student.

1. If a student falls below this course load, they will not be awarded subsequent tuition remission.
2. Students must notify the graduate office, via email within 24 hours, documentation of any course substitutions or additions to the original Graduate Assistant Approval Request.
  - a. If within the first week of courses a student adds additional courses, the remission difference will be applied by payroll, providing that student notifies the Graduate Office via email.
  - b. If a student drops any combination of courses so that his/her credits are reduced from the amount covered by fee remission for the term (e.g., 12 to 9, 12 to 10, etc.), that amount will be deducted from his/her fee remission the following term.
3. If a student withdraws from all courses, the refund will be returned to the fee remission account.

4. Students will not be invited back to their position if they do not honor their signed contract.

### Matriculation fee

A one-time matriculation fee is assessed on all new graduate students when they enroll.

### Programs

M.A. in Criminal Justice  
 M.A. in History (*This program not currently accepting new applications at this time.*)  
 M.A. in Interpreting Studies  
 M.A. in Teaching: Initial Licensure High School or High School/Middle Level Authorizations  
 M.M. in Contemporary Music  
 M.S. in Education  
 M.S. in Education: Information Technology  
 M.S. in Education: Special Education  
 M.S. in Management and Information Systems  
 M.S. in Rehabilitation and Mental Counseling  
 Rehabilitation Counseling  
 Rehabilitation Counseling: Deafness

### Non-degree, graduate level licensure programs

Early Intervention/Special Education  
 Special Educator  
 Autism Spectrum Disorder Specialization  
 Instructional Design Certificate  
 Elementary Mathematics Instructional Leader Specialization

### Endorsements

ESOL or Bilingual/ESOL Education  
 Early Childhood Education  
 Educational Media (*This program not currently accepting new applications at this time.*)  
 Reading

### Program objectives

Graduate students are screened and admitted into the various 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 Graduate Programs Committee.

The graduate faculty consists of the President and vice president of academic affairs of WOU, the academic deans, the director of graduate programs, the colleges' graduate faculty coordinators and members of the faculty who have been named by their divisions and approved by the director of graduate studies.

Each graduate student at WOU is expected to meet 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.

### Off-campus, evening and summer session students

Students who are working toward a planned program of graduate study, on or off campus, must file for admission as outlined above if they expect to complete licensure requirements or become candidates for a degree. A maximum of 15 credits of non-admit graduate coursework can be applied to an endorsement or degree program.

### Graduate course numbering system

500-599: courses that are assigned dual numbers at both the 400 and 500-level and have both graduate and undergraduates in attendance.

600-699: 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.

At least half of all course work for master's degree programs must be 600-699 courses.

### Graduate grading system

The following grading scale is employed at the graduate level:

Excellent:

A 4.00  
 A- 3.70

Normal graduate performance:

B+ 3.30  
 B 3.00  
 B- 2.70

Below graduate standards:

C+ 2.30  
 C 2.00  
 C- 1.70

Unsatisfactory performance:

D+ 1.30  
 D 1.00  
 D- 0.70  
 F 0.00

The following marks are also used. These grades are disregarded in the computation of grade point averages.

P Satisfactory completion (B- or better, special conditions apply)  
 NC No Credit, unsatisfactory  
 I Incomplete (see full policy below)  
 RP Regular Progress  
 W Withdrawn  
 X No grade received/no basis for grade

### Graduate student expectations

Although grades of C+, C, and C- are below the graduate standard, up to eight hours may be counted as credit toward a master's degree if the course(s) was/were taken through Western

Oregon University. Grades below a B cannot be transferred into a WOU graduate program from another accredited university or college. A maximum of 15 credits of non-admit graduate coursework can be applied to an endorsement or degree program.

The graduate student must always maintain a B (3.00 GPA) average on the courses fulfilling the degree requirements (courses listed on the student's graduate plan of study). A department/program can establish more rigorous policies concerning the use of C grades in a degree program and/or overall minimum GPA requirements. Grades of D or F indicate unacceptable work and carry no graduate credit. A graduate student whose overall GPA falls below 3.00 or receives a grade of D or F must submit a petition with a plan of remediation to the Graduate Studies Committee. The petition and plan of remediation must be approved by the student's 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.

### Special regulations concerning incomplete grades

- The instructor of a course has the final decision regarding the appropriateness and willingness to award a grade of incomplete.
- A graduate student with more than nine (9) hours of uncleared incomplete 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.
- A student requesting a grade of incomplete and the course instructor issuing a grade of incomplete must both sign a contract that specifies:
  1. The course assignments still needing to be submitted to remove the incomplete grade
  2. A timeline for completion of course requirements
    - A student who has a grade of incomplete in a course that is a prerequisite for a subsequent course may not enroll in the subsequent course until the grade of incomplete is removed or must receive the permission of the instructor to be allowed to enroll into the subsequent course.
- Any graduate program can decide to not allow a student to register for their final professional field experience (student teaching, internship, etc) on the basis that incomplete grades have not been cleared before the beginning of the final professional field experience.
- The Graduate Office will not allow students to sit for their final comprehensive examination until past incomplete grades have been cleared.



### Incomplete grades

All courses with marks of I (Incomplete) that are part of the program plan 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.

### Regulations concerning RP grades

This grade is reserved for specific courses which extend past the regularly scheduled term. When course work is completed, instructors must replace the RP grade with a regular letter grade (A-F) through the standard grade change method. Instructors must designate a course to be eligible for the RP grade in the course description approved through the appropriate curriculum process. Each course description must state what will happen to the RP grade should the student fail to complete the work within a time limit identified in the description.

### 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 whatever grade the work has earned.

### Special limitations on special arrangement (0) courses

A maximum of 15 credit hours of workshops, special arrangement and practicum courses may be applied to a master's degree program. These courses must be pre-approved by the appropriate advisor. Fifteen credit hours of 506, 606, 507, 607, 508, 608, 509 and 609 courses may be included in a program. Additionally, there is a limit of nine credit hours of any one number.

### Regulations concerning withdrawals

Withdrawals from a course must be initiated by the graduate student. It is the student's responsibility to withdraw properly by the deadlines as established by the Registrar's Office.

There are two types of withdrawal:

#### Withdrawal from a course:

- The student must complete an add-drop form, obtain the necessary signatures, and return the form to the 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.

- 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:

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

### Academic load

The full time course load for graduate students is nine graduate credits, including course work portfolio, professional project, field study or thesis. The maximum course load for graduate students is 16 credits with any combination of courses (graduate or undergraduate) during fall, winter or spring term. Nine credit hours is the maximum load for graduate students during the six-week summer term.

### Residency credit requirement

All graduate programs will include at least 30 graduate credits from WOU.

### Transfer credits

Any transfer credit used in a master's degree program must be documented with an official sealed transcript from an accredited university. All transfer 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 with grades of A or B can be transferred. The maximum transfer credit accepted toward a master's degree program is 15. Credits from non-accredited colleges and universities cannot be used in a master's program.

Students must use the change of program request: course substitution form.

A maximum of 15 credits of non-admit graduate coursework can be applied to an endorsement or degree program with advisor approval.

### Special case situation for undergraduate students

Undergraduate students within 12 quarter hours of completing all requirements for the bachelor's degree, but not including student teaching, may petition to enroll in up to 12 credit hours of graduate courses numbered 500-599. These courses can be reserved for later use in a graduate degree program. Undergraduate students cannot register for any 600-699 courses. Petition forms to reserve graduate courses are available from the 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.

### 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.

Students who have not enrolled in courses for more than three terms will have their student status inactivated. They will be required to submit a re-enrollment application along with advisor approval and a \$15 fee in order to enroll in courses or have their degree, endorsement, or authorization recorded with 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. The five-year limit also applies to a thesis, field study, professional project or portfolio.

### Final exit evaluation

All graduate students must complete one or more final exit evaluations. The type of exit evaluation is determined when the graduate program plan is approved. Common exit evaluations consist of written comprehensive examinations, thesis, portfolio, action research projects, field studies, and professional projects or combinations of two exit evaluations. The Graduate Office will determine the type of exit evaluation(s) based on the graduate student's program plan.

Graduate students who elect to write a thesis, professional project or field study must follow the procedures outlined in the guidelines which can be found on the Web at [wou.edu/grad](http://wou.edu/grad). A final oral examination will be required of all graduate students who write a thesis, professional project or field study. The oral examination is not limited to the thesis, field study, portfolio or professional project, but may cover any aspect of the student's program.

Graduate students who prepare a portfolio should contact an advisor for information regarding specific portfolio requirements for that program.

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. Graduate students who fail one or more areas of the written comprehensive examination may be given a program of self-study by their advisor(s) and may retake the area(s) failed at another regularly scheduled comprehensive examination.

Students may retake the written comprehensive examinations only once. Graduate students who score unsatisfactorily (below C-) on any component of the comprehensive examination will be required to take a final oral examination on the unsatisfactory section. Final oral examinations will not be required of students who score a pass or above on all areas of the written comprehensive examination.

A graduate student is eligible to complete final evaluations only after all course work has been completed or the student is in the final term of enrollment. Per policy, they can also participate in comprehensive exams spring term if they have two or fewer courses to finish during the subsequent summer term. All incomplete grades must be changed to a letter grade before a student will be allowed to take his/her comprehensive examination. An exception is made if the outstanding incomplete grade is for a current student teaching grade, exit project, or special individual study course. Examinations are offered every term, except summer.

## Application to graduate

### Final evaluation procedures

Apply one term prior to completion of final course work.

1. Application for completion of master's degree must be submitted to the Graduate Office.
2. Submit \$50 fee
3. Final evaluation procedures must be completed, either written examinations or alternative evaluations by Wednesday of finals week in your final term of course study.

### Conferring of degree

Students may participate in commencement if they meet the following requirements:

- Are within one to two courses of completing degree requirements
- Have written approval of their graduate advisor
- Have a plan on file in the graduate office to complete degree requirements the following term

Each graduate student must file an application for completion of the master's degree with the Graduate Office. This application also serves as the application to complete the final evaluation procedures. This form must be submitted no

later than the first day of the term student wishes to complete his/her degree. Additional general information is available on the web at [wou.edu/grad](http://wou.edu/grad).

## Graduation/Commencement

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

Commencement exercises at WOU take place once a year in June. Graduate students who are within one to two courses of completing degree requirements at Western Oregon University may participate in the commencement ceremony if they have a plan on file in the Graduate Office indicating that those courses will be completed during the subsequent summer term and have approval of their advisor. Students must also have completed comprehensive exams.

## Master of Arts in Criminal Justice

Coordinator: Terry Gingerich

### Mission

Provides students with an academic foundation for managerial and other advanced professional roles in criminal justice. The program is also designed to prepare individuals to teach at the community college level or to prepare those interested in furthering their education at the doctoral level.

### Learning outcomes

1. Analyze the organizational structures and management challenges that define the field of criminal justice.
2. Use methods of social science research to investigate problems and questions in the field of criminal justice.
3. Apply theory-to-practice within the criminal justice environment.

### Admission process

Applicants must first complete an application for admission to the university and be accepted. Then they must apply to the MACJ program.

Both applications are available on the MACJ website: [wou.edu/provost/graduate/macj/macj\\_about.php](http://wou.edu/provost/graduate/macj/macj_about.php)

### Course completion

Applications are accepted year-round, however, students are encouraged to begin the program in fall term.

### Exit evaluation

Students may choose one of three exit evaluation options:

- **Thesis:** requires weekly on-campus advising meetings, an on-campus presentation, and oral defense of findings.

- **Professional research project:** requires current employment in, or substantial work experience in, a criminal justice or social service agency, an on-campus presentation, and oral defense of findings.
- **Comprehensive exams:** requires a comprehensive exam that focuses on (1) research methods, (2) criminological theory, and (3) student's chosen area of concentration.

### Progress reports

As part of their CJ 603 or CJ 606 coursework, students must submit an academic progress report to the graduate coordinator at the end of each term.

### Course of study (45 credits)

At least 23 credits must be taken at the 600-level.

### Professional core (17)

- CJ 608 Graduate Studies Workshop (1)
- CJ 612 Research in Criminal Justice (4)
- CJ 617 Criminal Justice Administration and Organizational Behavior (4)
- CJ 619 Ethics and Leadership in Criminal Justice Organizations (4)
- CJ 660 Theory and Research in Crime and Delinquency (4)

### Electives: (24)

- CJ 616 Community-based Corrections (4)
- CJ 618 Theory of Criminal Law (4)
- CJ 620 Offender Treatment (4)
- CJ 621 Human Resource Management in Criminal Justice (4)
- CJ 622 Strategic Planning in Criminal Justice (4)
- CJ 656 Contemporary Issues in Criminal Justice (4-12)
- Any 500-level criminal justice or other 500-level university course approved by the Graduate Coordinator

### Thesis, professional project, or comprehensive exam (4)

- CJ 603 Thesis/Professional Project (4)

–or–

- CJ 606 Special Individual Study leading to comprehensive exam (4)

For more detailed information regarding this program, go to [wou.edu/provost/graduate/macj/macj\\_about.php](http://wou.edu/provost/graduate/macj/macj_about.php)

## Master of Arts in History

Coordinator: Kimberly Jensen

*This program is not currently accepting new applications. Please check the graduate programs admissions website for updates.*

### Mission

The master's program in history promotes a community of scholars dedicated to excellence in teaching, professional and community service, and research. It is designed for teachers seeking to strengthen

their history content, for students planning their professional careers with a background in history, for individuals seeking career advancement or personal enrichment, and for students preparing for doctoral programs.

#### Learning outcomes

1. Master fields of historical knowledge and methodologies.
2. Develop advanced skills of critical analysis in writing and discussion, especially in evaluating sources and writing methods.
3. Strengthen history content for educators; and prepare for professional careers and admission to doctoral programs.

#### Degree requirements

The 45 credit degree consists of the following course requirements:

HST 698 Methods, Research and Writing (5)

Five graduate courses, including a seminar, in the primary field (20)

Three graduate courses, including a seminar, in the secondary field (12)

Additional graduate coursework from any field (8)

A minimum of 23 credits are to be completed at the 600-level.

Up to 15 credit hours of relevant courses in other departments may be taken with prior approval from the history faculty.

As explained above, graduate students enrolled in the History Department will complete coursework in a primary field (20 credits) and a secondary field (12 credits). The History Department offers graduate courses in three fields: North American history, European history, and World (Latin American and Asian) history.

Research and writing are integral components of all graduate coursework at the 500 and 600-levels. In each of the two seminars (HST 600), students will complete a research paper equivalent to an article-length publication. Topics courses (HST 610, 620, 630) emphasize historiography through extensive reading and analysis of secondary sources. Students enrolled in 500-level courses will complete equivalent graduate-level course work emphasizing historiographic and/or primary source research in consultation with history faculty.

Students will be required to take comprehensive exams in their primary and secondary fields of study. Comprehensive exams will be based on completed course-work and will take place after the final quarter of enrollment in the program.

#### Admission requirements

Admission to the graduate program adheres to the guidelines laid down for general admission by the graduate studies program.

Students must hold a bachelor's degree in history or social science with 28 credit hours in history of which 20 credit hours must be upper-division, from an accredited U.S. institution or an equivalent degree from a foreign institution.

Students must have either a GPA of 3.00 or above for the last 60 semester hours or 90 quarter hours of undergraduate study.

Students must be accepted into the program by the History Department faculty. The selection process for admission into the program is based on a qualitative evaluation of the students previous academic work and potential success in this professional field.

Students can enroll in graduate classes either through acceptance in the master's program or by permission of the instructor.

Students are also required to show proficiency in a second language in consultation with the History Department by passing an exam approved or administered by the department. Students can opt to take language courses in addition to their graduate courses with departmental approval.

#### Application procedures and guidelines

To apply to the Master of Arts in History program, prospective students must apply for admission to both: 1) Graduate studies at WOU; and 2) the Master of Arts in History Program. Applicants are only admitted into the Master of Arts in History program upon acceptance by both the Graduate Program at WOU and the History M.A. program. The dual-path application process can be completed by submitting the following:

1. **An application for graduate admission to WOU.** Apply to and be accepted for Graduate Student admission by Western Oregon University, Office of Graduate Studies.
2. **An application to the Master of Arts in History program.** Applicants must also submit directly to the chair of the Department of History:
  - **A statement of purpose.** In the statement of purpose, applicants should discuss how their undergraduate studies have prepared them for their graduate work in history. Applicants should also identify the specific fields and topics they wish to study and the second language in which they will qualify, and discuss how these fields and language will fit into their academic and professional lives and why they feel WOU can help prepare them.
  - **A writing sample.** Applicants should submit a research paper or thesis. The writing sample should not include instructor's comments or grade notations.
  - **Three sealed letters of recommendation.** At least two of the letters should be from individuals with whom the applicant has worked in an academic setting and who can comment on the applicant's academic performance and writing. Applicants should provide each referee with a signed waiver form, to be included with the sealed letter. The waiver form is available online through a link on the History Department website.
  - **GRE scores.** Aptitude only; official or unofficial copy acceptable.
  - **Copies of all academic transcripts.** Official or unofficial acceptable.

#### Graduate Teaching Assistantships (GTAs)

As GTA positions become available, the history faculty will award them on a competitive basis. Students wishing to be considered for these positions would contact the History Department chair for an application.

For additional information please contact:  
History Graduate Program Coordinator  
Social Science Division  
503-838-8288 (office), 503-838-8635 (fax)

## Master of Arts in Interpreting Studies

Coordinator: Elisa Maroney

#### Mission

Provides interpreters and interpreter educators who use English and another language, spoken or signed, advanced scholarship that focuses on theoretical, practical, and teaching applications; thus, advancing the standards and leadership of the interpreting profession both signed and spoken, via research, rigorous study, and practice.

#### Learning outcomes

1. Exemplify reflective practice in interpreting and teaching through observation, application, analysis, and supervision.
2. Contribute to a growing body of research on interpreting and interpreter education.
3. Exhibit advanced competence in interpreting effectiveness and quality leadership.

Applications for cohorts will be accepted annually.

The M.A. in Interpreting Studies degree consists of 55 to 59 credits in advanced interpreting theory and practice with an emphasis in Teaching Interpreting. Within the program, individuals who are already seasoned and/or credentialed interpreters, will take courses primarily online to enhance their experience and knowledge. Students pursuing the Interpreting Studies degree will complete an additional 4 credits in internship and portfolio while students pursuing the teaching emphasis will complete an additional 4 credits in student teaching and portfolio.

Students entering the M.A. in Interpreting Studies program should already have:

- Foundational theory and knowledge in translation and interpretation studies;
- Two years of experience translating and/or interpreting, and/or national certification; and
- Documented experience with mentoring, teaching, and/or training (e.g., mentoring contract, resume, and letters of recommendation).

#### M.A. in Interpreting Studies

(55-59 credits)

INT 523 Technology in Interpreting/Interpreter Education (2)

INT 609 Practicum (1-4)  
 INT 612 Proseminar (1)  
 INT 618 Ethics and Professional Practice (3)  
 INT 624 Teaching and Technology (1)  
 INT 625 Becoming a Practice Profession:  
 The History of Interpreting & Interpreter  
 Education (3)  
 INT 630 Communication in a Practice Profession  
 (3)  
 INT 640 Teaching Ethics & Professional Practice  
 (2)  
 INT 645 Research on Translation and  
 Interpretation (3)  
 INT 650 Teaching Meaning Transfer (2)  
 INT 655 Assessment for Interpreter Educators  
 (3)  
 INT 665 Interpreter Education Curriculum  
 Development (3)  
 INT 670 Leadership Roles in the Field of  
 Interpreting (3)  
 INT 675 Adult Education (3)  
 ED 611 Theories of Teaching and Learning (3)  
 ED 633 Research and Writing (3)  
 ED 635 Action Research (3)

#### Additional requirements for Interpreting Studies (only)

INT 610 Internship and Portfolio (4)

#### Additional requirements for emphasis in teaching interpreting

INT 639 Student Teaching and Portfolio (4)

#### Exit requirement

INT 603 Thesis or Professional Project (6)

#### Electives

INT 606 Special Individual Studies (1-3)  
 INT 607 Seminar (1-3)  
 INT 608 Workshop (1-3)

## Master of Arts in Teaching: Initial Licensure

Coordinator: Kenneth Carano

#### Mission

Committed to facilitating the learning and development of our candidates who, in turn, can successfully affect the learning and development of 6-12 students in schools.

#### Learning outcomes

1. Plan instruction that supports student progress in learning and is appropriate for the development level of students.
2. Establish a classroom climate conducive to learning.
3. Engage students in planned learning activities through the Work Sample Methodology.

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 middle/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 M.A.T. Program website at [wou.edu/mat](http://wou.edu/mat) for application materials.

#### M.A.T.: Initial Licensure

(56 credits)  
 ED 609 Practicum (1-3)  
 ED 615 Foundations of Education: Critical Theory (3)  
 ED 616 M.A.T. Student Teaching (3)  
 ED 618 Multiple Intelligences and Multicultural Education (3)  
 ED 622 Curriculum, Assessment, and Management I (3)  
 ED 623 Curriculum, Assessment, and Management II (3)  
 ED 624 Special Populations Seminar (3)  
 ED 534 Content Pedagogy I (3)  
 ED 536 Content Pedagogy II (3)  
 ED 581 Intro to ESOL & Bilingual Education (3)  
 ED 643 Learning and Development (3)  
 ED 651 Content Area Literacy (3)  
 ED 656 Professional Seminar I (1)  
 ED 657 Professional Seminar II (1-2)  
 ED 658 Professional Seminar III (3)  
 ED 659 Professional Seminar IV (3)  
 ED 697 Student Teaching (9)  
 Ed tech credits (2)

## Master of Music in Contemporary Music

Coordinator: Kevin Walczyk

#### Mission

To incorporate a contemporary music curriculum that extends to music of the European art tradition, jazz, popular music and music of non-Western cultures. Encourages connections among diverse musical cultures, between and within the arts and other expressions of human endeavor, and supports creativity, innovation and discovery as students prepare for future professional involvement.

#### Learning outcomes

1. Be knowledgeable and articulate about the practices and works of the music from the 20th and 21st centuries, as well as the core of musical knowledge prior to these centuries.
2. Develop advanced levels of expertise in their concentration areas and apply that knowledge in a broad range of musical environments.
3. Develop self-awareness as artists, educators, and musical leaders.

The Master of Music in Contemporary Music is a flexible degree that allows students to study contemporary practice in one or more areas of concentration. In addition to a 12-credit common core, students will take 12 credits of academic electives in music and 30 credits of applied music.

The degree incorporates several distinctive features. One is that the scope of music

considered in the curriculum extends to music of the European art tradition, jazz, popular musics, and musics of non-Western cultures. Thus, the term "contemporary music," as it is used at WOU, is meant to convey the broad scope of applied musical practice in the 21st century.

A second distinctive feature of this degree is its flexibility with respect to areas of applied practice. Students may focus on a single area, such as keyboard performance; or combine allied areas such as keyboard performance, jazz studies and composition. In the contemporary music environment, such allied areas are frequently intermixed.

A third distinctive feature is the requirement of a compact disc as an exit project. The compact disc requirement puts the art of recording on the same artistic plane as the art of live performance, while recognizing the centrality of the recording arts in contemporary music practice.

#### Applied concentrations are available in the following areas:

Audio production  
 Collaborative piano  
 Composition  
 Conducting  
 Instrumental performance  
 Jazz studies (performance and/or arranging)  
 Keyboard performance  
 Vocal performance  
 Dual concentrations may be approved on an individual basis

#### Degree requirements:

Total credit hours (54 credits)  
 One recital in area of concentration (0)  
 One compact disc master recording (0)  
 5 terms of MUS 650 (0)  
 Graduate program evaluation  
 Ensemble (MUEN 501-592) (6)  
 MUP 671-699 (24)  
 Common core: (12)  
 MUS 675 Introduction to Graduate Research (3)  
 MUS 680 Special Topics in Contemporary Musicology (3)  
 MUS 685 Contemporary Readings in Music (3)  
 MUS 690 Recording and Media Production (3)  
 Approved electives: (12)  
 MUE 525 Orff Schulwerk Level I (6)  
 MUE 551 Woodwind Pedagogy (3)  
 MUE 527 Choral Methods (3)  
 MUS 514, 515, 516 Jazz Theory and Arranging (3-9)  
 MUS 518 Contemporary Composition (3)  
 MUS 520, 521, 522 Electronic Music (3-9)  
 MUS 523 Scoring for Film and TV (3)  
 MUS 524 Vocal Literature (3)  
 MUS 525 Keyboard Literature (3)  
 MUS 527 Choral Literature (3)  
 MUS 528 Literature for Instrumental Ensembles (3)  
 MUS 530 Advanced Improvisation (3)  
 MUS 560 Special Topics in Music History (3)  
 MUS 565 Special Topics in Music Theory (3-6)  
 MUS 640 College Pedagogy in Music (1-6)

**Master of Music in Contemporary Music/Jazz**

**Degree requirements:**

- Total credit hours (54 credits)
- One recital in area of concentration (0)
- One compact disc master recording (0)
- 5 terms of MUS 650 (0)
- Graduate program evaluation
- Ensemble (MUEN 501-592) (6)
- MUP 670 American Vernacular Performance (24)
- MUS 530 Advanced Improvisation (3)
- Common core: (12)
- MUS 675 Introduction to Graduate Research (3)
- MUS 680 Special Topics in Contemporary Musicology (3)
- MUS 685 Contemporary Readings in Music (3)
- MUS 690 Recording and Media Production (3)
- Approved electives: (9)
- MUE 525 Orff Schulwerk Level I (6)
- MUE 551 Woodwind Pedagogy (3)
- MUE 527 Choral Methods (3)
- MUS 514, 515, 516 Jazz Theory and Arranging (3-9)
- MUS 518 Contemporary Composition (3)
- MUS 520, 521, 522 Electronic Music (3-9)
- MUS 523 Scoring for Film and TV (3)
- MUS 524 Vocal Literature (3)
- MUS 525 Keyboard Literature (3)
- MUS 527 Choral Literature (3)
- MUS 528 Literature for Instrumental Ensembles (3)
- MUS 560 Special Topics in Music History (3)
- MUS 565 Special Topics in Music Theory (3-6)
- MUS 640 College Pedagogy in Music (1-6)

**Master of Music in Contemporary Music/Popular Music**

**Degree requirements:**

- Total credit hours (54 credits)
- One recital in area of concentration (0)
- One compact disc master recording (0)
- 5 terms of MUS 650 (0)
- Graduate program evaluation
- Ensemble (MUEN 501-592) (6)
- MUP 670 American Vernacular Performance (24)
- MUS 530 Advanced Improvisation (3)
- Common core: (12)
- MUS 675 Introduction to Graduate Research (3)
- MUS 680 Special Topics in Contemporary Musicology (3)
- MUS 685 Contemporary Readings in Music (3)
- MUS 690 Recording and Media Production (3)
- Approved electives: (9)
- MUE 525 Orff Schulwerk Level I (6)
- MUE 551 Woodwind Pedagogy (3)
- MUE 527 Choral Methods (3)
- MUS 514, 515, 516 Jazz Theory and Arranging (3-9)
- MUS 518 Contemporary Composition (3)
- MUS 520, 521, 522 Electronic Music (3-9)
- MUS 523 Scoring for Film and TV (3)
- MUS 524 Vocal Literature (3)
- MUS 525 Keyboard Literature (3)

- MUS 527 Choral Literature (3)
- MUS 528 Literature for Instrumental Ensembles (3)
- MUS 560 Special Topics in Music History (3)
- MUS 565 Special Topics in Music Theory (3-6)
- MUS 640 College Pedagogy in Music (1-6)

**Master of Science in Education**

Coordinator: Greg Zobel

**Mission**

Provides a critical, advanced and intellectually rigorous curriculum whereby students are given the opportunity to advance their knowledge of the teaching/learning process, demonstrate an exemplary level of competence in all aspects of teaching, increase their knowledge of content information and materials, and show their commitment to professional excellence and professional leadership.

**Learning outcomes**

1. Advance knowledge of the teaching/learning process and demonstrate an exemplary level of competence in all aspects of teaching.
2. Increase knowledge of content information and materials.
3. Show commitment to professional excellence and professional leadership.

The Master of Science in Education degree consists of 45 credit hours of approved graduate-level courses in a combination of education and advanced content/specialty courses. Within the program, individuals who already hold Initial or Basic Licensure in Oregon can choose coursework to meet the requirements for continuing or standard licensure. A non-licensure option is also available.

**The degree has these sections:**

**Professional education core (21)**

**Content core (18)**

All MS Ed students holding a current teaching license, are required to complete a 3 credit ED 609 Practicum. Students should contact their advisor about arranging an appropriate practicum.

**Exit requirements (6):** two options to complete this requirement:

- A. Electives approved by advisor and completion of comprehensive exams (comps).
- B. Thesis, professional project or field study (ED 603).

**Professional education core (21)**

- ED 611 Theories of Teaching and Learning
- ED 632 Cultural, Social, and Philosophical Issues in Education
- ED 633 Research and Writing
- ED 635 Action Research
- ED 636 Leadership and Policy in a Diverse Society
- ED 637 Advanced Content Pedagogy\*

Choose one: (3)\*\*

- CSE 610 Computers in Education
- CSE 624 Internet for Educators

\* ESOL or Bilingual/ESOL students will substitute ED 691 Curriculum Instruction and Assessment Strategies for English Language Learners for ED 637. Reading Education students will substitute ED 668 Assessment and Instruction for ED 637.

\*\* In addition to CSE 610 and CE 624, non-licensure students may also choose from CSE 615 Designing Information, CSE 616 Designing and Teaching Online Courses, and ED 626 Instructional Design, to meet their CSE requirements.

**Advanced content/specialty (18)**

Students in the Masters of Science in Education program will complete 18 credits of coursework in a selected content area. This portion of the degree is often planned by faculty in liberal arts and sciences and the faculty in education. Students may continue graduate-level work in their academic areas or additional endorsement courses may be added. Students seeking to complete a new authorization level or endorsement within the 18 credit portion of the program are required to complete a 90-clock-hour practicum in the appropriate authorization level or endorsement. Endorsements are offered in ESOL, bilingual/ESOL, early childhood, or reading and are described in the endorsement section.

Select one content/specialty area:

**ESOL or Bilingual/ESOL Endorsement content core (18)**

- ED 581 Introduction to ESOL and Bilingual Education (3)
- ED 682 Sociopolitical Foundations of ESOL/Bilingual Education (3)
- ED 683 Fostering Cultural and Community Connections in the ESOL/Bilingual (3)

Successful completion of ED 682 and ED 683 strongly recommended for all other courses

- ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom (3)
- ED 692 Classroom Strategies in First Second Language Reading and Writing (3)
- ED 609 Practicum (3)

*Prerequisites for ED 609 are:*

1. Obtain a passing score on the ESOL test.
2. Complete at least 15 credits of coursework toward the ESOL endorsement. Students must apply to the Director of Field Services one term preceding the practicum.

For the ESOL endorsement, no second language is required, for the Bilingual/ESOL endorsement, verification of language proficiency is required.

If any of the above courses are waived, students can take one or more of the following ESOL electives to fulfill the required number of

credits in the content core:

- ED 630 Culturally and Linguistically Diverse Students in the Schools (3)
- ED 631 English Language Development for ESOL and Bilingual Settings (3)
- ED 694 Assessment of English Language Learners (3)

Students in the Masters of Science in Education program in the ESOL content area who are not seeking an endorsement, should meet with an advisor to select 18 credits of ESOL coursework from the options listed above.

**Reading endorsement content core (24)**

All programs must be approved by the Coordinator of Reading. All courses must be successfully completed before practicum.

- ED 655 Foundations of Literacy K-Adult (3)  
Choose one: (3)
  - ED 667 Language Development and Reading
  - ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom (3)
- ED 672 Literacy Leadership Practicum (3)
- ED 668 Assessment and Instruction in Reading (3)
- ED 609 Practicum: Reading (6)
- Approved Electives (6)
  - ED 640 Literacy: Inquiry, Theory and Informed Practice (3)
  - ED 689 Contemporary Children’s and Young Adult Literature in the Classroom (3) or courses approved by advisor

Read Oregon (READ) courses may be substituted for the above courses with advisor approval. Students wanting to add a reading endorsement should review the requirements in the endorsement section.

**Curriculum and instruction content core (18)**

All students will complete the following to earn 18 graduate credit hours in the “content core” of their MEd degree.

- ED 648 Advanced Curriculum and Assessment Planning (3)
- Choose one: (minimum)
  - CSE 611 Information Literacy
  - CSE 612 Media Literacy
  - ED 640 Literacy Theory, Inquiry, and Practice
  - ED 655 Foundations of Literacy
  - ED 666 Middle Level Literacy
  - ED 668 Assessment and Instruction in Reading
  - ED 691 Curriculum, Instruction & Assessment Strategies for English Language Learners
  - ED 692 Classroom Strategies in First and Second Language Reading and Writing
  - ED 689 Contemporary Issues in Literature for Children and Young Adults
  - ED 690 Reading and Composition in the Secondary School
  - LING 615 Applied Linguistics for Teachers
  - SPED 620 Content Reading and Instructional Planning
  - WR 642 Writing Across the Curriculum

Electives (12) Selected from ED, CSE, SPED, HE, PE and Liberal Arts & Sciences offerings, approved by advisor. Program plan of study will be selected with an advisor to focus in one of the following areas:

- Science education
- Social studies education
- Math education
- ESOL education
- Language arts education
- Literacy education
- Early childhood education
- Secondary school education

Additionally, all students in the M.S. Ed. degree take a required advanced pedagogy course (3) in their professional education core.

**Advanced pedagogy choices for M.S. Ed.**

**Curriculum and Instruction:**

- ED 619 Contemporary Developments in Early Childhood Education
- ED 620 Application of Learning and Developmental Theories to Early Childhood Education
- ED 622 Secondary School Curriculum
- ED 637 Advanced Content Pedagogy

**English/language arts: elementary/middle (18)**

- Writing content core (3-4)
  - WR 540 Teaching of Writing (4)  
Required unless course on teaching writing/writing pedagogy is present elsewhere in student’s undergraduate or graduate program.
- Linguistics (3-4)
  - LING 550 Grammar and Writing (4)  
recommended.
- Literature (3-4)

Approved electives to reach a minimum of 18 graduate credits. To reach 18 credits, students can choose 500 or 600-level courses in education, English, other humanities fields, theatre arts or other liberal arts and science content areas as approved by M.S. Ed. advisor.

At least 3 credits of the total need to be 600-level courses to meet graduate school requirements.

- English/language arts: high school content core (18)
  - Writing (3-4)
    - WR 540 Teaching of Writing (4)  
Required unless course on teaching writing/writing pedagogy is present elsewhere in student’s undergraduate or graduate program.
  - Linguistics (3-4)
    - LING 550 Grammar and Writing (4)  
recommended.
  - Literature (6-8)
    - Theory/criticism (3-4)

Approved electives to reach a minimum of 18 graduate credits. To reach 18 credits, students can choose 500 or 600-level courses in education, English, other humanities fields, theatre arts or other liberal arts and science content areas as approved by M.S. Ed. advisor.

At least 3 credits of the total need to be 600-level courses to meet graduate school requirements.

**Health content core (16-18)**

- Required health core (8)\*
  - HE 612 Advanced Topics in Health Promotion (4)  
\* HE 612 must be taken twice (different topics) to meet the required core of 8 credits. HE 612 may also be repeated for credit (different topics) up to 12 credits
- Electives in health or related areas (8-10)

**Interdisciplinary: early childhood/elementary authorization content core (18)**

Fifteen hours of course work should be selected to improve content knowledge in two or more of the following areas: creative arts, bilingual/ESOL, health, mathematics, physical education, reading, science, social science, or special education. In addition, 3 credit hours are to be selected, with advisor approval, from the following:

- ED 548 Developmentally Appropriate Practices
- ED 567 Language Development and Reading
- ED 585 Early Childhood Education
- ED 649 Observation and Assessment for Young Children
- ED 650 Curriculum and Early Childhood Education
- HE 515 Child and Adolescent Health

**Interdisciplinary: elementary/middle authorization content core (18)**

Eighteen credit hours of course work should be selected to improve content knowledge in two to four of the following areas: creative arts, bilingual/ESOL, health, mathematics, physical education, reading, science, social science, psychology or special education.

**Integrated science: early childhood/elementary - see science advisor**

**Integrated science or general science: middle/high school content core (18)**

Students, with approval from a science advisor, should select 18 credits from the following suggested courses:

- ES 531 Paleobiology (4)
- ES 553 Geology of the Pacific Northwest (4)
- ES 554 Volcanology (3)
- ES 558 Field Studies in Geology (1-9)
- ES 560 Energy and Mineral Resources (3)
- ES 573 Environmental Geology (4)
- ES 576 Hydrology (3)
- ES 591 Stratigraphy and Depositional Systems (4)
- ES 592 GIS Applications in Earth Science (3)
- ES 655 Glacial Geology (3)
- ES 656 Geology of North America (3)
- GS 511 History of Science (3)
- GS 524 Astronomy (3)
- GS 592 Geological Oceanography for Teachers (3)
- GS 612 History of Science (3)
- GS 625 A Concept Approach to Science (3)
- GS 691 Physical Oceanography for Teachers (3)

**Biology or life sciences: middle/high school content core**

Students, with approval from a science advisor, should select 18 credits from the following suggested courses:

- BI 541 Human Heredity (3-4)
- BI 554 Plant Ecology (4)
- BI 558 Field Biology (3-4)
- BI 606 Special Individualized Studies (1-12)
  - Biological Oceanography
  - Evolutionary Theory
- GS 511 History of Science (3)
- GS 612 History of Science (3)
- GS 625 A Concept Approach to Science (3)

**Mathematics: middle school content core (18)**

Select 18 credits from the following courses:

- MTH 589 Algebraic Structures for Middle School Teachers
- MTH 591 Historical Topics in Mathematics for Middle School Teachers
- MTH 592 Abstract Algebra for Middle School Teachers
- MTH 593 Experimental Probability & Statistics for Middle School Teachers
- MTH 594 Geometry for Middle School Teachers
- MTH 595 Calculus Concepts for Middle School Teachers
- MTH 596 Problem Solving for Middle School Teachers
- MTH 597 Discrete Mathematics for Middle School Teachers
- MTH 599 Algebraic Problem Solving for Middle School Teachers

**Physical education** - see physical education advisor

**Social science** - see social science advisor

**Special education** - see special education advisor

**Electives (6)**

Students have three options for completing their final 6 hours of elective credits:

Choose one option:

**Six hours of advanced proficiency documentation**

- FS 600 Seminar I: CTL Project Planning (2)
- FS 601 Seminar II: CTL Project Implementation (2)

Advanced proficiency is required only for students seeking a continuing license. This option 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.

**Six hours of thesis or professional project**

ED 603 (or HE 603 or CSE 603, depending on content area) (6)

Students who wish to complete a thesis or professional project as their exit requirement may enroll in thesis or professional credit hours as their elective credits. During this time, they work with advisors and individually to complete their projects.

**Six hours of elective coursework**

Students choosing to complete comprehensive exams as their exit requirement may choose elective credits to complete their 45 hour program. Students work with their advisors to determine appropriate elective courses.

Interested candidates should contact the College of Education, Field Placement Office for current updates. Some divisions may require a comprehensive examination in addition to the College of Education requirements for the degree. Language arts: see advisor for exit requirements. Comprehensive exams are not an option.

**Master of Science in Education: Information Technology**

Coordinator: Mary Bucy

**Mission**

Provides a solid foundation in computers and information technology for students who desire to specialize in computer applications in education and training; who seek information technology positions in government, industry or public agencies; or who wish to subsequently pursue doctoral studies in fields related to information technology.

**Learning outcomes**

1. Recognize, evaluate, and apply technological tools (software and hardware) to support teaching and learning in diverse environments.
2. Develop critical thinking tools to evaluate information and media accuracy, relevance, and propriety.
3. Build capacity to adapt to and work with, diverse media types across multiple platforms to create and support authentic learning relevant to the learners and their learning contexts.

The program leads to a Master of Science in Education degree with a specialization in information technology. Any student interested in this program must meet with a faculty advisor before any coursework is taken.

The Master of Science in Education: Information Technology degree has its own unique core course work, including a nine-hour professional core, and a nine-hour information technology core.

All MS Ed Information Technology students holding a current teaching license at the time of application, are required to complete a 3-credit ED 609 Practicum. Students should contact their advisor about arranging an appropriate practicum.

**M.S. in Education: Information Technology (45 credits)****Professional core**

- ED 611 Theories of Teaching and Learning (3)
- ED 632 Cultural, Social, and Philosophical Issues in Education (3)
- ED 633 Research and Writing (3)

**Information technology core**

- ED 626 Instructional Design (3)
- LIB 680 Communication Theory (3)
- LIB 686 Emerging Information Technology (3)

**Electives: educational technology**

21 credits Computer Science Education (CSE) courses selected in consultation with advisor. (Note: all MS Ed Information Technology students holding a current teaching license at the time of application must include 3 credits of ED 609 Practicum within this section).

**Exit options (6)**

- Thesis/professional project
  - CSE 603 (6)
- Comprehensive exams
  - Exam + 6 hours of electives
- Portfolio
  - CSE 604 Portfolio (3)
  - CSE 619 Big Thinkers in Educational Technology (3)

**Instructional Design Certificate**

Coordinator: Mary Bucy

**Mission**

Provides graduate students from diverse backgrounds, advanced skills in the planning and creation of learning experiences using technology in the classroom, online, and in informal environments.

**Learning outcomes**

1. Ability to design instruction for online and face-to-face learning that addresses the diverse needs of learners.
2. Ability to create effective educational materials in multiple types of media.
3. Ability to provide support for instructional uses of technology through tutorials, instructional presentations, and one-on-one mentoring.

This program is appropriate for individuals who work, or plan to work, in adult learning environments, corporate training, informal education, K-12 school systems, or any field where teaching and learning are integral to the mission. The ID certificate can be embedded within the MS Ed: Information Technology degree at WOU. Students with a completed Baccalaureate degree may enter the 24-credit certificate program after meeting university requirements for graduate admission.

### Instructional Design Certificate (24 credits)

Note: ED 626 can be taken one time and applies to both Curriculum Design and eLearning Modules

#### Curriculum design module (9)

CSE 615 Designing Information  
ED 626 Instructional Design  
LIB 680 Communication Theory

#### eLearning module (9)

CSE 616 Creating/Teaching Online Courses  
CSE 617 Open Source Tools  
ED 626 Instructional Design

#### Digital content badge (9)

Choose one: (3)  
CSE 627 Web 2.0 Tools for Teach/Learn  
CSE 628 Geospatial Technologies  
CSE 660 Video Production 1

Choose one: (3)

CSE 625 Creating an Internet Website  
CSE 629 Web-based Website Design

Choose three: (3)

CSE 606 Video Games and Learning  
CSE 684 Web-based Tutorials  
CSE 685 Assessment Tools  
CSE 687 Mobile Technologies  
CSE 689 Creating Electronic Portfolios  
CSE 690 Digital Photo/Photo Editing  
CSE 691 Digital Storytelling  
CSE 692 Learning Objects  
CSE 694 Blogs in Education  
CSE 696 Podcasts/Vdcasts

Substitute courses must be approved by advisor.

## Master of Science in Management and Information Systems

Coordinator: Scot Morse

### Mission

Designed to:

- Promote the growth of knowledge in the disciplines.
- Nurture the personal and professional development of those interested in the disciplines of management and information systems.
- Strive for a learning environment that stimulates intellectual curiosity, enhances critical thinking skills, encourages ethical behavior, and develops leadership ability;

- Produce graduates that are well-qualified to enter industry and government agencies.

### Learning outcomes

Students will:

1. Gain the technical and communications skills needed to facilitate information system design and development so that people and organizations may function more effectively.
2. Analyze the needs of users and define the appropriate technology that can provide data handling, information organization and knowledge management systems.
3. Recommend and implement tools that support strategic goals for information technology.

Requirements of the program total 48 credit hours of graduate courses made up of 24 hours from the business division and 24 hours from the Computer Science Division. A slight variation in ratio of computer science vs. business credits will be permitted with advisor approval. Included in the 48 total credit hours are 8 hours of practicum and/or professional project to be approved by the student's graduate advisor and which serve as the program's exit requirement. Several graduate courses in both divisions will be offered each term. A student can complete the program within two years.

### M.S. Management and Information Systems (48 credits)

#### Computer science courses\*

CS 600 Fundamentals of Computer and Information Systems (4)  
CS 610 Programming Languages (4)  
CS 620 Database and Information Systems (4)  
CS 630 Software Engineering (4)  
CS 650 Networks and Communications (4)  
CS 660 Algorithms & Computational Theory (4)  
CS 670 Computer Architecture and Operating Systems (4)  
CS 680 Knowledge Based Systems and Decision Support Systems (4)  
CS 690 Computer Security Administration (4)

#### Business courses\*

BA 601 Organizational Leadership (4)  
BA 610 Marketing Analysis and Strategy (4)  
BA 615 General Linear Models (4)  
BA 620 Budgetary Process (4)  
BA 630 Report Writing & Economic Analysis (4)

#### Exit requirement

Select 8 credits from the following:

BA 635 Professional Project\*\* (1-8)  
CS 603 Thesis, Professional Project \*\*(1-9)

\* Depending on a student's baccalaureate background and professional work environment proficiency, some variation of BA vs CS credits may be permitted with advisor approval, with a minimum of 16 credits in each area.

\*\* With the consent of their advisor, student may elect to complete professional projects in both business and computer science (usual for 4 credits each), a single project in one of the

disciplines (8 credits), or some other combination totaling 8 credits.

For more information, go to [wou.edu/las](http://wou.edu/las), or contact:

Dr. Scot Morse, Computer Science Division  
[morses@wou.edu](mailto:morses@wou.edu), 503-838-8480

## Master of Science in Rehabilitation and Mental Counseling

Coordinator: Chungfan Ni

### Mission

To prepare rehabilitation and mental health professionals who are skilled in advocating for and with persons who are Deaf or have disabilities and who are competent counselors knowledgeable about the development and dissemination of innovative and culturally sensitive rehabilitation practices and policies.

### Learning outcomes

1. Develop a comprehensive understanding of the rehabilitation counseling related theories and policies through scholarly activities.
2. Demonstrate competency in facilitating employment, independent living, community integration and personal adjustment for individuals who are Deaf or have disabilities and come from diverse cultural backgrounds.
3. Show commitment to professional excellence and leadership through the practice of ethical behavior and integrity.

The Rehabilitation and Mental Health Counseling (RMHC) program at WOU was established on the belief that individuals who are Deaf and/or have disabilities have a right to lead fulfilling, independent and productive lives. Trained professionals are an important component to the realization of this right.

Rehabilitation and Mental Health Counseling is offered at the graduate level only. Preparation consists of a two-year sequential program that integrates academic knowledge and theory with closely supervised counseling practice. The primary focus of this program is to train rehabilitation counselors to assist people who are Deaf or who have physical, emotional, or mental disabilities to become independent and self-sufficient. Graduates are prepared for positions in a variety of agencies where the counselor is part of a team of specialists providing comprehensive services to persons 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, youth transition specialist, community services coordinator for adults with disabilities, disabled student services, client advocate, and group or supported living coordinator and mental health counselor in community and higher education settings.



The program emphasizes five major academic components:

- Individual and group counseling theory and technique;
- The influence of career acquisition and personal independence on the daily lives of persons with disabilities;
- The social and psychological impact of disability on an individual and family;
- The federal, state, and private service delivery systems for persons with disabilities; and,
- Self-awareness on the part of the counselors-in-training.

Students in the MHC track are required to take 9 additional credits focusing on assessment and treatment of individual who experience mental health disabilities.

**The program offers three tracks:**

1. The rehabilitation counseling (RC) track: graduates of this option provide counseling and consultative services to the general population of persons who have disabilities.
2. The rehabilitation counseling for the Deaf (RCD) track: this is one of the deaf specialty programs in the United States. Students in this program plan to seek employment as counselors or consultants for culturally Deaf people, deafened individuals, and to persons who are hard-of-hearing.
3. The mental health counseling (MHC) track: graduates of this track are eligible to seek licensure as a licensed professional counselor nationwide in mental health settings.

Students in all three tracks share core classes. However, those students specializing in deafness are assigned to specifically focused practicum and internship experiences working with deaf or hard of hearing. All RCD students must demonstrate American Sign Language proficiency. The MHC track has an additional 9 graduate credits in the following three courses: PSY 561 Psychopharmacology, PSY 607 Drug and Alcohol Assessment, and PSY 607 Crisis Assessment and Intervention.

Program core course requirements for the RC track begins the fall term each year and requires a minimum of seven sequential terms, including one summer term. The RCD and MHC tracks may be required to take additional courses in the summer. In addition, the RCD track may be required to attend the Rehabilitation Counseling with Deaf and Hard of Hearing Adults (RCDHHA) certificate program the summer prior to the first fall term. Most full-time RC and RCD students complete the program by June of their second year.

The program is certified by the Council on Rehabilitation Education (CORE). The RCD track has been selected by the Western Interstate Commission for Higher Education (WICHE) as an exemplary program in the 15 cooperating states that are part of this commission.

**M.S. in Rehabilitation and Mental Health Counseling**

- (81-90 credits)
- RC 522 Medical and Functional Aspects of Disability in Rehabilitation (3)
  - RC 590 Professional Issues: Rehabilitation Counseling with Deaf Clients (RCD only) (3)
  - RC 609 Practicum in Rehabilitation Counseling (9)
  - RC 610 Rehabilitation Counseling Internship (18)
  - RC 611 Introduction to the Helping Profession (3)
  - RC 612 Theory & Techniques of Counseling (3)
  - RC 613 Lifestyle and Career Development (3)
  - RC 620 Professional Orientation to Rehabilitation Services and Resources (3)
  - RC 621 Job Development, Placement and Retention (3)
  - RC 625 Rehabilitation Counseling Research (3)
  - RC 630 Group Work (2)
  - RC 630L Group Work Lab (1)
  - RC 631 Family, Disability and Life Span Development (3)
  - RC 632 Psychosocial and Environmental Aspects of Disability (3)
  - RC 633 Social and Cultural Diversity Issues in Rehabilitation Counseling (3)
  - RC 634 Diagnosis/Treatment of Mental Illness In Rehabilitation (3)
  - RC 650 Ethical Issues in Rehabilitation Counseling (3)

- RC 660 Caseload Management in Rehabilitation Counseling (3)
- RC 662 Measurement and Assessment Procedures in Deafness and in Rehabilitation (3)
- SPED 672 Transition and Self-Determination (3)
- Electives (RC students) (6)
- Electives (RCD students) (3)

**Mental health counseling track**

(90 credits)

In addition to the 81 credits above, MHC students need to take the following courses: PSY 561 Psychopharmacology (4) PSY 607 Drug and Alcohol Assessment (4) PSY 607 Crisis Assessment and Intervention (4)

All RCE students (RC, RCD, MHC) are encouraged to take the one credit elective RC 575 Hearing Loss and Assistive Technology.

All RC 609 and RC 610 sections will be P/NC grading only. A "P" grade represents work of at least "B" level. Required courses for Rehabilitation Counseling Deafness (RCD) students in the deafness rehabilitation emphasis in addition to practicum and internship experiences with clients who are Deaf also take:

- RC 590 Professional Issues/Deafness (3)
- TPD 584 Introduction to Deaf and Hard of Hearing Studies (3)

All RCD students must demonstrate American Sign Language proficiency.



## SPECIAL EDUCATION

### Master of Science in Education: Special Education

Coordinators: Mickey Pardew and Robert Brownbridge

#### Mission

Prepare special education professionals who are grounded in knowledge about disabilities, issues regarding the provision of special education and related services, and the development and dissemination of innovative and culturally sensitive practices and policies.

#### Learning outcomes

1. Develop a comprehensive understanding of the field of special education and related services that includes knowledge of theories, policies, and instructional practices that influenced the field.
2. Acquire competency in facilitating the education, independent living, school and community integration and personal adjustment of individuals with disabilities taking into account diverse cultural backgrounds.
3. Demonstrate commitment to professional excellence and leadership through the practice of ethical behavior and integrity.

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 licensure/endorsement programs such as the special educator or the early intervention special education programs. Candidates may have, but are not required to have, prior teaching licensure.

In addition to admission to graduate study at WOU, the student must be admitted to a specific special education program of study. For program application requirements, go to: [wou.edu/education/sped/](http://wou.edu/education/sped/) or contact the department at 503-838-8322 V/TTY or email [special@wou.edu](mailto:special@wou.edu).

#### M.S. in Education: Special Education (45 credits)

##### Professional core (12)

Choose one: (3)

- PSY 620 Learning & Memory for Instruction
- PSY 621 Developmental Psychology
- ED 611 Theories of Teaching and Learning

Choose one: (3)

- ED 632 Cultural, Social, and Philosophical Issues in Education
- ED 646 Philosophy of Education

Choose one: (3)

- ED 633 Research and Writing
- ED 612 Quantitative Research in Education
- SPED 616 Evaluation Special Education Research

SPED 682 Contemporary Issues in Special Education (2)

SPED 607 Seminar: Professional Portfolio (1)

#### Electives (33)

Elective courses may be part of the special educator or early intervention/early childhood special education programs.

### Early Intervention/ Special Education I and II Program

#### Mission

To train and prepare teachers in the special education needs of children from birth to age eight, and to teach strategies for meeting those needs.

#### Learning outcomes

1. Apply practical knowledge in the education of infants and toddlers, preschoolers and primary aged children.
2. Be thoroughly familiar with children's developmental patterns and open to innovative ways of maximizing these pupils' potentials.
3. Have the specialized knowledge, skill and attitudes needed to collaborate with parents and professionals to promote the needs of the child.

The EI/SE programs incorporate standards based on developmentally appropriate practices (National Association for the Education of Young Children) and recommended practices (Council for Exceptional Children-Division for Early Childhood). Professional practices guide the WOU EI/SE students in their acquisition of knowledge and skills in following key areas of direct services:

- Assessment
- Child-focused practices
- Family-based practices
- Interdisciplinary models
- Technology application
- Application of recommended practices of program assessment and improvement

Students complete the EI/SE programs prepared to serve as specialists and leaders in the field of Early Intervention/Early Childhood Special Education.

#### EI/SE I endorsement (21 credits)

The EI/SE I is an add-on endorsement program for people with elementary, special education or K-12 licenses and consists of 21 credit hours of course work and practica. All candidates complete a 12 credit hour early intervention core and a nine credit hour special education core or a nine credit hour early childhood education core, depending on license and experience at entry. The early intervention core includes two, three- credit hour practica that give students experience across the age range of the endorsement (i.e., birth through primary level).

Additional graduate coursework can be taken for standard or continuing licensure requirements and includes advanced course work in special education and/or early

childhood education as determined with an advisor and can also be part of a Masters of Science in Education: Special Education program.

#### Early intervention core (12)

SPED 671 Foundations of Early Intervention/Early Childhood Special Education (Birth-8 yr) (3)

SPED 677 Collaborative Services in Early Intervention/Early Childhood Special Education (Birth-8 yr) (3)

SPED 609 Practicum: Early Intervention/Early Childhood Special Education –**or**– SPED 610 Internship EI/ECSE (6)

Students having an Elementary Education Endorsement or Special Education license will complete nine credits from:

Special education core (9) –**OR**– early childhood core (9)

Courses selected with consent of advisor.

#### EI/SE II endorsement (45 credits)

The EI/SE II is a stand alone licensure program for those without a teaching license. The 45 credit hour initial license/endorsement program includes a 15 credit hour early intervention core (including practica), a nine credit hour special education core, a nine credit hour early childhood education core and a 12 credit hour final supervised field experience (student teaching). The six credit hours of practica in the early intervention core and the 12 credit hour student teaching experience will result in practical application knowledge with infants and toddlers, preschoolers and primary aged children.

Additional graduate coursework can be taken for Standard or Continuing Licensure requirements and includes advanced course work in special education and/or early childhood education as determined with an advisor and can be part of a Masters of Science in Education: Special Education program.

#### Early intervention core (15)

SPED 609 Practicum: Early Intervention/Early Childhood Special Education –**or**– SPED 610 Internship EI/ECSE (6)

SPED 646 Law and Special Education (3)

SPED 671 Foundations of Early Intervention/Early Childhood Special Education (Birth-8 yr) (3)

SPED 677 Collaborative Services in Early Intervention/Early Childhood Special Education (Birth-8 yr) (3)

#### 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 639 Final Supervised Field Experience –**or**– SPED 610 Internship EI/ECSE

For more information, call 503-838-8288.

## Special Educator I and II Program

### Mission

To prepare teachers to work with students with mild or severe disabilities. Candidates who successfully complete this program fulfill the requirements of the Teacher Standards and Practices Commission (TSPC) and are eligible for initial teacher licensure or the addition of a special education endorsement in Oregon.

### Learning outcomes

1. Effectively teach students who have a wide range of cognitive, physical, emotional and learning disabilities.
2. Understand current, credible research findings on disability, instruction, assessment and behavior management.
3. Provide enriched learning opportunities for students with disabilities in self-contained classrooms, resource rooms or general education classrooms.

The special educator program prepares teachers to work with students with mild, moderate and/or severe disabilities. The Oregon TSPC requires each candidate to be authorized to teach at one of three age-level authorizations: (1) early childhood/elementary (2) middle school/high school, (3) K-12. Four to six quarters of full-time training are required to complete the program.

Although some 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 that requires 9-12 additional credits. Only 50 percent of 500-level coursework can be used in a masters degree.

The Special Educator I endorsement program is designed for teachers who hold or are eligible to hold a valid initial teaching license.

The Special Educator II license program is designed for students who do not hold a teaching license.

### Common core (Special Educator I and II)

(30 credits)

SPED 518 Survey of Special Education (3)

Choose one (3):

- SPED 586 Autism: Issues & Strategies
- SPED 620 Content Reading and Instructional Planning

SPED 622 Reading Remediation (3)

SPED 623 Behavior Support (3)

SPED 625 Assessment for Instruction (3)

SPED 628 Mathematics Remediation (3)

SPED 634 Medical Aspects & Low Incidence Methods (3)

SPED 636 Managing Communication Systems (3)

SPED 642 Standardized Assessment (3)

SPED 646 Law and Special Education (3)

### Special Educator I Endorsement

**Credit summary:** Special Educator I (for those who hold a valid Oregon teaching license)  
Common core curriculum (30)

Authorization for Early Childhood/  
Elementary (10) or Middle/High School  
(10) or Early Childhood/Elementary &  
Middle/High School (pre-K-12) (13)

Total endorsement for Special Educator I  
without Master's Degree (40 or 43)

Optional continuation for Master's Degree  
(12)

Total Special Educator I Endorsement with  
Master's Degree (52 or 55)

### Early Childhood/Elementary authorization

(10 credits)

SPED 607 Seminar: FSFE (1)

Choose one: (3)

SPED 610 Internship: FSFE

SPED 639 FSFE: Student Teaching: EC/  
Elementary Special Educator

SPED 671 Foundations of Early Intervention/  
Early Childhood Special Education (Birth-8  
yr) (3)

SPED 677 Collaborative Services in Early  
Intervention/Early Childhood Special  
Education (Birth-8 yr) (3)

### Middle School/High School authorization

(10 credits)

SPED 547 Partnerships in Special Education (3)

SPED 607 Seminar: FSFE (1)

Choose one: (3)

SPED 610 Internship: FSFE

SPED 639 FSFE: Middle/High School

SPED 672 Transition and Self-Determination

### Early childhood/elementary & middle/high school [pre-k-12] authorization

(13 credits)

SPED 607 Seminar: FSFE (1)

Choose one: (3)

SPED 610 Internship: FSFE

SPED 639 FSFE: Student Teaching: EC/  
Elementary & Middle/High School

SPED 671 Foundations of Early Intervention/  
Early Childhood Special Education (Birth-8  
yr) (3)

SPED 672 Transition and Self-Determination (3)

Choose one: (3)

SPED 547 Partnerships in Special Education

SPED 677 Collaborative Services in Early  
Intervention/Early Childhood Special  
Education (Birth-8 yr)

### Special Educator II License

**Credit summary:** Special Educator II (for those who do not hold a valid Oregon teaching license)

Common Core Curriculum (33)

TSPC required psychology course (3)

Authorization for Early Childhood/  
Elementary (18) or Middle/High School  
(18) or Early Childhood/Elementary &  
Middle/High School [Pre-K-12] (21)

Total License for Special Educator II without  
Master's Degree (54 or 57)

Optional continuation for Master's Degree  
(9)

Total Endorsement with Master's Degree  
(63 or 66)

### TSPC required psychology class

ED 611 Theories of Teaching & Learning (3)

### Early Childhood/Elementary authorization

(24 credits)

SPED 607 Seminar: Academic (1)

Choose one: (3)

SPED 609 Practicum

SPED 610 Internship: Academic

SPED 607 Seminar: Low Incidence (1)

Choose one: (3)

SPED 609 Practicum

SPED 610 Internship: Low Incidence

Choose one: (9)

SPED 610 Internship: FSFE (9)

SPED 639 FSFE: Student Teaching: EC/  
Elementary (9)

SPED 607 Seminar: FSFE (1)

SPED 671 Foundations of Early Intervention/  
Early Childhood Special Education (Birth-8  
yr) (3)

SPED 677 Collaborative Services in Early  
Intervention/Early Childhood Special  
Education (Birth-8 yr) (3)

### Middle School/High School authorization

(24 credits)

SPED 547 Partnerships in Special Education (3)

SPED 607 Seminar: Academic (1)

Choose one: (3)

SPED 609 Practicum

SPED 610 Internship: Academic

SPED 607 Seminar: Low Incidence (1)

Choose one: (3)

SPED 609 Practicum

SPED 610 Internship: Low Incidence

Choose one: (9)

SPED 610 Internship: Middle/High School (9)

SPED 639 FSFE (9)

SPED 607 Seminar: FSFE (1)

SPED 672 Transition and Self-Determination  
(3)

### Early Childhood/Elementary & Middle/High School [pre-k-12] authorization

(27 credits)

SPED 607 Seminar: Academic (1)

Choose one: (3)

SPED 609 Practicum

SPED 610 Internship: Academic

SPED 607 Seminar: Low Incidence (1)

- Choose one: (3)
  - SPED 609 Practicum
  - SPED 610 Internship: Low Incidence
- Choose one: (9)
  - SPED 610 Internship: FSFE EC/Elementary & Middle/High School (9)
  - SPED 639 FSFE (9)
- SPED 607 Seminar: FSFE (1)
- SPED 671 Foundations of Early Intervention/ Early Childhood Special Education (Birth-8 yr) (3)
- SPED 672 Transition and Self-Determination (3)
- Choose one: (3)
  - SPED 547 Partnerships in Special Education
  - SPED 677 Collaborative Services in Early Intervention/Early Childhood Special Education (Birth-8 yr)

## SPECIALIZATIONS

### Autism Spectrum Disorder Specialization

Coordinator: Mickey Par dew

#### Mission

Prepare special education professionals to meet the requirements for licensed ASD Specialists by advancing their knowledge and skills to train, coach and lead comprehensive educational services for students with Autism Spectrum Disorder (ASD).

#### Learning Outcomes

1. Demonstrate knowledge and skills in evidence-based methods to teach students with Autism Spectrum Disorder (ASD), and the knowledge and skills to train, coach and lead other school personnel in meeting the unique needs of students with ASD.
2. Demonstrate mastery in all ASD standards and competencies to meet requirements for the ASD Specialization by Oregon Teacher Standards and Practices Commission.
3. Demonstrate commitment to professional excellence and leadership through establishing goals for ongoing professional development in the field of ASD.

This program consists of graduate-level courses designed to meet the requirements for TSPC Specialization: Autism Spectrum Disorder (ASD). To be eligible for recommendation for Specialization: ASD, candidates must hold a teaching license in Special Education and successfully complete all program requirements and coursework (20 credits).

Upon completion of this advanced program and recommendation to TSPC, ASD Specialists will be prepared to train, coach and lead comprehensive educational services for students with ASD, from early childhood to adulthood. They will demonstrate knowledge and skills in evidence-based methods to teach students with ASD, and further demonstrate knowledge and skills to train, coach and lead other school personnel in meeting the

unique needs of students with ASD. Primary demonstration of their leadership skills will be assessed in the four supervised field experiences. Candidates will complete a professional portfolio and upon exit, exhibit their professional skills and develop a plan for ongoing professional development.

Candidates who complete this graduate program will join a pool of ASD Licensed Specialists who are highly trained in nationally recognized evidence-based interventions to train and coach local district personnel and work to assure fidelity of implementation of comprehensive educational services.

### Autism Spectrum Disorder specialization

(20 credits)

- SPED 501 ASD Practicum: ASD: Evidence-based Teaching Methods and Strategies (1)
- SPED 502 ASD Practicum: Supporting Students with High Functioning Autism and Asperger Disorder (1)
- SPED 503 ASD Practicum: MS/HS/Transition and Community-Based Instruction (1)
- SPED 586 ASD: Foundations and Strategies (3)
- SPED 587 ASD: Evidence Based Teaching Methods and Strategies (3)
- SPED 588 ASD: Supporting Students with High Functioning Autism & Asperger Disorder (3)
- SPED 589 ASD: MS/HS/Transition and Community Based Instruction (3)
- SPED 590 ASD: Eligibility, Assessment & Effective Consultation (3)
- SPED 604 ASD Practicum: Assessment, Eligibility and Effective Consultation (2)

### Elementary Mathematics Instructional Leader Specialization

#### Mission

Elementary Mathematics Instructional Leaders will know and deeply understand the mathematics of elementary school, how mathematics concepts and skills develop through middle school, will have a foundation in pedagogical content knowledge and will be prepared to take on collegial non-evaluative leadership roles within their schools and districts. They will have a broad view of many aspects and resources needed to support and facilitate effective instruction and professional growth.

#### Learning Outcomes

1. Know and understand deeply the mathematics of elementary school and how it develops through middle school, including knowledge teachers need in order to understand and support student learning of elementary mathematics.
2. Have a foundation in pedagogical content knowledge as specified by the NCATE/NCTM Standards for Elementary Mathematics Specialists.

3. Be prepared to take on collegial non-evaluative leadership roles within their schools and districts. They will have a broad view of many aspects and resources needed to support and facilitate effective instruction and professional growth.

This TSPC-approved program consists of graduate-level courses designed to meet the requirements for the TSPC Specialization: Elementary Mathematics Instructional Leader (EMIL). To be eligible for recommendation for Specialization, candidates must complete all required coursework (24 credits) including a practicum that requires work with a range of students and teachers. Upon completion of this program and recommendation to TSPC, EMIL Specialists will be equipped with advanced and specialized content knowledge for the teaching of K-8 mathematics with particular emphasis on the teaching of the Common Core State Standards for Mathematics. They will demonstrate knowledge of a broad set of resources necessary to support mathematical instruction and professional growth.

Candidates will have the skills necessary to train, coach and lead other school personnel in effective mathematics instruction. Primary demonstration of leadership skills will be assessed in ED 673 Elementary Mathematics Leadership Practicum I and ED 609 Elementary Mathematics Leadership Practicum II. Candidates will complete a professional portfolio and upon exit, exhibit their professional skills and develop a plan for ongoing professional development. TSPC approval of the EMIL Specialization further requires three complete years of teaching mathematics and a passing score on the Commission-approved multiple subjects exam. See [wou.edu/math/EMIL](http://wou.edu/math/EMIL).

### Elementary Mathematics Instructional Leader Specialization

(24 credits)

- MTH 611 Counting and Whole Number Operations: K-8 Learning and Teacher Practices (3)
- MTH 612 Fractions and Proportions: K-8 Learning and Teacher Practices (3)
- MTH 613 Geometry and Measurement: K-8 Learning and Teacher Practices (3)
- MTH 614 Statistics and Probability: K-8 Learning and Teacher Practices (3)
- Choose one: (3)
  - MTH 615 Patterns and Algebraic Thinking: K-8 Learning and Teacher Practices
  - MTH 616 Algebra and Functions: K-8 Learning and Teacher Practices
- ED 637 Advanced Content Pedagogy (3)
- ED 673 Elementary Mathematics Leadership Practicum I (3)
- ED 609 Elementary Mathematics Leadership Practicum II (3)

## ENDORSEMENTS

### Bilingual/ESOL Education

#### Mission

The ESOL/Bilingual Education program prepares teachers to ensure that students succeed in all aspects of their schooling: academics, socialization, linguistic development, acculturation, and physical and emotional health.

#### Learning outcomes

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

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

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

#### Endorsement in Bilingual/ESOL or ESOL (21 credits)

ED 581 Introduction to ESOL and Bilingual Education (3)

ED 682 Sociopolitical Foundations of ESOL/Bilingual Education (3)

ED 683 Fostering Cultural and Community Connections in the ESOL/Bilingual Classroom (3)

Successful completion of ED 581, ED 682 and 683 strongly recommended for all other courses.

ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom (3)

ED 691 Curriculum, Instruction, and Assessment Strategies for English Language Learners (3)

ED 692 Classroom Strategies in First and Second Language Reading and Writing (3)

ED 609 Practicum (3)

*Prerequisites for ED 609 are:*

1. Obtain passing score on the ESOL test.
2. Complete at least 15 credits of coursework toward the ESOL endorsement. Students must apply to the director of clinical practice and licensure one term preceding the practicum.

For ESOL endorsement, no second language is required. For bilingual/ESOL endorsement, verification of language proficiency is required.

### Educational Media

This program is not currently accepting new applications. Please check the graduate programs admissions website for updates.

#### Mission

Prepares teachers to administer school libraries, develop and organize library collections, and teach information and media literacy skills using diverse current, emerging, and traditional platforms and resources.

#### Learning outcomes

1. Develop proficiency in teaching and learning using effective tools, platforms, and formats to access, evaluate, and deliver relevant information to specific users.
2. Develop skills for effective information and project management, organization and storage practices.
3. Remain current with developing media, educational, and information distribution, sharing, editing, and authoring methods and tools.

This program consists of graduate-level courses designed to meet the requirements for an endorsement in educational media. Teachers will learn to administer school libraries, develop and organize library collections, and teach information and media literacy skills. The Educational Media endorsement will allow teachers to work in both elementary and secondary Oregon school libraries.

#### Educational media endorsement (24 credits)

CSE 611 Information Literacy (3)

CSE 612 Media Literacy (3)

LIB 609 Elementary Practicum (3)

LIB 609 Secondary Practicum (3)

LIB 670 Library Administration & Leadership (3)

LIB 671 Collection Development and Organization (3)

LIB 672 Learning and Teaching in the 21st Century Library (3)

LIB 673 Information Access and Delivery (3)

*Prerequisite: children/young adult literature class or demonstrated experience (may be taken concurrently with program courses)*

### Reading

#### Mission

Prepare K-12 teachers to be reading specialists or to improve their knowledge and skills in teaching reading.

#### Learning outcomes

1. Demonstrate knowledge, skills, and dispositions necessary for effective educational practice in the specific role of the reading specialist as outlined by the International Reading Association's standards for reading professionals.
2. Understand and embrace a holistic approach to reading instruction and assessment that considers the social, cultural, cognitive, and linguistic aspects of literacy.
3. Able to locate, incorporate and utilize multiple sources of authentic methods and materials for theoretically, culturally, and developmentally appropriate instruction.

Students seeking an endorsement in reading must complete or have completed requirements for a teaching license. Reading is regarded as a support area to the teacher's area of original licensure. Courses in this program will enhance and broaden 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 (24)

All programs must be approved by the Coordinator of Reading. All courses must be successfully completed before practicum. ED 655 Foundations of Literacy K-Adult (3)

Choose one: (3)

ED 667 Language Development and Reading

ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom

ED 672 Literacy Leadership Practicum (3)

ED 668 Assessment and Instruction in Reading (3)

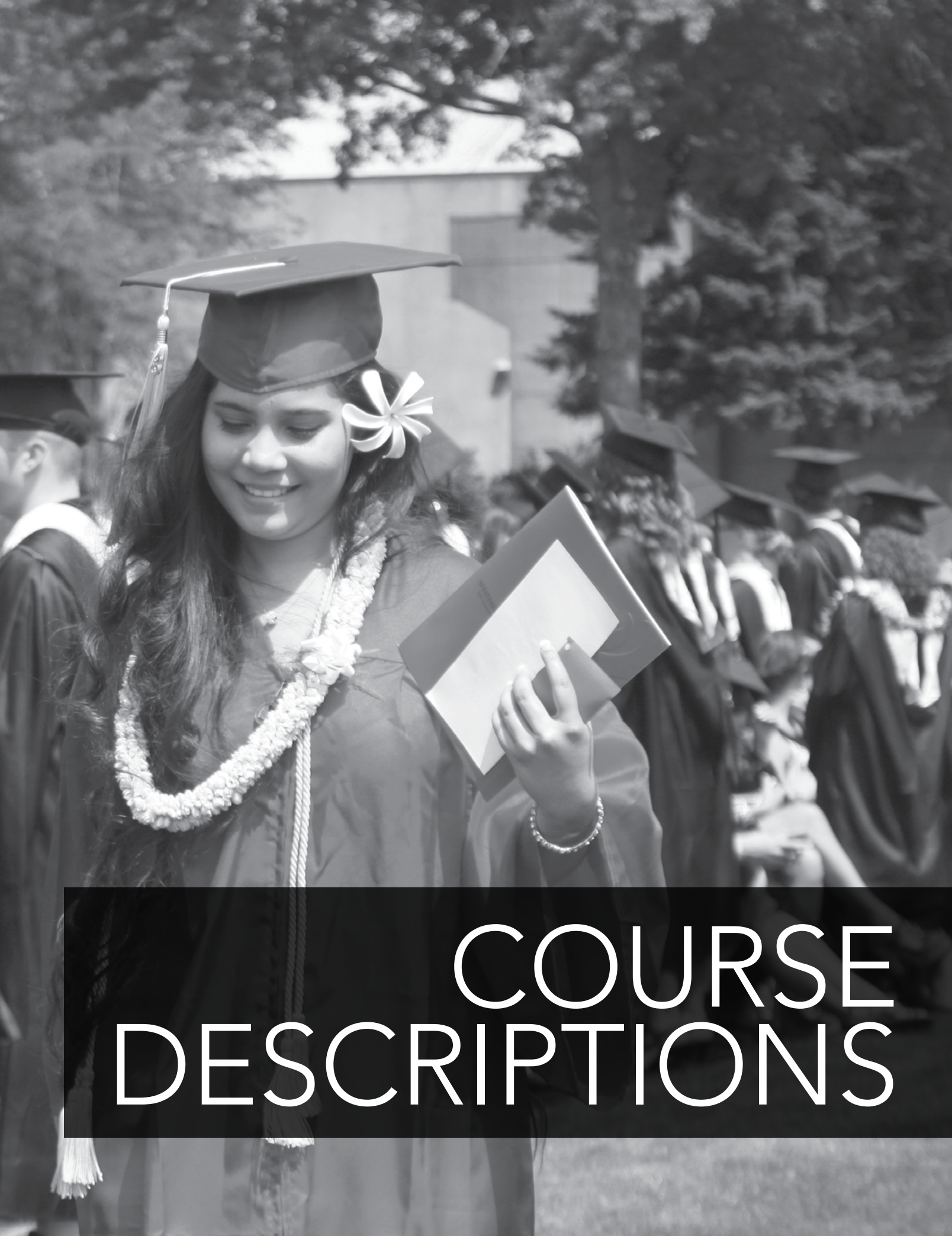
ED 609 Practicum: Reading (6)

Approved electives (6)

ED 640 Literacy: Inquiry, Theory and Informed Practice (3)

ED 689 Contemporary Children's and Young Adult Literature in the Classroom (3) or courses approved by advisor





# COURSE DESCRIPTIONS

## American Sign Language Studies

### ASL 101 American Sign Language I (4)

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.

### ASL 102 American Sign Language II (4)

Second in a related series of courses that focus on the use and study of ASL. This course includes intermediate ASL vocabulary, grammatical structures and conversational behaviors. Special emphasis on developing more awareness of the cultural values and beliefs shared by the Deaf Community.

*Prerequisite: ASL 101 with a grade of C- or better*

### ASL 103 American Sign Language III (4)

Third in a related series of courses that focus on the use and study of ASL. Course includes intermediate ASL vocabulary, grammatical structures and conversational behaviors. Special emphasis on developing more awareness of the cultural values and beliefs shared by the Deaf Community. *Prerequisite: ASL 102 with a grade of C- or better*

### ASL 201 American Sign Language IV (4)

Fourth in a related series of courses that focus on the use and study of ASL. Course includes intermediate ASL vocabulary, grammatical structures and conversational behaviors. Special emphasis on developing more awareness of the cultural values and beliefs shared by the Deaf Community. *Prerequisite: ASL 103 with a grade of C- or better*

### ASL 202 American Sign Language V (4)

Fifth in a related series of courses that focus on the use and study of ASL. Course includes intermediate ASL vocabulary, grammatical structures and conversational behaviors. Special emphasis on developing more awareness of the cultural values and beliefs shared by the Deaf Community. *Prerequisite: ASL 201 with a grade of C- or better*

### ASL 203 American Sign Language VI (4)

Sixth in a related series of courses that focus on the use and study of ASL. Course includes intermediate ASL vocabulary, grammatical structures and conversational behaviors. Special emphasis on developing more awareness of the cultural values and beliefs shared by the Deaf Community. *Prerequisite: ASL 202 with a grade of C- or better*

### ASL 210 Cultural Competencies Needed for Working with Latino Deaf (3)

Designed to familiarize students with cultural traits of Latinos both hearing and Deaf. Review strategies that might be useful in helping hearing service providers successfully work with individuals who are part of two language and

cultural minorities: Deaf and Latino. Discusses the issues involved in trilingual (Spanish/English/ASL) interpreting.

### ASL 301 American Sign Language VII (4)

Seventh in a related series of courses that focus on the use and study of ASL. Course includes intermediate ASL vocabulary, grammatical structures and conversational behaviors. Special emphasis on developing more awareness of the cultural values and beliefs shared by the Deaf Community. *Prerequisite: ASL 203 with a grade of C or better and a rating of Survivor+ on the WASLA, or consent of instructor*

### ASL 302 American Sign Language VIII (4)

Eighth in a related series of courses that focus on the use and study of ASL. Course includes intermediate ASL vocabulary, grammatical structures and conversational behaviors. Special emphasis on developing more awareness of the cultural values and beliefs shared by the Deaf Community. *Prerequisites: ASL 301 with a grade of C or better and a rating of Survivor+ on the WASLA, or consent of instructor*

### ASL 303 American Sign Language IX (4)

Ninth in a related series of courses that focus on the use and study of ASL. Course includes intermediate ASL vocabulary, grammatical structures and conversational behaviors. Special emphasis on developing more awareness of the cultural values and beliefs shared by the Deaf Community. *Prerequisites: ASL 302 with a grade of C or better and a rating of Survivor+ on the WASLA, or consent of instructor*

### ASL 310 ASL Fingerspelling (2)

Students will develop increased fluency in their expressive and receptive abilities in fingerspelling through in-class practice and viewing of additional materials. Will reinforce their abilities to utilize ASL numbering systems for time, money, measurements, game scores, and other amounts. *Prerequisite: ASL 203, or consent of instructor*

### ASL 315 American Deaf Culture (3)

Course introduces major aspects of Deaf culture: 1) the history of Deaf people; 2) the community and culture of Deaf people; and 3) the literature and folklore of Deaf people. *Prerequisite: ASL 203, or consent of instructor*

### ASL 325 American Sign Language Literature (3)

Introduces aspects of ASL literature, including poetry, narrative, theatre and drama. Original works will be studied, analyzed and compared. *Prerequisites: ASL 203, or consent of instructor*

### ASL 330 Special Topics in American Sign Language (4)

Introduction to specific topics and content areas in ASL discourse. Topics include mathematics, history, science, art, sports, psychology, health, biology, computer and mental health/medical. Receptive and expressive skills in ASL will be enhanced. Skills related to research in sign language discourse

will be introduced. *Prerequisites: ASL 203, or consent of instructor*

### ASL 406 Individual Studies (1-3)

Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest under the guidance of a designated faculty member. *Prerequisite: consent of instructor*

### ASL 407 Seminar (1-12)

Terms and hours to be arranged. *Prerequisite: consent of instructor*

### ASL 408 Workshop (1-12)

Terms and hours to be arranged. *Prerequisite: consent of instructor*

### ASL 409 Practicum (1-12)

Terms and hours to be arranged. Eligible for the RP grade option. *Prerequisite: consent of instructor*

### ASL 413 American Sign Language Cherology/Phonology (3)

Study of the cherological/phonological system in ASL, including methods of classifying and describing cheremes/phonemes in ASL and the relevance of this base to cherological/phonological analysis. *Prerequisites: ASL 303 and INT 353 with a grade of C or better in both courses, or consent of instructor*

### ASL 414 American Sign Language Morphology (3)

Focuses on the study of morphological analysis. Data from many languages will be analyzed, but the primary focus will be on ASL morphology. Methods of determining the morphological patterns of language will be examined. *Prerequisite: ASL 303 and INT 353 with a grade of C or better in both classes, or consent of instructor*

### ASL 415 American Sign Language Syntax and Semantics (3)

Focuses on the study of syntactic structure and its interaction with meaning. Word order, lexical categories, sentence types, clause structure, topicalization and sentences with transitive, intransitive and agreement verbs will be studied. *Prerequisite: ASL 303 and INT 353 with a grade of C or better in both classes, or consent of instructor*

### ASL 420 Sociolinguistics of Deaf Communities (3)

Focuses on the sociolinguistic factors that affect language variation and language change. Sociolinguistic factors that influence communication and strategies for analyzing discourse will be identified and described. *Prerequisite: ASL 303, LING 210, WR 135, or consent of instructor*

### ASL 425 Introduction to American Sign Language Teaching (3)

Introduces the major theories of second language acquisition and teaching and applies these approaches to ASL instruction. The course will explore similarities and differences between L1 and L2 acquisition. *Prerequisites:*



ASL 303 and INT 353 with a B or better in both classes, or consent of instructor

**ASL 430 Methodology and Curriculum: American Sign Language Teaching (3)**

Focuses on theories of second language acquisition and approaches to developing and implementing classroom methods and strategies for second language teaching, primarily teaching ASL. *Prerequisite:* ASL 425 with a grade of B or better, or consent of instructor

**ASL 435 Mentoring for ASL Specialists and Teachers (3)**

This course prepares experienced ASL specialists and teachers with skills and knowledge to become mentors and resource specialists for less experienced or entry-level ASL specialists and teachers. Special focus will be on various assessment and evaluation strategies that can be applied to mentoring. *Prerequisite:* ASL 430 with a grade of B or better, or consent of instructor

**ASL 440/540 Mental Health in the Deaf Community (3)**

Focus on the lives of deaf individuals who have mental health issues and how it affects them culturally and in their communities. Also provides in-depth understanding of how to work effectively with individuals who have mental health issues. Will incorporate readings, discussions, and experimental activities.

## Anthropology

**ANTH 199 Special Studies (4)**

**ANTH 213 Language and Culture (4)**

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. Part of introductory sequence (ANTH 213, 214, 215 and 216) which may be taken in any order.

**ANTH 214 Physical Anthropology (4)**

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. Part of introductory sequence (ANTH 213, 214, 215 and 216) which may be taken in any order.

**ANTH 215 Archaeology (4)**

Understanding the human past through the study of material remains. A review of the methods used to collect and analyze data and the theories used to construct chronologies, reconstruct ancient life styles and explain the processes of cultural evolution. Part of introductory sequence (ANTH 213, 214, 215 and 216) which may be taken in any order.

**ANTH 216 Cultural Anthropology (4)**

Examines the 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 (4)**

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 (4)**

The genetic basis of human evolution, human variation and modern human adaptive differences; the biological basis of human culture and the impact of culture on human biology. *Prerequisite:* ANTH 214

**ANTH 313 North American Prehistory (4)**

A survey of the prehistory of the North American continent from the first peopling of the Western Hemisphere through the beginnings of regionalization, the origins of agriculture and village life and the development of complex societies.

**ANTH 314 The Evolution of Human Societies (4)**

Overview of the evolution of human societies from family-based foragers to chiefdoms, states and the emerging global order; examines the main theoretical lines of argument and the debates among them.

**ANTH 315 South American Prehistory (4)**

A survey of the prehistory of the South American continent from the early occupations to the early domestication of plants and animals, the beginning of village life, the development of complex cultures and the coming of Europeans.

**ANTH 316 Circumpolar Peoples (4)**

A survey of peoples living in Arctic regions of the world: similarities and differences in environment and technology, social and belief systems; issues of acculturation, native identity and the struggle for cultural survival.

**ANTH 322 Forensic Anthropology (4)**

Examines the role of the forensic anthropologist and history of the discipline. Students become familiar with the goals, techniques, and broader applications of forensic anthropology.

**ANTH 324 Anthropological Theory (4)**

Examines several core questions that have guided anthropologists in their study of diverse peoples. Outlines key theoretical approaches that characterize anthropology as a distinct social science. *Prerequisite:* ANTH 216

**ANTH 325 Ethnographic Methods (4)**

Prepares students to conduct anthropological

research in both American and non-Western settings. Teaches students an array of anthropological research methods.

**ANTH 326 Ethnographic Writing (4)**

Examines how anthropologists organize their field data into ethnographic texts. Students read and critique a variety of anthropological works and genres. *Prerequisite:* ANTH 216

**ANTH 328 Forensic Osteology (4)**

Allows students hands-on experience in identification of complete and fragmentary human skeletal and dental remains. Topics will also include growth and development of osseous and dental structures, variation in osseous tissues, and modification of these tissues through traumatic, pathological and taphonomic factors.

**ANTH 329 Archaeological Resources: Policies and Procedures (4)**

Traces the history of federal and local historic preservation/cultural resource management legislation and regulations. Topics include the merging of archaeology with historic preservation, how laws are made, how archaeological resources are protected on public land, and political issues involving Native American concerns.

**ANTH 330 Contemporary Chicano/a/Latino/a Culture (4)**

Provides an overview of the culture and explores issues facing the community. Examines the relationship between Chicano/a/Latino/a culture and contemporary society in the U.S. Topics include history, immigration, language, gender, education and contemporary cultural heroes.

**ANTH 332 Latin America (4)**

Provides an introduction to major aspects of Latin American cultures. Concentrates on issues of cultural contact, conflict and accommodation by examining racial, ethnic, national and gender identities, religion, the environment, human rights and globalization.

**ANTH 333 Forensic DNA Analysis (4)**

Introduction to DNA analysis methods, historically and in current forensic science testing and forensic anthropology research. Genetics, inheritance, DNA biochemistry are discussed and applied.

**ANTH 350 Research Methods in Archaeology (4)**

A survey of techniques and methods used in archaeology, including research design, survey, sampling strategies, excavation methods, laboratory analysis and interpretation. Practical aspects of data recording and reporting, including computer applications.

**ANTH 352 Laboratory Methods in Archaeology (4)**

Techniques and their applications in the analysis of materials recovered from archaeological sites. Emphasis will vary according to ongoing

research. *Prerequisite: ANTH 215 and consent of instructor*

**ANTH 358 Tribal Art of the U.S. and Canada (4)**

A survey of indigenous art in the Americas north of Mexico. Themes common to both terms include art in anthropological perspective, regional, group and individual variations in style, and processes of acculturation and diffusion.

**ANTH 360 Museum Studies (4)**

Covers principles and practices of museum work. Topics include the role of museums in the community, collections management, conservation of objects and artifacts, program development, exhibit development, marketing and fund raising. Laboratory experience will be offered through the Jensen Arctic Museum on campus.

**ANTH 369 Visual Anthropology (4)**

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 (4)**

Similarities and differences in women's lives in a variety of cultures around the world. Evolutionary and historical precedents for contemporary patterns of gender role construction; economic, social and ideological challenges to women seeking change in existing gender hierarchies.

**ANTH 372 Social Constructions of Race (4)**

Course provides a critical perspective on racial/ethnic categorizations. Through lectures, discussions, readings, and films, students become acquainted with the social, cultural, historical, and evolutionary context of modern human diversity.

**ANTH 373 Primate Comparative Evolution (4)**

Introduces primatology through comparative study of the evolution of primate taxa. Special topics will include biogeography, anatomy, primate societies and cultures, the evolution of primate minds and communication systems, and ecology and conservation. Course theory is Darwinism.

**ANTH 375 Women Anthropologists (4)**

Examines women as practitioners of anthropology; surveys changing views of women in 19th/20th century Western society; obstacles in women's professional careers; women pioneers in anthropology; contributions to and feminist critiques of the discipline. *Prerequisite: ANTH 216*

**ANTH 380 Africa (4)**

Survey of African societies that compares classic and contemporary anthropological texts covering similar structures and processes in

very different, colonial and postcolonial contexts. The goal is to come to an anthropological understanding of how political, economic, historical and cultural factors shape contemporary African societies.

**ANTH 381 African Film & Society (4)**

Introduces students to the nations, cultures, social issues, and artistic achievements of sub-Saharan Africa through the medium of feature film. Students watch, discuss and review a series of full length films made in Africa by Africans. Students read book chapters and articles to direct them to cultural issues in Africa, clarify the films, and help in class discussion.

**ANTH 384 Modernization (4)**

Examines anthropological case studies of social change in diverse contemporary settings. It asks how individuals and groups confront modernity while maintaining elements of their traditional cultures. Examines insider accounts of global economic and policy changes.

**ANTH 386 Anthropology of Islam (4)**

A general introduction to the anthropology of Islam through a series of ethnographic readings. It outlines orthodox, scriptural understandings of Muslim practice. Key themes include Sufi Islam and religious ritual, Muslim families and gender and Islamic fundamentalism and modernity.

**ANTH 388 Transnational Migration (4)**

Examines the social and cultural aspects of transnational migration through ethnographic readings of migration in various parts of the world. Covers key theoretical issues pertaining to identity, locality and the economics of migration.

**ANTH 392 Applied Anthropology (4)**

Applies insights from cultural anthropology to contemporary social issues. Reviews the history of applied anthropology in U.S. and explores ways to provide a framework for approaching solutions to real-world problems.

**ANTH 394 Childhood In Cross-Cultural Perspective (4)**

Survey of cross-cultural diversity in patterns of socialization and child development. The course explores child development, and the role of culture herein, from different theoretical perspectives, including evolutionary and ecocultural theory.

**ANTH 395 Medical Anthropology (4)**

Introduction to medical anthropology, which takes up the analysis of health in the context of culture, social behavior, economic systems, and human biology. Designed to expose nursing and health students to cross-cultural understanding of illness and health.

**ANTH 396 Environmental Anthropology (4)**

Introduces students to the field of environmental anthropology. Explores relationships between culture, society and the physical aspects of environments across the globe.

**ANTH 399 Special Studies (1-4)**

Terms and hours to be arranged.

**ANTH 406 Special Individual Studies (4)**

Designed for individual or specialized research and study in a defined area of interest under the guidance of a designated faculty mentor. *Prerequisite: consent from instructor*

**ANTH 407 Seminar (1-4)**

Terms and hours to be arranged.

**ANTH 408 Workshop (1-16)**

Terms and hours to be arranged.

**ANTH 409 Practicum (4-12)**

**ANTH 410 Research Design (4)**

Students identify and design an internship or field experience that will be written up as the Senior Project. In consultation with an advisor, students independently read background materials while they write a theoretically-grounded research proposal. *Prerequisite: Anthropology major, junior standing*

**ANTH 411 Fieldwork (4-12)**

Individual research, volunteer work, internship, employment or other practical experience designed to use and challenge the student's anthropological knowledge. Consultation with anthropology faculty in advance and during the field experience is required. Planning takes place in ANTH 410 Research Design and a formal paper that analyzes the experience and summarizes outcomes is produced in ANTH 412 Senior Thesis. Enroll by arrangement; eligible for RP grading method. If not completed as agreed on By Arrangement form, RP will be replaced with NC.

**ANTH 412 Senior Thesis (4)**

Provides guidance in producing a written account of the anthropology major's field experience in ANTH 411. Enroll by arrangement; eligible for RP grading method. If not completed as agreed on By Arrangement form, RP will be replaced with NC.

**ANTH 413 Field Experience (4)**

Working closely with an advisor, the student plans either an internship equivalent to at least 20 hours per week over 10 weeks or a study abroad term of at least eight weeks. Internship must have an applied anthropology focus; study abroad must provide a cross-cultural experience. A mid-term progress report and an end-term final report are required. *Prerequisite: Anthropology major, junior standing or above required.*

**ANTH 432 Human Rights (4)**

Addresses anthropology's engagement with human rights through case studies of slavery, political violence, and public health. Suggests ways in which the work of anthropological research may serve as witness and advocate for human rights.

**ANTH 435/535 U.S.-Mexico Border (4)**

Course will examine contemporary political, economic, social, and cultural issues germane to U.S.-Mexico border and border crossings. Will look in particular at questions of migration and immigration in the post-NAFTA context, including the experience of (primarily) Mexicans in the U.S.

**ANTH 441 Forensic Archaeology and Taphonomy (4)**

Introduction to forensic archaeology or the application of archaeological methods to the resolution of medicolegal issues. Students learn and apply search and recovery techniques. Students are introduced to forensic taphonomy or the subfield of forensic anthropology that examines how taphonomic forces have altered evidence subject to medicolegal investigation. *Prerequisite: ANTH 322 and CJ 328*

**ANTH 442 Readings in Forensic Anthropology (4)**

Individualized course designed to meet the student's special interests in an area of forensic anthropology. Students will be assigned readings but also conduct literary research and present on a variety of special topics within forensic anthropology, ranging from the latest techniques in the analysis and interpretation of bones to role of the forensic anthropologist in the mass fatality incidents.

**ANTH 450 Field Methods in Archaeology (12)**

Basic archaeological survey and excavation skills will be developed through participation in field research at an archaeological site. *Prerequisite: ANTH 215 or consent of instructor*

**ANTH 452 U.S.-Mexico Border Field School (4)**

Research practicum examining contemporary political, economic, social, and cultural issues on the U.S.-Mexico border. Students spend four weeks of the course in the city of Agua Prieta, Sonora, Mexico conducting research.

**ANTH 455 Evolution of the Human Diet (4)**

Examines food ways across time and space, from a holistic perspective. Will discuss how biology and culture have interacted throughout our evolution forming biocultural interface with our food ways, the meanings and values associated with food structure identity and our relationships with natural and social environments.

**ANTH 461/561 Urban Anthropology (4)**

Understanding the origin and evolution of cities. The application of cross-cultural perspectives to the social organization of urban life. *Prerequisite: ANTH 216 or consent of instructor*

**ANTH 463/563 The Social Roots of Health and Disease (4)**

Exploration and analysis of the social and historical contexts of the current infectious disease pandemics (HIV/AIDS, TB, and malaria) and growing rates of chronic diseases. Course makes the critical connections between

poverty and health and examines the impact of current international policy on health and health services in low income and least developed countries. Also explores themes of health, illness, and access to healthcare through their complex intersections with culture-specific issues of gender, ethnicity, and class in the developing world.

**ANTH 476/576 Religion and Ritual (4)**

Examines the religious rituals of diverse peoples living in various parts of the world. Outlines anthropological approaches to religion, while focusing on particular topics. Examines links between religion, magic, witchcraft and sorcery.

**ANTH 478/578 Political Anthropology (4)**

Examines issues of comparative political systems, local political cultures and connections between local and wider political spheres. A wide range of theoretical approaches and ethnographic material is explored.

**ANTH 480/580 History and Theory of Archaeology (4)**

The development of modern archaeological science from beginnings in the 18th century through the emergence of contemporary theories of cultural evolution; current issues including ethics, feminist critiques and post-processual paradigms.

**ANTH 482/582 Historical Archaeology (4)**

Survey of the global and interdisciplinary field within archaeology that specializes in the interpretation of the recent past. Methods of archival research and material culture interpretation are reviewed.

**ANTH 492/592 Oregon Tribal Culture and History (4)**

Course relating histories and anthropological studies of Oregon tribes juxtaposed with national and international histories of settlement and colonization. Will have invited Tribal speakers. Local information will be intersected with national issues.

**ANTH 494/594 Northwest Indian Cultures (4)**

A survey of indigenous peoples of Northwestern North America, including the Northwest Coast, the Columbia-Fraser Plateau and the Great Basin. Emphasis on adaptation to particular environments and interactions with other cultures in both pre- and post-contact periods.

**ANTH 496/596 Indian America (4)**

An anthropological perspective on the historical and social processes of contact and acculturation between indigenous peoples of North America and Old World immigrants in the historic period.

**Art****A 100 Art Topics: various (2)**

An introduction to select themes, processes and concepts in art and visual literacy for non-art majors. Topics will rotate, providing specific

focus on theory, experience with art mediums, or influences from the past on current practices and issues. May be repeated twice (up to 4 credits may be applied to LACC) if each section completed covers a different topic.

**A 115 Beginning Design: Two-dimensional (4)**

Beginning theory and studio practice using the elements and principles of visual design to articulate visual ideas in the two-dimensional arts. Introduction to theoretical concepts of color and application of color in the principles of design.

**A 116 Beginning Design: Three-dimensional (4)**

Beginning theory and studio practice using the elements and principles of visual design to articulate visual ideas in three-dimensional arts combined with an introduction to drawing systems which build skill development in describing three-dimensional space.

**A 119 Digital Presentation for Artists (4)**

Course includes fundamentals of documenting work through digital photography and scanning, basic image editing, building a portfolio website, writing artist statements, and crucial digital presentation techniques for working artists and designers. *Prerequisite: A 115*

**A 120 Foundations of Digital Art & Design (4)**

Introduction to the use of personal computers in art and visual communications. Emphasis on aesthetics and creative expression in computer generated images and layouts created with industry-standard software and a variety of input devices. Students will use current computer-imaging software to create original art in a variety of final output formats.

**A 130 Beginning Drawing (4)**

Introduction to drawing and composition. Practice in the application of medium. Guidance in conveying the illusion of three-dimensions and two-dimensional expression. Student drawings will be based on direct observation as well as linear perspective theory.

**A 199 Special Studies (1-4)**

Terms and hours to be arranged. Eligible for the RP grade option.

**A 204 Art History: Prehistoric through Late Antiquity (4)**

Historical survey of painting, sculpture and architecture in both the Western and non-Western traditions from the prehistoric era through the period of Late Antiquity.

**A 205 Art History: Middle Ages through Renaissance (4)**

Historical survey of painting, sculpture and architecture in both the Western and non-Western traditions from the early Middle Ages through the Renaissance.

**A 206 Art History: Baroque through Contemporary (4)**

Historical survey of painting, sculpture,

architecture, photography, and new media in both the Western and non-Western traditions from the Baroque period through the contemporary era.

#### **A 220 Introduction to Typography (4)**

Project-oriented studio course introducing typographical forms and the role of type in visual design and communication. Learn typographic terminology and techniques for effective use of type. Create design projects in which aesthetic considerations and page structures support content. Introduction to additive color theory, process color, page construction software, and printing processes. *Prerequisites: A 115 and A 130*

#### **A 222 Digital Images (4)**

Emphasizes formal, aesthetic, and conceptual practices of image making using digital media. Includes experience with a range of processes and software functions. Provides essential foundations for coursework in upper-division design and digital art. Explores new media theory and its application to image construction and expression. *Prerequisite: A 115, A 130 and either A 119 or A 120*

#### **A 230 Introduction to Life Drawing (4)**

Studio course to strengthen skills in drawing methods and techniques with particular focus on figure drawing. Introduction to a variety of drawing media and subjects. *Prerequisite: A 115, and A 130*

#### **A 250 Introduction to Ceramics (4)**

The study of three-dimensional form through hand-building and wheel-throwing techniques. Surface treatments and firing processes will be introduced in the course. *Prerequisites: A 116 and A 130*

#### **A 260 Basic Photography (4)**

This course approaches photography as a universal language of contemporary visual culture as well as an artistic medium. Introduces digital camera techniques, photographic composition, digital photo editing, image sequences, and digital color printing processes. Addresses key topics in current and historical photographic practices. *Prerequisite: A 115 or A 120*

#### **A 270 Introduction to Printmaking (4)**

An introductory printmaking course designed to acquaint students with basic relief, intaglio, lithography and screen printing processes, as well as matting and signing practices. *Prerequisites: A 115 and A 130*

#### **A 280 Introduction to Painting (4)**

An introduction to the formal and technical aspects of oil painting. Color theory applied to color mixing in oils, paint application, composition and studio practices will be emphasized. A survey of selected painting traditions will build visual vocabulary. *Prerequisites: A 115 and A 130*

#### **A 290 Introduction to Sculpture (4)**

Introductory studio course practicing traditional

and modern sculptural techniques in the creation of three-dimensional art forms with introduction and practice of hand and power tools used in the sculptor's studio. Composition and safety practices are emphasized. Medium emphasis: wood. *Prerequisites: A 116 and A 130*

#### **A 304 History of Modern Art, 1789-1914 (4)**

Advanced survey of the history of modern art, covering the major artistic movements and artists in Europe and the United States from the French Revolution to the eve of World War I. From Neoclassicism to Cubism.

#### **A 305 History of Modern Art, 1914-1965 (4)**

Advanced survey of the history of modern art, covering the major artistic movements and artists in Europe and the United States from World War I to the mid-nineteen sixties. From Dada to Abstract Expressionism.

#### **A 306 History of Modern Art, 1966-Present (4)**

Advanced survey of the history of modern art, covering the major artistic movements and artists in Europe and the United States from the mid-nineteen sixties to the present day. From Pop Art to Contemporary Art.

#### **A 315 Intermediate Design: Two-Dimensional (4)**

Advanced study of design theory with studio practice. Emphasis on two-dimensional exploration including theories of visual perception and color, content, and formal analysis. *Prerequisites: A 115, A 119, A 130 and one of the following: A 220, A 222, A 230, A 250, A 260, A 270, A 280 or A 290*

#### **A 316 Intermediate Design: Three-Dimensional (4)**

Advanced study of design theory with studio practice. Emphasis on three-dimensional exploration. Self-exploration and an examination of other 3-D artists and their work are investigated through readings, discussion and writing opportunities. *Prerequisites: A 115, A 116, A 130 and one of the following: A 220, A 222, A 230, A 250, A 260, A 270, A 280, or A 290*

#### **A 318 Production: Gallery Exhibition (1-4)**

Introduction to matting, framing and hanging artwork. Professional ethics, contracts, and gallery exhibition will be covered. Practical work hours contracted for each student in campus exhibit spaces; number of gallery work hours required dependent upon the amount of credit hours taken in a single term. The purpose of the course is to give students practical experience necessary for success in A 418, the capstone gallery exhibition course. One credit required for the art major. Limit of two credits may be applied to the studio art minor. May be repeated for elective credit. *Prerequisites: A 115 and upper division standing*

#### **A 320 Graphic Design: Process & Theory (4)**

Exploration of visual communication methods and approaches to help students bring together message, meaning, and form. Employ type and layout principles, image-making concepts, and

design processes in visual/verbal communications with multiple media outcomes. *Prerequisites: A 220, A 222 and A 260*

#### **A 321 Graphic Design: Form and Communication (4)**

Continue work with images, symbols, and their operation in applied print design problems. Consider messages and audience to understand how to position visual communications. Design for multiple page communications using typographic structures, rhythm, and visual flow. *Prerequisites: A 260 and A 320*

#### **A 322 Graphic Design: Contemporary Issues (4)**

Exploration of professional design issues, including creating visual and verbal systems for a project with multiple presentation outcomes, executing projects professionally as a team, designing appropriately for audience and client, awareness and presentation of your role in the design process and your contribution to the design solution. *Prerequisite: A 321*

#### **A 323 Interactive Media: Web Structure and Communication (4)**

This project-based course examines cultural and aesthetic aspects of the World Wide Web. Students respond to course information by designing websites and hypermedia art. Focuses on visual layout, information architecture, interface design, and graphic artwork for the Internet. Includes software instruction and experience with technology connected to course goals. *Prerequisites: A 220, A 222 and A 320 (A 320 may be taken concurrently with A 323)*

#### **A 324 Interactive Media: Applied (4)**

Students design digital interactive communications and hypermedia art considering an expanding range of concepts, strategies, devices, and media. Includes software instruction and experience with technology connected to course goals. Primarily Internet-related. *Prerequisites: A 320 and A 323*

#### **A 325 Interactive Media: Contemporary Issues (4)**

Course examines special topics at the intersection of art, design, and technology. Students create interactive digital communications and art. Includes software instruction and experience with technology connected to course goals. May be repeated for credit with instructor approval. *Prerequisites: A 321 and A 324*

#### **A 326 Time-Based Media: Video (4)**

Develop techniques for planning and creating time-based digital communications and art. Use design processes and aesthetic awareness in creative digital motion and video projects. Generate and refine concepts. Work with issues of idea development, audience, message, continuity, and narrative. Includes software instruction and experience with technology connected to course goals. *Prerequisites: A 222 and A 260*

**A 327 Time-Based Media: Animation (4)**

Develop techniques for planning and creating time-based digital communications and art. Use design processes and aesthetic awareness in creative digital motion and animation projects. Generate and refine concepts. Continue to work with issues of idea development, audience, message, continuity, and narrative. Includes software instruction and experience with technology connected to course goals. *Prerequisite: A 326*

**A 328 Time-Based Media: Contemporary Issues (4)**

Continue to develop and apply skills in the creation of projects reflecting contemporary practice in time-based visual communications and art. Continue to work with issues of idea development, audience, message, continuity, and narrative. Focus on conceptual development, technical proficiencies, and aesthetic awareness. Includes software instruction and experience with technology connected to course goals. May be repeated for credit with instructor approval. *Prerequisite: A 327*

**A 330 Intermediate Drawing (4)**

Continued study of drawing as a means of self-expression. Exploration of traditional drawing media, methods and compositional theory will be covered. *Prerequisites: A 116, A 119 and A 230*

**A 331 Intermediate Drawing (4)**

Part two of a three-course series. Continued study of drawing as a means of self-expression. Exploration of drawing media, subject, methods and issues related to contemporary drawing. Course will focus primarily on drawing the figure. *Prerequisite: A 330*

**A 332 Intermediate Drawing (4)**

Part three of a three-course series. Continued study of self-expression. Exploration of contemporary drawing media, subjects, methods and issues related to contemporary drawing. Documentation and framing issues will be covered. *Prerequisite: A 331*

**A 350 Intermediate Ceramics (4)**

Intermediate course expanding intellectual objectives and technical applications. Variable process and firing techniques will be employed in these applications. Documentation of work for professional exhibition is explored. *Prerequisites: A 115 and A 250*

**A 351 Intermediate Ceramics (4)**

Intermediate studio course employing modern techniques in construction, surface treatment and firing opportunities to create sculptural ceramic forms. Processes and conceptual concerns vary each term. *Prerequisite: A 350*

**A 352 Intermediate Ceramics (4)**

Intermediate course exploring historical material usage and practices from a contemporary perspective in collaboration with alternative finishing treatments. Variable processes and techniques each term. Professional documenta-

tion of work for exhibition and presentation is included. *Prerequisites: A 119 and A 351*

**A 370 Intermediate Printmaking (4)**

An intermediate, upper-division concerted study of one of the following areas: Relief; serigraphy; intaglio; monoprints or lithography. Research projects and/or presentations. *Prerequisites: A 230 and A 270*

**A 371 Intermediate Printmaking (4)**

An intermediate, concerted study of one of the following: relief; serigraphy; intaglio; monoprints or lithography. Research projects and/or presentations. *Prerequisite: A 370*

**A 372 Intermediate Printmaking (4)**

An intermediate, concerted study of one of the following: relief; serigraphy; intaglio; monoprints or lithography. Research projects and/or presentations. *Prerequisites: A 119 and A 371*

**A 380 Intermediate Painting (4)**

A studio course to strengthen skills in oil painting techniques. Color and composition theory will be covered. *Prerequisites: 116, A 119, A 230 and A 280*

**A 381 Intermediate Painting (4)**

A studio course to strengthen skills in painting techniques. Form and structure of the figure will be covered. *Prerequisite: A 380*

**A 382 Intermediate Painting (4)**

A studio course to strengthen skills in painting techniques. Introduction to contemporary non-traditional mediums and supports. Documentation of artwork will be covered. Exploration of contemporary issues in painting. *Prerequisite: A 381*

**A 390 Intermediate Sculpture (4)**

Intermediate studio course using traditional and modern techniques in the creation of sculptural art forms. Medium and concerns vary each term. *Prerequisites: A 115 and A 290*

**A 391 Intermediate Sculpture (4)**

Intermediate studio course using traditional and modern techniques in the creation of sculptural art forms. Medium and conceptual concerns vary each term. *Prerequisite: A 390*

**A 392 Intermediate Sculpture (4)**

Intermediate studio course using tradition and modern techniques in the creation of sculptural art forms. Medium and conceptual concerns vary each term. *Prerequisites: A 119 and A 391*

**A 399 Special Studies (1-5)**

May be repeated once for credit. Eligible for the RP grade option.

**A 404 Art History: Non-Western Art (4)**

An introductory study of visual expression in cultural contexts that are representative of non-Western traditions. Writing intensive and diversity course. May be repeated for credit with different topics.

**A 405 Art History: Gender in Art (4)**

A study of gender as subject, and a study of gender issues for artists in the history of western art from the Renaissance to the present. Aesthetic social discourse as it relates to changing perspectives on the role of gender in art will be examined. Writing intensive and diversity course.

**A 406 Art History: Special Topics (4)**

A course in art history offering the student the possibility to develop an in-depth study in a specialized area of art history. Writing intensive. May be repeated for credit with different topics.

**A 410 Seminar (1-3)****A 411 Workshop (1-3)****A 412 Practicum (1-6)**

Practical work experience credit that may be used in the B.A./B.S. degrees in art or visual communication design, or in the B.F.A. as service learning. For B.F.A. service learning, the practicum should take place off-campus in an arts or cultural organization. Examples include (but not limited to) the Oregon Arts Commission, Oregon Cultural Trust and the Salem Art Association. Students will be contracted for 30 hours per credit. The student will perform duties outlined by the workplace mentor or supervisor to complete an assigned task or project. May be repeated for credit. Eligible for the RP grade option. *Prerequisite: upper-division standing*

**A 413 International Studio Art Study (1-6)**

Studio art course work related to B.F.A. thesis project discipline area, taken at an accredited institution of higher education outside the United States. Eligible for the RP grade option.

**A 418 Gallery Exhibition (1-4)**

Survey of professional exhibition practice. Capstone art exhibition experience includes preparation for and installation of an exhibition of each student's artwork. Artist statements, artist websites, documentation, marketing, and professional ethics will be covered. One credit is required for the art major. May be repeated for elective credit. *Prerequisites: A 119, A 318 and upper division standing*

**A 419 Professional Concerns (2)**

A survey of professional practice in the visual arts. Study and preparation for "going public." Art positions, portfolios, and career preparation. Capstone art experience includes written materials specific to the art profession and an oral presentation of each student's artwork. *Prerequisites: A 119, A 318 and upper-division standing; must take A 418 concurrently.*

**A 420 Print Design: Systems & Techniques (4)**

Work with professional design issues, such as: creating visual and verbal systems for a project with multiple presentation outcomes, executing projects professionally, preparing projects to go to press, designing appropriately

for audience and clients; the designer's role in these relationships; contracts and copyright laws. *Prerequisite: A 322*

**A 421 Print Design: Expressive and Structural Design (4)**

With the increased understanding of professional practices in design, students explore more demanding issues related to typography, image, and audience. Emphasis on investigation and interpretation in the expressive possibilities of typography, focusing on processes, personal responses, and emotive results. *Prerequisite: A 420*

**A 422 Print Design: Presentation and Contemporary Issues (4)**

Students will build awareness of current designers and what it means to be a graphic designer today. Students will analyze, conduct research, and expand upon previously completed work, as well as continue with new design projects. Discussions and projects will explore solutions beyond traditional print and screen applications. May be repeated once for credit. *Prerequisite: A 421*

**A 429 Portfolio & Professional Preparation (4)**

Preparation for professional practice in visual communication design. Career strategies, professional ethics, business practices, and preparation for portfolio presentation. Capstone experience for visual communication design students includes oral presentation of each student's portfolio. *Prerequisites: A 322 or A 324 or A 327, and upper division standing*

**A 430 Advanced Drawing (4)**

Advanced study of drawing as a means of self-expression. Individualized and advanced study of drawing media, methods and issues. Color media will be covered. Readings and critical writing will be required. *Prerequisite: A 332*

**A 431 Advanced Drawing (4)**

Advanced study of drawing as a means of self-expression. Individualized and advanced study of drawing media, methods and issues. Non-objective and alternative media will be covered. Readings, gallery visits, and critical writing will be required. *Prerequisite: A 430*

**A 432 Advanced Drawing (4)**

Advanced study of drawing as a means of self-expression. Students will create a cohesive series of drawings in an individually contracted contemporary method, media and subject. Documentation and slide presentation of work and sources will be required. *Prerequisite: A 431*

**A 445 B.F.A. Thesis Project: Visual Communication Design (6)**

Advanced research, concept development and art/design production in visual communication design disciplines. Course requirements are contracted with the B.F.A. thesis advisor. May be repeated three times to fulfill B.F.A. requirements. *Prerequisites: A 429 and acceptance to the B.F.A. program*

**A 450 Advanced Ceramics (4)**

Advanced course in ceramic studies focusing on portfolio preparation, individual expression and comprehensive practice in ceramic processes. *Prerequisite: A 352*

**A 451 Advanced Ceramics (4)**

Advanced course in ceramic studies in which acquired process skills and thinking systems are extended. Professional considerations are explored. Projects are variable. *Prerequisite: A 450*

**A 452 Advanced Ceramics (4)**

Advanced course in ceramic studies including professional presentation and documentation of work, clay formulation, glaze calculation, kin-building, and firing techniques. May be repeated twice for credit. *Prerequisite: A 451*

**A 455 B.F.A. Thesis Project: Ceramics (6)**

Advanced research, concept development and art production in ceramics. Course requirements are contracted with the B.F.A. thesis advisor. May be repeated three times to fulfill B.F.A. requirements. *Prerequisites: A 316, A 419 and acceptance to the B.F.A. program*

**A 470 Advanced Printmaking I (4)**

Individualized advanced study and studio practice of one of the following areas: relief; serigraphy; intaglio; monoprints or lithography. Research projects and/or presentations. *Prerequisite: A 372*

**A 471 Advanced Printmaking II (4)**

Individualized advanced study and studio practice of one of the following areas: relief; serigraphy; intaglio; monoprints or lithography. Research projects and/or presentation. *Prerequisite: A 470*

**A 472 Advanced Printmaking III (4)**

Individualized advanced study and studio practice of one of the following areas: relief; serigraphy; intaglio; monoprints or lithography. Research projects and/or presentation. May be repeated twice for credit. *Prerequisite: A 471*

**A 475 B.F.A. Thesis Project: Printmaking (6)**

Advanced research, concept development and art production in printmaking. Course requirements are contracted with the B.F.A. thesis advisor. May be repeated three times to fulfill B.F.A. requirements. *Prerequisites: A 315, A 419 and acceptance to the B.F.A. program*

**A 480 Advanced Painting (4)**

An advanced course with extensive practice in a chosen painting medium. Emphasis is on the development of critical and conceptual skills as they relate to artistic creation. Readings, critical writing and gallery visits required. *Prerequisite: A 382*

**A 481 Advanced Painting (4)**

An advanced course with extensive practice in a chosen painting medium. Advanced studies in form and structure of the figure. Readings, critical writing and gallery visits required. *Prerequisite: A 480*

**A 482 Advanced Painting (4)**

An advanced course with extensive practice in a chosen painting medium. Emphasis on individual artistic expression and portfolio development. Documentation of artwork will be covered. Readings, critical writing and gallery visits required. *Prerequisite: A 481*

**A 485 B.F.A. Thesis Project: Painting (6)**

Advanced research, concept development and art production in painting. Course requirements are contracted with the B.F.A. thesis advisor. May be repeated three times to fulfill B.F.A. requirements. *Prerequisites: A 315, A 419, and acceptance to the B.F.A. program*

**A 490 Advanced Sculpture (4)**

Advanced study of sculptural forms, concepts, techniques and mediums. Medium, conceptual and technique emphasis varies each term. *Prerequisite: A 390, A 391, A 392*

**A 491 Advanced Sculpture (4)**

Advanced study of sculptural forms, concepts, techniques and mediums. Medium, conceptual and technique emphasis varies each term. *Prerequisite: A 490*

**A 492 Advanced Sculpture (4)**

Advanced study of sculptural forms, concepts, techniques and mediums. Medium, conceptual and technique emphasis varies each term. May be repeated twice for credit. *Prerequisite: A 491*

**A 495 B.F.A. Thesis Project: Sculpture (6)**

Advanced research, concept development and art production in sculpture. Course requirements are contracted with the B.F.A. thesis advisor. May be repeated three times to fulfill B.F.A. requirements. *Prerequisites: A 316, A 419 and acceptance to the B.F.A. program*

**A 499 Special Individual Studies (1-5)**

May be repeated once for credit.

**A 603 Thesis or Field Study (6)**

A culminating experience for the degree candidate consisting of a practical application of his/her graduate studies to his/her professional needs. This culmination might result in a field study project related to improving the quality of art education in his school, an experimental study, an historical study or other type of in-depth study which meets the candidate's specific objectives. Eligible for the RP grade option.

**A 604 Graduate Art History (3)**

Graduate level investigation in selected areas of art history. May be repeated for credit. *Prerequisites: admitted post-baccalaureate standing and consent of instructor*

**A 610 Graduate Seminar (3)**

Research exploration of specialized topics. Terms and hours to be arranged. May be repeated for credit. *Prerequisites: admitted post-baccalaureate standing and consent of instructor*

**A 611 Graduate Workshop (3)**

Studio exploration of specialized or interdisciplinary media topics in a group setting. Terms and hours to be arranged. May be repeated for credit. Eligible for the RP grade option. *Prerequisites: admitted post-baccalaureate standing and consent of instructor*

**A 615 Graduate Design: Two-Dimensional (3)**

Advanced study of design theory with studio practice in the two-dimensional art form. May be repeated for credit. *Prerequisites: admitted post-baccalaureate standing and consent of instructor*

**A 616 Graduate Design: Three-Dimensional (3)**

Advanced study of design theory with studio practice in the three-dimensional art form. May be repeated for credit. *Prerequisites: admitted post-baccalaureate standing and consent of instructor*

**A 620 Graduate Graphic Design (3)**

Graduate level study and studio work in typography and visual communications. May be repeated for credit. *Prerequisites: admitted post-baccalaureate standing and consent of instructors.*

**A 630 Graduate Drawing (3)**

Advanced study and studio production of drawing as a visually expressive form. May be repeated for credit. *Prerequisites: admitted post-baccalaureate standing and consent of instructor*

**A 635 Graduate Life Drawing (3)**

Advanced study and studio production of figurative drawing as a visually expressive form. May be repeated for credit. *Prerequisites: admitted post-baccalaureate standing and consent of instructor*

**A 655 Graduate Ceramics (3)**

Graduate study in ceramic art. Individual projects in selected ceramic areas. Graduate research and paper related to projects. May be repeated for credit. *Prerequisites: admitted post-baccalaureate standing and consent of instructor*

**A 670 Graduate Printmaking (3)**

Advanced study and studio production of prints as a personally expressive visual form. May be repeated for credit. *Prerequisites: admitted post-baccalaureate standing and consent of instructor*

**A 676 Aesthetic Foundations of Visual Arts (3)**

A study and analysis of philosophic aspects of the visual arts.

**A 677 Contemporary Problems in Visual Art (3)**

A course designed to offer critical examination of art in society, creativity, brain research, the computer and other selected areas.

**A 680 Graduate Painting (3)**

Advanced study and studio production of painting. May be repeated for credit. *Prerequisites: admitted post-baccalaureate standing and consent of instructor*

**A 690 Graduate Sculpture (3)**

Advanced study of sculpture with studio work in three-dimensional art forms. May be repeated for credit. *Prerequisites: admitted post-baccalaureate standing and consent of instructor*

**A 699 Special Individual Studies: Graduate (3)**

Terms and hours to be arranged. May be repeated for credit. Eligible for the RP grade option. *Prerequisite: admitted post-baccalaureate standing*

**Art Education****ARE 433 Art Education (3)**

Introduction to teaching art in the classroom for prospective elementary and middle school teachers. Explores art production, aesthetics, and criticism, with historical and cultural perspectives. *Prerequisites: A 115 or A 130, and junior standing*

**ARE 434/534 Historical and Cultural Perspectives in the Visual Arts (3)**

Developing advanced level lessons in art built upon the lives and works of fine, applied and folk artists, with a multicultural perspective and interdisciplinary approach. *Prerequisite: upper-division or graduate standing*

**ARE 490/590 Art in the Elementary School (3)**

Designed to provide additional art experiences in the philosophy, materials and techniques of the visual arts for teachers and administrators. *Prerequisite: upper-division or graduate standing*

**Biology****BI 101 General Biology (5)**

The major principles and methods of biology designed for students not intending to pursue further study in the biological sciences. Three hours of lecture and one two-hour laboratory period per week. Includes, ecology, the diversity of life, and an introduction to evolution.

**BI 102 General Biology (5)**

The major principles and methods of biology designed for students not intending to pursue further study in the biological sciences. Three hours of lecture and one two-hour laboratory period per week. Considers cellular structure and function, energy transformations, genetics, evolution, reproduction and development.

**BI 103 General Biology (5)**

The major principles and methods of biology designed for students not intending to pursue further study in the biological sciences. Three hours of lecture and one two-hour laboratory period per week. Emphasizes the anatomy and physiology of plants and animals along with a brief treatment of animal behavior.

**BI 101X General Biology Peer Led Team Learning (0)**

Peer-led Team Learning (PLTL) is a separate, 0-credit course that uses a learning model designed for participating students registered

in BI 101 to develop a broader and deeper understanding of course concepts.

**BI 102X General Biology Peer Led Team Learning (0)**

Peer-led Team Learning (PLTL) is a separate, 0-credit course that uses a learning model designed for participating students registered in BI 102 to develop a broader and deeper understanding of course concepts.

**BI 103X General Biology Peer Led Team Learning (0)**

Peer-led Team Learning (PLTL) is a separate, 0-credit course that uses a learning model designed for participating students registered in BI 103 to develop a broader and deeper understanding of course concepts.

**BI 211 Principles of Biology (5)**

An introduction to the science of biology, including morphological, physiological and developmental aspects of living organisms; the phylogeny, evolution and ecology of both plants and animals, and fundamental concepts of genetics and molecular biology. Designed for the biology major. Four hours of lecture and one three-hour laboratory period. *Prerequisite: BI 102 or CH 104 with a grade of B or better, or satisfactory score on WOU's Biology Placement Test.*

**BI 212 Principles of Biology (5)**

An introduction to the science of biology designed for students pursuing a biology major. Four hours of lecture and one three hour laboratory period per week. Focus on evolution, biological diversity, and animal development. *Prerequisite: passing grade in BI 211*

**BI 213 Principles of Biology (5)**

An introduction to the science of biology designed for students pursuing a biology major. Four hours of lecture and one three hour laboratory period per week. Focus on the anatomy and physiology of plants and animals, and ecology. *Prerequisite: passing grade in BI 211*

**BI 234 Human Anatomy and Physiology (4)**

Study of the anatomy and physiology of the human body. Uses lecture and laboratories utilizing human cadavers to cover the following topics: integumentary system, skeletal system, muscular system, and immune system. Three one-hour lectures and one two-hour laboratory per week. *Prerequisite: BI 102 or BI 211 with a grade of C- or better*

**BI 235 Human Anatomy and Physiology (4)**

Study of the anatomy and physiology of the human body. Uses lecture and laboratories utilizing human cadavers to cover the following topics: nervous system, special senses, endocrine system and cardiovascular system. Three hours of lecture and one two-hour laboratory per week. *Prerequisite: BI 234*

**BI 236 Human Anatomy and Physiology (4)**

Study of the anatomy and physiology of the human body. Uses lecture and laboratories utilizing human cadavers to cover the following topics: respiratory system, digestive system, urinary system and reproductive system. Three one-hour lectures and one two-hour laboratory per week. *Prerequisite: BI 235*

**BI 314 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 of lecture plus one hour discussion section per week. *Prerequisite: BI 211 or consent of instructor, and MTH 111 or equivalent*

**BI 315 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 hours of lecture and one three-hour lab each week. *Prerequisites: BI 213, BI 314, and CH 221*

**BI 316 Evolution (4)**

Introduction to the major concepts and principles of evolutionary biology with an emphasis on the sources of variation, mechanisms of evolution, phylogenetics and the evolution of the human lineage. Three hours lecture plus one hour discussion session. *Prerequisite: BI 212 and BI 314 or consent of instructor*

**BI 317 Vertebrate Natural History (4)**

The evolutionary history and classification, life history and ecology of vertebrate animals. Laboratory will emphasize identification and field studies of vertebrates that occur in Oregon. Three one-hour lectures and one three-hour laboratory. *Prerequisites: BI 101, 102, 103 or BI 211, 212, 213*

**BI 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 or minors. However, credit may be applied to the human biology minor. Three hours of lecture and one two-hour lab per week. *Prerequisite: BI 102 or BI 211 with a grade of C- or better*

**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. *Prerequisite: BI 101 or BI 213 recommended*

**BI 324 Comparative Vertebrate Anatomy (5)**

A comparative analysis of vertebrate morphology, emphasizing the study of organs and organ systems, and an introduction to the taxonomy, evolution and functional morphology of the vertebrates. Anatomy at the level of the cell, the organ system, and the organism will be discussed. Three hours of lecture and four hours of laboratory per week. *Prerequisite: BI 211, 212, and 213 or consent of instructor*

**BI 326 Developmental Biology (4)**

Development of model vertebrates and invertebrates from fertilization through organogenesis; includes analyses of early cell cleavage, morphogenesis, differentiation and growth. Three hours of lecture and one three-hour laboratory per week. *Prerequisites: BI 315 and one year of chemistry, or consent of instructor*

**BI 330 Plant Physiology (5)**

An examination of the physiological processes and mechanisms involved in plant nutrition, photosynthesis, assimilation of organic and inorganic materials, energy balance, water requirements, growth factors and organismic control. Three hours lecture and one four-hour laboratory. *Prerequisite: BI 213 and CH 223 or consent of instructor*

**BI 331 General Microbiology (4)**

Selected topics in the science of microbiology with an emphasis on microbial structures and physiology as they impact diversity and ecology, biotechnology, and diseases (bacterial, viral, and protozoal). Involved lab component represents nearly half course grade. *Prerequisites: BI 211, 212, 213, 314, CH 221, 222, 223, and WR 135*

**BI 334 Advanced Human Anatomy and Physiology (4)**

Advanced study of the anatomy and physiology of the human body designed for students intending to pursue future studies in professional health-related fields. Three hours of lecture and three hours of laboratory per week. Laboratory component includes anatomical studies using histological slides, models, and human cadavers. Focuses on integumentary, skeletal, muscular, and nervous systems. *Prerequisite: BI 213 or consent of instructor*

**BI 335 Advanced Human Anatomy and Physiology (4)**

Advanced study of the anatomy and physiology of the human body designed for students intending to pursue future studies in professional health-related fields. Three hours of lecture and three hours of laboratory per week. Laboratory component includes

anatomical studies using histological slides, models, and human cadavers. Focuses on endocrine, cardiovascular, and respiratory systems. *Prerequisite: passing grade in BI 334*

**BI 336 Advanced Human Anatomy and Physiology (4)**

Advanced study of the anatomy and physiology of the human body designed for students intending to pursue future studies in professional health-related fields. Three hours of lecture and three hours of laboratory per week. Laboratory component includes anatomical studies using histological slides, models, and human cadavers. Focuses on digestive, urinary, and reproductive systems. *Prerequisite: passing grade in BI 335*

**BI 340 Plant Nutrition (4)**

A study of soil fertility, nutrient acquisition, transport and metabolism, crop growth and yield, and farming practices that affect plant nutrition. Laboratory includes field trips and a term-long greenhouse experiment to diagnose nutrient deficiency. Three hours of lecture and two hours of laboratory per week. *Prerequisite: BI 213 or CH 223*

**BI 357 General Ecology (4)**

Focuses on the patterns of distribution and abundance of organisms in space and through time. Explores the underlying causes, both natural and anthropogenic, of these patterns at the population, community and ecosystem levels for a variety of organisms and ecosystems. In the lab, students will engage in nearly all phases of ecological research. Three hours of lecture and one three-hour laboratory. *Prerequisites: BI 211, 212, 213, MTH 111, and WR 135*

**BI 360 Animal Behavior (4)**

A consideration of the basic problems in animal behavior, including ecological adaptations of behavioral patterns, mechanisms underlying behavior, social behavior, and the nature and organization of animal societies. Three lectures and one three-hour laboratory. *Prerequisites: Introductory biology sequence (100 or 200 series) or consent of instructor*

**BI 361 Marine Ecology (5)**

Explores the ecology and diversity of marine ecosystems worldwide, and focuses on adaptations, life histories and interactions of organisms with each other and their environment. Regions covered include temperate, tropical and polar seas, the open ocean and the deep sea. Laboratory time is divided between field trips to the Oregon coast and observation of living marine organisms. Three one-hour lectures and one four-hour laboratory period. *Prerequisites: BI 212 and 213, or consent of instructor*

**BI 370 Humans and the Environment (4)**

The study of how humans interact with their environment and the effect of the environment on human society. Topics include basic ecological principals, human population



growth, environmental health, pollution, toxicology, agriculture, forest management and global climate change. Designed for human biology and environmental studies minors and as an elective for non-science majors. Not open for credit to biology majors or biology minors. Three hours lecture and one three-hour laboratory including field work. *Prerequisites: BI 101, or BI 102, or BI 211, or consent of instructor; MTH 095 with grade of C- or better, or equivalent, highly recommended*

#### **BI 371 Structure of Seed Plants (4)**

The morphology, anatomy and reproduction of seed plants from an evolutionary perspective. Two lectures and two three-hour laboratory periods. *Prerequisite: BI 213 or consent of instructor*

#### **BI 406 Individual Study (1-15)**

Terms and hours to be arranged. Eligible for the RP grade option.

#### **BI 407/507 Seminar (1-15)**

Terms and hours to be arranged. Eligible for the RP grade option.

#### **BI 408 Workshop (1-9)**

Eligible for the RP grade option.

#### **BI 409 Practicum (1-9)**

Eligible for the RP grade option.

#### **BI 424 Human Dissection (2)**

A study of gross anatomy of the human body through the dissection of a cadaver. *Prerequisites: BI 334 with a grade of C or better, or consent of instructor*

#### **BI 432 Immunology (4)**

A course on immune mechanisms, including the nature of antigens, antibodies and their interactions, the anatomy, cell biology, genetics, regulation, diseases of mammalian immune system and the use of antibodies as tools in the clinical and research laboratory. Two lectures and two three-hour laboratories. *Prerequisites: BI 315 and one year of chemistry, or consent of instructor*

#### **BI 434 Comparative Animal Physiology (4)**

A comparative analysis of animal physiology, emphasizing how different kinds of animals work and why they have evolved to work the way they do. Animal physiology at the level of the cell, the organ system, and the organism will be discussed. Included in this course will be an examination of various aspects of human physiology. Three one hour lectures and one three hour laboratory per week. *Prerequisite: BI 211, 212, and 213, or consent of instructor*

#### **BI 437 Neurobiology (4)**

Introduction to fundamental concepts in neurobiology. Content includes the anatomy and physiology of neurons, the molecular basis of cell communication, and the emergent properties of nervous systems. Integrated topics include animal behavior, research methods, and drugs used in neurobiology research. Learning will take place using

lectures, demonstrations, laboratory exercises, discussions of outside readings and student presentations. *Prerequisite: BI 315 and CH 223*

#### **BI 441/541 Human Heredity (4)**

Basic principles of inheritance, including Mendelian patterns of traits, chromosomal aberrations, sex determination, molecular biology, and genetic diagnostics, as it relates to humans. Designed for human biology minors. Not open for credit to biology majors or biology minors. BI 541 is designed for graduate students in education or related fields. Four hours of lecture per week. *Prerequisite: BI 102 or BI 211, or consent of instructor; MTH 095 with grade of C- or better, or equivalent, highly recommended*

#### **BI 451 Invertebrate Zoology (5)**

A systematic study of invertebrates, with a comparative approach to anatomy, physiology, behavior, life history and evolution. Emphasizes the relatedness of structure and function and focuses on the adaptations of these animals to their environments. Observation of living marine invertebrates is emphasized in the lab. Three one-hour lectures and one four-hour laboratory period. *Prerequisite: BI 212 or consent of instructor*

#### **BI 453/553 Marine Vertebrates (4)**

Investigates the anatomy, physiology, behavior, and ecology of marine vertebrates, focusing on challenges unique to the marine environment. Students will compare marine fish, reptiles, birds and mammals in exploration of different topics. Current issues such as over fishing and effects of marine pollutants will also be included. Four lecture hours. *Prerequisite: introductory biology sequence (100 or 200 series) or consent of instructor*

#### **BI 454/554 Plant Ecology (4)**

Focuses on the patterns of distribution and abundance of organisms in space and through time. Explores the underlying causes, both natural and anthropogenic, of these patterns at the population, community and ecosystem levels for a variety of plants and ecosystems. In the lab, students will engage in nearly all phases of ecological research. Emphasis will be placed on learning to effectively communicate ecological concepts in writing to a non-scientific audience. Three hours of lecture and one three-hour laboratory. *Prerequisites: BI 211, 212, 213, MTH 111, and WR 135*

#### **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. Eligible for the RP grade option. *Prerequisite: introductory sequence in biology or consent of instructor*

#### **BI 461/561 Conservation Biology (4)**

Introduction to the principles and practices of conservation biology. Topics include biodiversity, extinctions, habitat fragmentation, restoration ecology, impacts of invasive species, and sustainability, among others. Particular emphasis will be placed on subjects pertinent to

Oregon and temperate regions. Two 80-minute lectures plus three field trips. *Prerequisite: introductory biology sequence or consent of instructor*

#### **BI 474 Biology of Insects (5)**

Focuses on the anatomy, physiology, behavior and life history strategies of insects. Also examines the evolutionary relationships and diversity of this most varied group of animals. A significant portion of the lab period is spent in the field. Three one-hour lectures and one four-hour laboratory period. *Prerequisite: BI 212 or consent of instructor*

#### **BI 475 Molecular Biology (4)**

Study of molecular biology theory and practice. The study of living systems at the molecular level, especially DNA and RNA, and provides background appropriate for further work in biotechnology, cell biology, diagnostics, genetics, genomics, microbiology, pharmaceuticals, and therapeutics. Emphasis is on the study of model systems and the central role of DNA to understand the current approaches and laboratory techniques necessary to answer basic questions in current molecular biology. Two hours of lecture and four hours of laboratory per week. *Prerequisites: BI 314, BI 315, and one year of chemistry or consent of instructor*

#### **BI 606 Special Individual Studies (1-9)**

Terms and hours to be arranged. Eligible for the RP grade option.

#### **BI 608 Workshop (1-9)**

Terms and hours to be arranged. Eligible for the RP grade option.

#### **BI 609 Practicum (1-9)**

Terms and hours to be arranged. Eligible for the RP grade option.

#### **BI 624 Human Dissection (2-5)**

Advanced study of the gross anatomy of the human body through the dissection of a cadaver. The exact number of credits will be determined by the background of the student and goals agreed upon by the student and instructor. *Prerequisites: graduate standing and consent of instructor*

### **Business**

#### **BA 101 Introduction to Business (3)**

Business organization, operation and management; intended to orient the student in the field.

#### **BA 199 Special Studies (1-6)**

Terms and hours to be arranged. Eligible for the RP grade option.

#### **BA 211 Financial Accounting (4)**

Students will gain a basic understanding of how accounting is used by investors, managers, government agencies and others. Includes the study of transaction analysis with emphasis on accrual versus cash accounting, and the preparation, interpretation and use of financial statements.

**BA 213 Managerial Accounting (4)**

The study of accounting continues from the perspective of management users, with emphasis on planning, performance evaluation and information needed for effective decision making. *Prerequisite:* BA 211

**BA 217 Accounting for Non-accountants (3)**

Provides a comprehensive non-technical accounting course for the business minor and others interested in a survey of financial and managerial accounting techniques. Assumes no prior knowledge of accounting. Not available for credit in the business major.

**BA 220 Introduction to Financial Management (3)**

Basic processes, principles, tools and concepts of finance. Topics include financial analysis, financial forecasting, profit planning, budgeting, working capital management and capital budgeting. 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. *Prerequisite:* MTH 111

**BA 243 Business Statistics (4)**

Probability, data description and analysis, sampling distribution, confidence intervals and hypothesis testing with emphasis on business applications. *Prerequisite:* second-year high school algebra or equivalent, or satisfy score on the placement exam

**BA 284 Introduction to International Business (3)**

This course will address the organization, marketing and finance of international business. Each section will address the role of culture and the restrictions placed on international business.

**BA 305 Business Analysis & Report Writing (3)**

Instruction will concentrate on various forms of written communication, with special emphasis on small business analysis.

**BA 310 Principles of Marketing (3)**

Introduces the theories, concepts and terms that marketers use in their daily planning activities. Begins with an overview of strategic marketing planning. Strategic elements of the marketing plan (target definition, product strategy, distribution strategy, promotion strategy and price strategy) are examined in greater detail.

**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. *Prerequisite:* BA 310

**BA 315 Financial Management (3)**

Basic processes, principles, tools, and concepts of finance. Topics include financial analysis, financial forecasting, profit planning, budgeting, working capital management and capital budgeting. Course also covers the basics of financial markets, institutions and sources of supply of different types of funds available to a firm. *Prerequisite:* BA 211 or consent of instructor

**BA 316 Advanced Financial Management (3)**

Extensive use of Excel and Monte Carlo Simulation in the structuring and analysis of financial problems. Major topics include liquidity, pro forma financials, forecasting and capital budgeting. *Prerequisite:* BA 315

**BA 317 Intermediate Accounting I (4)**

Study of major accounting principles; summary of accounting process; revenue and expense recognition; balance sheet and income statement; concepts in the valuation of all current assets. *Prerequisite:* BA 213 or consent of instructor

**BA 318 Intermediate Accounting II (4)**

Concepts in the valuation of both short-term and long-term liabilities; contingencies; recording and adjusting plant assets; long-term assets and intangible assets; stockholders equity transactions. *Prerequisite:* BA 317 or consent of instructor

**BA 319 Intermediate Accounting III (4)**

Study of revenue recognition, accounting changes, error analysis, taxes, pensions, leases, statement of cash flows and full disclosure. *Prerequisite:* BA 318 or consent of instructor

**BA 325 Portfolio Management (3)**

Develops an understanding of key ingredients in portfolio selection. Examines alternative investments and how to combine them into an efficient portfolio. *Prerequisite:* BA 315

**BA 340 Business Forecasting (4)**

A survey of forecasting methods, including trend regression, seasonal effects, smoothing and autoregressive moving-average models. Emphasis is on understanding the underlying process and interpreting the results of computer programs.

**BA 345 Internet and Electronic Commerce (4)**

The internet as a resource for researchers, investors, employers, and employees. Focus will be on information access and distribution. Topics will include internet basics, search techniques and resource evaluation, marketing, electronic commerce, government regulation, job searching and webpage design.

**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 362 Business Ethics (3)**

Focuses on recognizing, analyzing, and resolving ethical issues in business. Topics include privacy in the workplace, product safety, corporate social responsibility and international ethics.

**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. *Prerequisite:* BA 243 or MTH 243

**BA 368 Introduction to Operations Research (3)**

Study of quantitative techniques for decision support. Topics include linear programming, integer programming, project management and dynamic programming. *Prerequisite:* BA 240 or MTH 241

**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. *Prerequisites:* GERO 320, or BA 361 and BA 362 (or BA 370 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. *Prerequisites: BA 361 and BA 362 (or BA 370 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. *Prerequisite: BA 315*

**BA 399 Special Studies (1-12)**

Terms and hours to be arranged. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**BA 407 Seminar (1-12)**

Terms and hours to be arranged. Special seminar topic offerings in business. Eligible for the RP grade option.

**BA 409 Internship/Practicum (1-12)**

Practical application of business theory and/or collection of data for theoretical interpretation. Eligible for the RP grade option.

**BA 410 Marketing Research (3)**

Includes the definition of marketing research, the process of marketing research, classifications of marketing research and the stages in the research process. *Prerequisites: BA 310 and BA 243; or MTH 243*

**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. *Prerequisites: BA 213 and BA 310*

**BA 412 New Product Development (3)**

Examines the processes utilized and problems occurring in the development of new products and services. The new product development process is examined in several industries and contexts, and students develop skills and abilities utilized in new product development. Students develop proficiency in assessing and evaluating new product development opportunities and activities. *Prerequisite: BA 310*

**BA 414 Sports Marketing (3)**

Course addressing marketing efforts and strategy in the context of industries utilizing sport in their product and service offerings. *Prerequisite: BA 310*

**BA 415 Advertising and Promotion (3)**

Introduces advertising as one variable in the overall marketing program. Covers advertising management, research, creative development and media planning. Also addresses the economic and social consequences of advertising in society. *Prerequisite: BA 310*

**BA 416 Government Regulation (4)**

Student will review the philosophy of regulation in the marketplace, evaluate the impact of regulation on business practices and study the cost/benefit ratio of regulation for selected sectors of the American economy. Special emphasis will be placed on the cost of regulation as it impacts small businesses. *Prerequisites: EC 201, and EC 202*

**BA 420 Securities Analysis (3)**

Develops theory and requisite tools of securities analysis using computer modeling and portfolio applications. *Prerequisite: BA 325*

**BA 421 Cost Accounting (4)**

The study of cost accounting concepts and procedures as a managerial tool for implementing and monitoring business strategy, including accounting for cost inputs, assigning responsibility, analysis of cost behavior, capital budgeting and actual versus standard cost systems. *Prerequisite: BA 213*

**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. *Prerequisite: BA 315*

**BA 427 Small Business Finance (3)**

Utilizes the basic processes, principles, tools and concepts of finance within the parameters of a small business. The course centers around a project to develop a complete financial plan that projects the future flow of funds by analyzing and integrating the impact of investment decisions and financing decisions. *Prerequisite: BA 315*

**BA 430 Business Taxation (3)**

Philosophy of the tax system and required reporting under tax law; emphasis on small business; impact of taxes on investments and capital expenditures; introduction to estate and gift taxes; tax planning techniques.

**BA 431 Federal Income Tax I (4)**

Study of individual income tax, gains and losses, dividends, business and personal deductions and tax computations. *Prerequisite: BA 213 or consent of instructor*

**BA 432 Federal Income Tax II (4)**

Philosophy of the tax system and required reporting under federal tax law for corporations, partnerships, estates and trusts, estate and gift taxes; installment sales; cash and accrual basis taxation. *Prerequisite: BA 431 or consent of instructor*

**BA 438 Real Estate Investment (3)**

Comprehensive overview of real estate finance. Factors affecting real estate investment are emphasized. Specific topics covered include: valuation, market analysis, ownership forms, financing, development and portfolio effect. *Prerequisite: BA 315*

**BA 441 Advanced Accounting (4)**

Study of business combinations and consolidated financial statements and introduction to fund accounting. *Prerequisite: BA 319*

**BA 450 State & Local Government Finance (3)**

Economics and policy analysis of government expenditures, taxes, and intergovernmental fiscal relations; the role of government in the economy and policy analysis; the division of functions and revenues between state and local governments; revenues, expenditures and indebtedness of these governments; analysis of state and local tax structures; application to study of the Oregon system. *Prerequisite: BA 315 or consent of instructor*

**BA 451 Auditing (4)**

Role of auditor, ethics, legal liability of CPA profession; internal controls, analysis of clients' accounting system; evidence statistics sampling techniques; audit work papers. *Prerequisite: BA 318 or consent of instructor*

**BA 455 Advertising Writing (3)**

Involves the formal planning and creation of persuasive communications with an emphasis on advertising. Written plans and advertising copy drafts are translated into finished print advertisements, press releases, broadcast commercials and websites; design issues through the development of Web text and graphics, add layouts, scripts, story boards and rudimentary electronic film production. *Prerequisites: BA 310 and must be a Business or Economics major*

**BA 475 Sales Management (3)**

The management of personal selling through the organization, forecasting, budgeting, recruiting and selection, training, compensation, motivation, evaluation and control concepts, theory and ethics. *Prerequisites: BA 310 and BA 361*

**BA 476 Topics in Management (3)**

Topics may include at different times: strategic planning and implementation; productivity; computer applications; women in management; and other topics of special interest. May be repeated under different subtitles. *Prerequisite: BA 361*

**BA 477 Topics in Marketing (3)**

Focus on marketing topics of special interest to students and faculty such as retail marketing, services marketing, consumer behavior or social marketing. May be repeated for different topics. *Prerequisite: BA 310*

**BA 478 Topics in Finance (3)**

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. *Prerequisite:* BA 315

#### **BA 484 International Management (3)**

A study of the political, social, cultural, economic and legal environment for engaging in trade between countries. Emphasis will be on management strategies for small business as participants in international business operations. *Prerequisite:* BA 361

#### **BA 485 International Finance (3)**

A study of international finance and investing. Emphasis will be on currency, working capital management, sources of funds and investigation of investment products. *Prerequisite:* BA 315

#### **BA 486 International Marketing (3)**

A study of the influence of foreign markets, competition and government policy in creating and penetrating markets. Emphasis will be on marketing strategies developed in the U.S. for implementation in foreign markets. *Prerequisites:* BA 213 and BA 310

#### **BA 487 International Law (3)**

A study of law as it applies to businesses participating in international business operations. *Prerequisite:* BA 230

#### **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. *Prerequisite:* BA 243 or 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. *Prerequisites:* Senior standing, BA 310, BA 315, BA 361, and BA 362 (or BA 370 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. *Prerequisite:* BA 361

#### **BA 495 Organization Design (3)**

An analysis of the structure and behavior of the organization as a whole. 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. *Prerequisite:* BA 361

#### **BA 601 Organization Leadership (4)**

Examines leadership in theory and practice. Topics include motivation, leadership style, individual and group decision-making, business ethics, and strategic management.

#### **BA 610 Marketing Analysis and Strategy (4)**

Overview of situational elements affecting an organization's marketing planning process and the tools and techniques available for implementing a marketing plan.

#### **BA 615 General Linear Models (4)**

Regression analysis, emphasizing application and interpretation of results, validity of the assumptions, model selections.

#### **BA 620 Organization Budgetary Process (4)**

Capital and cash budgeting, specific skills for gathering, analyzing and presenting budgetary information.

#### **BA 625 New Product Development (4)**

Examines the principles and theory of new product development, in the context of marketing and marketing management. Students will gain knowledge and experience in the process of identifying issues relating to the challenges of product planning, strategy and implementation, as well as developing skills and abilities utilized in new product development. A number of new product development contexts are covered (including the development of both product and services), allowing students to develop proficiency in assessing and evaluating new product development opportunities and activities.

#### **BA 630 Report Writing and Economic Analysis (4)**

Steps to form a precise hypothesis, collect and analyze economic data to test the hypothesis, and present the results.

#### **BA 635 Professional Project (1-8)**

Independent enrollment course permits students to complete a professional project of their choosing, approved by their advisor. Eligible for the RP grade option.

#### **BA 676 Topics in Management and Information Systems (4)**

Focus on topics related to management and information systems, including financial, operations, project, and strategic management. May be repeated under different subtitles.

### **Chemistry**

#### **CH 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. *Prerequisites:* High school algebra; for CH 105, a passing grade of C or bet-

ter in CH 104 is required; for CH 106, a passing grade of C- or better in CH 105 is required

#### **CH 161 Fundamentals of Photography for Forensic Science (2)**

For students interested in the scientific applications of photography. Students will gain experience with 35 mm, polaroid and digital cameras. Particular attention will be focused on forensic and environmental applications. One lecture and one laboratory period. *Prerequisite:* consent of instructor

#### **CH 221, 222, 223 General Chemistry (5 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. *Prerequisites:* MTH 111 equivalent, 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 Environmental Geochemistry (3)**

An application of the principles of geology and chemistry to geological processes such as isotope fractionation, the carbonate cycle, weathering and formation of clays, hydrologic mobility and adsorption of heavy metals to clays and humic substances, groundwater plumes, atmospheric chemistry including the greenhouse effect, global warming and ozone destruction. Three lectures. *Prerequisite:* one year of college chemistry, ES 201 or ES 202, or consent of instructor

#### **CH 312 Quantitative Analysis (4)**

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. *Prerequisite:* CH 223

#### **CH 313 Instrumental Analysis (4)**

A study of the use of instrumental methods for quantitative determinations of unknown chemical samples. Three lectures and one three-hour lab. *Prerequisites:* PH 213 or PH 203, and MTH 251

#### **CH 320 Introduction to Forensic Science (3)**

An introduction into the theory and practice of physical evidence analysis. Topics include the recognition, identification and evaluation of physical evidence such as hairs, fibers, drugs, blood, semen, glass, soil, fingerprints and documents. Three lectures. *Prerequisite:* one year of college chemistry

#### **CH 322 Medicinal Chemistry and Pharmacology (4)**

Surveys the general mechanisms underlying the effects of drug compounds on biological organ systems. Topic areas include: the investigation of different drug classes and their biological targets, the behavior of drugs within the body, drug discovery and design, and the principles of cardiovascular, endocrine, and neuro-pharmacology. *Prerequisite:* CH 104, CH 105, CH

106; or CH 334 and BI 102; or CH 334 and BI 211; or consent of instructor

### CH 334, 335, 336 Organic Chemistry (3 each)

A study of the chemistry of carbon compounds including their structure, reactions and syntheses. Three lectures. For CH 335, co-enrollment with CH 337 (1 credit) is mandatory. For CH 336, co-enrollment with CH 338 (2 credits) is also mandatory. *Prerequisites:* 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 and CH 337 is required

### CH 337 Organic Chemistry Lab I (1)

Students will learn basic laboratory techniques for purifying and identifying organic compounds. The topics covered will be thin layer chromatography, gas chromatography, extraction, recrystallization, simple and fractional distillation, melting points, boiling points, derivatives, spectroscopy and using the chemical literature for obtaining physical property information. Students enrolled in CH 337 must also be co-enrolled in CH 335.

### CH 338 Organic Chemistry Lab II (2)

This laboratory meets twice weekly. Student will study a number of different reactions including nucleophilic substitution, hydration, oxidation-reduction, Diels-Alder, and the use of the Grignard reagent. The significant portion of this term will be spent learning how to identify unknown organic substances. Must also be co-enrolled in CH 335. *Prerequisites:* passing grade in CH 335 and CH 337

### CH 340 Elementary Physical Chemistry (4)

Fundamental principles of physical chemistry with applications in engineering, biological systems and medicine. This course will count for chemistry major credit only for students in the forensic option. *Prerequisites:* CH 223, PH 213 or PH 203, or consent of instructor

### CH 345 Introduction to Toxicology (3)

Surveys general mechanisms underlying the effects of toxic compounds on biological systems. Topics covered include: poisons and toxic agents, biotransformation of xenobiotics, reproductive toxicology and teratology, analytical/forensic toxicology, chemical carcinogenesis, and molecular toxicology. *Prerequisites:* either CH 104, CH 105, and CH 106, or CH 334 and BI 102 or BI 211, or consent of instructor

### CH 347 Biochemistry of Complementary and Alternative Medicines (3)

Course is designed for upper division undergraduate, medicinal chemistry, and nursing students that are interested in learning about the biochemical aspects of complementary and alternative medicines. Topics will include the study of preventative medicine, diet, nutrition, supplementation using herbal and natural remedies; bioenergetics and principles of Traditional Chinese Medicine; biochemical impact of exercise, including weight bearing, cardiovascular, and meditative exercises such as Tai Chi

Chuan, Qigong, and Yoga. *Prerequisite:* CH 104, CH 105, CH 106; or CH 334 and BI 102; or CH 334 and BI 211; or consent of instructor

### CH 350 Chemical Literature (1)

A study of the methods of searching the chemical literature. One class meeting per week. *Prerequisite:* CH 335 or consent of instructor

### CH 354 Computational Chemistry (2)

A study of statistical and graphical methods of data analysis, numerical methods of common importance in chemistry, problem solving, information handling and retrieval and simulation techniques. *Prerequisite:* two years of college chemistry or consent of instructor

### CH 360 Nuclear Chemistry (3)

Emphasis will be placed on the atomic nucleus, nuclear properties, nuclear models, radioactivity, nuclear reactions, fission, nuclear reactors and applications of radioactivity. *Prerequisites:* CH 223 and PH 213, or consent of instructor

### CH 361 Energy, Resources and the Environment (3)

A study of the current development and utilization of energy and power, implications of the finite resources, impact on the environment and alternatives.

### CH 370 Selected Topics in Chemistry (1-3)

An introduction to contemporary topics in chemistry. *Prerequisite:* consent of instructor

### CH 371 Environmental Chemistry (3)

A study of current environmental problems such as stratospheric ozone, greenhouse effect, smog, acid rain, pollution, oil spills and pesticides. *Prerequisites:* CH 104, CH 105 and CH 106 or consent of instructor

### CH 401 Research (1-3)

Terms and hours to be arranged. May be repeated for credit.

### CH 407 Seminar (1)

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. *Prerequisite:* 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. *Prerequisites:* CH 223, MTH 252 and PH 213, or consent of instructor

### CH 412 Inorganic Chemistry of the Environment (4)

Course uses the periodic variations in fundamental atomic properties to predict and

explain the chemical behavior of classes of inorganic compounds with special applications to the environment. Three lectures (3 credits) and one lab (1 credit). Not sequential with CH 411. *Prerequisites:* CH 223, MTH 252, PH 213 or consent of instructor

### CH 420 Forensic Chemistry (4)

The applications of chemistry to the analysis of physical evidence. Topics included 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. *Prerequisite:* 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. *Prerequisite:* CH 320 or consent of instructor

### CH 440 Physical Chemistry I (3)

A study of the laws of thermodynamics with emphasis on their application to chemical systems. Topics considered include: thermochemistry, equation of states, kinetic-molecular theory, free energy and chemical equilibrium. *Prerequisites:* CH 223, MTH 254 and PH 213

### CH 441 Physical Chemistry II (3)

A study of solutions, heterogeneous equilibria, electrochemistry, chemical kinetics, elementary quantum and statistical mechanics. *Prerequisite:* CH 440

### CH 442 Physical Chemistry III (3)

A study of molecular structure and bonding, electronic structure of atoms and molecules, rotational, vibration and electronic spectra of molecules. *Prerequisite:* CH 441

### CH 441 Toxicology Laboratory Techniques (3)

General biochemical and physical techniques used in toxicology are covered with an emphasis on model systems. Course covers laboratory techniques such as environmental analysis of pollutants and other toxicological components, dose response curves, morphological effects, drug testing and metabolism, genetic and epigenetic techniques, and molecular probes for evaluating DNA, RNA, and protein effects following xenobiotic exposure.

**CH 450/550 Biochemistry I (3)**

A study of the chemistry of the individual subunits used to construct biological macromolecules and the chemical bonding within the macromolecules. Emphasis will be placed on the structures of carbohydrates, nucleic acids and proteins. *Prerequisite: CH 336 or consent of instructor*

**CH 451 Biochemistry II (3)**

The study of the function of biological macromolecules with emphasis on the mechanisms of protein-ligand binding, metabolic pathways and regulatory enzyme mechanisms. *Prerequisite: CH 450*

**CH 452/552 Biochemistry Lab (3)**

An introduction to the basic laboratory techniques used in biochemistry. Topics will include electrophoresis, spectrophotometry, chromatography, centrifugation techniques and protein purification. One hour lecture and one four-hour lab. A research project will be required for graduate credit. *Prerequisites: CH 336, CH 450, MTH 251 equivalent or consent of instructor*

**CH 461, 462, 463 Experimental Chemistry (2 each)**

An advanced laboratory course devoted to experimental techniques of analytical, inorganic and physical chemistry. *Prerequisites 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. *Prerequisite: CH 313*

**CH 608 Workshop (1-9)**

Terms and hours to be arranged.

**CH 670 Selected Topics in Chemistry (1-3)**

In-depth coverage of selected current problems in chemistry research: analytical, biological, inorganic, organic or physical chemistry. *Prerequisite: consent of instructor*

**Communication Studies****COM 111 Principles of Public Speaking (3)**

Instruction and practice in applying the principles of invention, organization, language, and delivery with a focus on the development of skill and confidence in formal public communication.

**COM 112 Interpersonal Communication (3)**

Practical, theoretically-grounded approaches to developing relational communication skills in a variety of contexts ranging from romantic relationships to friendships to on-the-job communication.

**COM 199 Special Studies (1-15)**

Terms and hours to be arranged.

**COM 211 Introduction to Mass Communication (3)**

Introduction to the study of mass communication through the critical engagement and examination of issues relating to the mass communication industry, media production, content, and effects.

**COM 236 Contemporary Issues in Media (3)**

Developing critical awareness of recent issues in the fast-changing world of media creation, organizations and audience use. This course especially focuses on the impact of media on individual decisions, social organizations and government operations.

**COM 270 Principles of Forensics (1-6)**

Training and participation in debate, oratory and extemporaneous speaking. Limit of 1 hour credit per term, except with consent of instructor. *Prerequisite: COM 111 or consent of instructor*

**COM 271 Communication Studies Projects (1-3)**

Training and participation in communication studies activities in the public setting. Terms and hours arranged with consent of instructor.

**COM 312 Public Relations Communication (3)**

Instruction and practice in the role of communications in American institutions and writing and editing internal and external communications. Discussion of the relationship between public relations, advertising and marketing and the role of law and ethics in public relations communications.

**COM 321 Influence Through Argument (3)**

Concepts and processes of argumentation, cogency in oral communication, systems of logic, critical analysis of contemporary efforts to convince, construction and presentation of cases. *Prerequisite: COM 111*

**COM 323 Group Discussion and Leadership (3)**

Dynamics of discussion; group thinking and decision making; interpersonal relations; types of leadership and the application of discussion techniques in the classroom and society.

**COM 324 Business and Professional Communication (3)**

Investigates the role of communication in business and the professions. Areas of study and performance include developing better listening skills, conducting meetings, preparing and presenting reports, improving interpersonal skills in business, and conducting interviews.

**COM 325 Intercultural Communication (3)**

Examination of the connections between culture and communication. Exploration of the diversity among U.S. American cultural patterns as well as other cultures from around the world. Development of critical, analytical, verbal, and nonverbal skills necessary for effective intercultural communication.

**COM 326 Communication and Controversy: Freedom of Speech in United States (3)**

Study and critical assessment of major First Amendment issues and cases.

**COM 327 Communication in the Legal Field (3)**

Examines communication principles in the legal setting. These include cross-exam techniques, strategies in opening and closing arguments, interpersonal factors affecting trial participant credibility, and persuasive factors in judicial opinions.

**COM 328 Law and Popular Culture (3)**

Course is designed to deepen students' understanding of the intersection between law and popular culture. Through readings, discussion, reflective writing, and a final research project, students will be able to understand and describe how movies about law shape society's understandings of law, society, and social history.

**COM 330 Advanced Forensics (1-3)**

Intensive training in competitive speaking. Limit of 1 hour credit per term, except with consent of instructor. *Prerequisites: COM 270 and/or consent of instructor*

**COM 331 Nonverbal Communication (3)**

Examination of human nonverbal behaviors that have communicative potential. We study current knowledge and perspectives on nonverbal communication, using them to complete both formal and informal research projects, applying and testing contemporary theory and research on nonverbal communication.

**COM 335 Communication and Gender (3)**

An exploration of the intersection of gender and communication examining documented similarities and differences in communication patterns and styles and investigating gender as a communicative enactment.

**COM 340 Conflict Management (3)**

Using conflict simulations and popular media to present conflict management theory, this course gives students the tools to develop effective, ethical conflict management strategies and techniques.

**COM 342 Media Literacy (3)**

Encourages the development of media literacy by examining the complexity of media industries in the areas of production, economics, audience development, media effects, and institutional effects. Specific topics include the analysis of media products such as news, entertainment and advertising according to their purposes, message parameters and audience reception.

**COM 343 Communication in the Information Age (3)**

Study of the information age in its impacts on personal communication and social institutions. Emphasizing application of principles to personal experience and encouraging critical analysis of "information society" claims.

**COM 351 Foundations of Health Communication (3)**

Explores the foundations of health communication along a spectrum that includes the evaluations of this aspect of the discipline, patient/provider perspectives and interactions, culture, eHealth, and end of life.

**COM 361 Health Literacy (3)**

Investigates health literacy from the perspective of individuals, organizations, public policy, health care organizations, and the broader community. Focuses on the health context because of potential impact of lower health literacy on health outcomes, health care costs, mortality, and effective care. Course is relevant to any organization that must communicate complex information to the public. Course also covers analyzing written materials and revising them using 'plain language' guidelines.

**COM 370 Communication Ethics (3)**

Explores the theoretical foundations and practice of ethical communication examined in a variety of communication contexts. Specifically, our analysis seeks identification of ethical issues underlying all communication behavior, and application of those issues to contemporary and classical examples of communicative behavior. Students will utilize this information to develop clear and appropriate ethical standards and practices in communication.

**COM 380 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.

**COM 399 Special Studies (1-3)****COM 405 Human Communication Theory (3)**

Examination of contemporary human communication theories, largely from a social scientific perspective.

**COM 406 Special Individual Studies (1-3)**

Terms and hours to be arranged.

**COM 407 Seminar (1-6)**

Terms and hours to be arranged. Six hours maximum apply to degree.

**COM 408 Workshop (1-3)****COM 409 Internship (1-6)**

This is an internship students design and carry out with a supervisor in a job setting. Must be taken pass-no credit (P/NC). Eligible for the RP grade option.

**COM 410 Communication and Event Planning (3)**

Working with a school or non-profit community organization liaison, students will develop, plan, coordinate, and carry out a major event for the designated organization. Students will

turn in a portfolio at the end of the term that demonstrates tasks they have accomplished.

**COM 412 The Criticism of Public Discourse (3)**

Analysis and evaluation of speeches in their social settings; critical studies of invention, arrangement and style.

**COM 416 Communication and Politics (3)**

An examination of the relationship between communication and politics and how their interaction affects American society. Emphasis is on the communication of political issues, the ways in which social institutions help create, advance, and reinforce public opinion and the political systems. Topics may include Presidential rhetoric, political debates, local and national campaigns, and media/politics interactions.

**COM 420 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.

**COM 422 Persuasion (3)**

Approaches to changing audience attitudes, beliefs, behaviors and/or values strongly grounded in communication ethics and social scientific research, leading to message preparation and analysis.

**COM 426 Language of the Mass Media (3)**

Uses of verbal and visual language in the popular media—motion pictures, television, radio, newspapers, and magazines—both by direct study and analysis of the various media and by the study of the relevant scholarship and criticism.

**COM 432 Rhetoric In the Western Tradition (3)**

Survey of major rhetorical ideas, theories, and figures from the classical period to the present. Emphasis on the ways in which rhetoric was understood and used in western historical contexts.

**COM 435 Rhetoric of the Women's Movement (3)**

Examination of the works of the major speakers of the women's movement from the 18th century to the present.

**COM 439 Contemporary U.S. Public Address (3)**

Survey of several major U.S. speakers and speeches since the mid-twentieth century in their historical contexts. Analysis and evaluation of the rhetorical features of contemporary oratory grounded in critical and theoretical approaches to speaker, audience, text, and context.

**COM 440 Relational Communication (3)**

In-depth examination of everyday relational communication issues as behavioral outcomes of theoretically explained communication

behaviors, from relationship initiation to relationship termination, including factors such as attraction, relational development and maintenance, critical relational events, and other topics in relational communication.

**COM 442 Communication and Social Change (3)**

Examination of communication in the context of historical or contemporary social issues or movements. Focus on critical thinking, dialogue, and praxis through application of communication theories and methodologies.

**COM 450 Crisis Communication Management (3)**

Practical experience to effectively manage and overcome a crisis. Students are introduced to sound research and the best practices in the field of crisis communication. Course is based in using case examples to explore a series of crisis communication management problems and strategies. Cases involve managing victims, reducing litigation, recovering reputation, healing corporate wounds, dealing with organizational opposition, engaging the media, and influencing employee, community, and public attitude. *Prerequisite: COM 312*

**Computer Science****CS 101 Computers and Society (3)**

An introduction to the computer's role in society. The student will become familiar with current computer terminology and will use applications software, including a word processor.

**CS 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).

**CS 122 Introduction to Computer Science for Non-Majors (3)**

History and overview of fundamental concepts of computer science. Topics include: introduction to computer hardware and the role of an operating system; data communications and networks; the history and future of the internet 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.

**CS 123 Introduction to Information Systems (3)**

Designed to introduce students to contemporary information systems and their use throughout global organizations. Focus on the key components of information systems - people, software, hardware, data, and communication technologies - and how components can be integrated and managed to create competitive advantage. Students will gain an understanding

of how information is used in organizations and how IT enables improvement in quality, speed, and agility. Introduction to systems and development concepts, technology acquisition, and various types of application software that have become prevalent or are emerging in modern organizations and society.

#### **CS 125 Introduction to Computer Game Development (4)**

Gentle introduction to computing. Students will be exposed to fundamentals of programming by building digital/computer games using a high level game development framework; no prior programming experience required. Students will gain insights into how programs are designed and developed; learn about the software engineering process; and improve problem solving skills by creating a digital/computer game. Students will design and develop a digital game at a level appropriate for their background and experience.

#### **CS 126 Introduction to Smart Phone App Development (4)**

Gentle introduction to computing. Students will build mobile apps for phones and tablets using the visual language “app inventor”; no prior programming experience required. Students will gain insights into how programs are designed and developed; learn about the software engineering process; and improve problem solving skills by creating a smart phone or tablet application.

#### **CS 127 Introduction to Multimedia Programming (4)**

Introduction to sound synthesis using the Pure Data programming language. Students will become familiar with basic digital audio and signal processing techniques in a visual programming environment. Generative sound design and production processes will be explored with examples applicable to game development, music composition and sound effect creation.

#### **CS 133 Introduction to Python Programming (4)**

Introduces students to computer programming using the Python language. Python is a general-purpose, high-level programming language whose design philosophy emphasizes code readability. Python combines power with clear syntax. Its standard library is large and comprehensive. Python supports multiple programming paradigms, primarily but not limited to, object-oriented, imperative and, to a lesser extent, functional programming styles.

#### **CS 134 Perl Programming (4)**

Introduces students to the Perl programming language. Through lecture and hands-on lab exercises, students learn how to use simple Perl scripts to tackle contemporary applications of Computer Science and Information Systems.

#### **CS 160 Survey of Computer Science (3)**

Introduction to the study of computer science. Topics will include: binary and hexadecimal number systems; data representation in binary,

including signed and unsigned fixed and floating point values; pseudo code and algorithm representation using pseudo code; use of a simple machine simulator to understand basic operation of a machine; and an introduction to data structures and object-oriented design using pseudo code. A term paper or project will be required.

#### **CS 161 Computer Science I (5)**

Formulation of problem specifications, development of algorithms, program design, structured programming concepts, program execution and documentation. Three hours of laboratory required in addition to the lectures. *Prerequisite: CS 160 recommended*

#### **CS 162 Computer Science II (5)**

Course covers algorithms for external file processing and concepts associated with data abstraction. Examples will include linked lists, stacks, queues and trees. Three hours of laboratory required in addition to the lectures. *Prerequisite: CS 161*

#### **CS 195 Fundamentals of Web Design (3)**

Fundamentals of web design using Adobe software. Focuses on the overall production processes surrounding Web design. Emphasizes design elements involving layout, navigation and interactivity. Includes hands-on web design exercises using Dreamweaver, Flash, Fireworks and FreeHand.

#### **CS 196 Web Design Using HTML and JavaScript (4)**

Students learn to use Hyper Text Markup Language (HTML) and JavaScript HTML - the main markup language for web pages. HTML elements are the basic building-blocks of web pages. HTML is a language for structuring and presenting content for the World Wide Web, and is a core technology of the Internet. JavaScript is primarily used in the form of client-side language implemented as part of a Web browser in order to provide enhanced user interfaces and dynamic websites.

#### **CS 199 Computer Science Topics (1-6)**

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. Course will improve students’ understanding of DOS commands, introduce disk management techniques and increase students’ ability to use a microcomputer efficiently. Supplemental topics may include desktop publishing and presentation graphics. *Prerequisite: CS 121*

#### **CS 222 Computer Systems Management (3)**

Provides hands-on experience in assembling, installing and maintaining computer hardware and software systems.

#### **CS 260 Data Structures I (3)**

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 abstract data types such as stacks, queues and trees, and an introduction to complexity analysis. *Prerequisites: CS 162, MTH 111, MTH 231 (or concurrent), or MTH 251 (or concurrent)*

#### **CS 262 Programming Languages (2)**

Computer applications using the language designated. *Prerequisite: CS 162*

#### **CS 271 Computer Organization (4)**

Logical organization, computer hardware, introduction to assembly and machine language programming. *Prerequisite: CS 162*

#### **CS 272 Low Level Programming (3)**

Programming techniques that require 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. *Prerequisite: CS 162*

#### **CS 299 Topics in Computer Science (1-6)**

Course content will vary. Topics are selected relative to new subject areas in computer science appropriate to sophomore level.

#### **CS 311 Data Structures II (3)**

A continuation of CS 260, 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. *Prerequisite: CS 260, and either MTH 231 or MTH 251*

#### **CS 314 Survey of Programming Languages (3)**

Comparative study of programming language and paradigms and their application. Paradigms studied include Imperative, Functional, Logic and Object Oriented languages. Covers various modern scripting languages, which are categorized under multiple paradigms. Students learn how to approach problems from the viewpoint of each paradigm. Highlights similarities and differences in syntax, control structures, types, scoping rules, and execution models. Specific languages selected by the instructor may vary from year to year. *Prerequisite: CS 260*

#### **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. *Prerequisite: CS 311*

#### **CS 340 Ethics and Information Management (3)**

Acquaints students with the contemporary or



possible future moral problem that arises due to computerization. *Prerequisites: CS 160 and junior standing*

### CS 344 Discrete Structures (3)

Designed for students in computer science. Topics 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. *Prerequisite: MTH 231*

### CS 345 Theory of Computation I (3)

Introduction to the theoretical models of computing, i.e. finite automata, pushdown automata and Turing machines are covered, along with a basic discussion on the classification of algorithms. *Prerequisite: CS 260, and either MTH 231 or MTH 251, and MTH 354 (or concurrent)*

### 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. *Prerequisites: CS 162, MTH 111, MTH 231 (or concurrent) or MTH 251 (or concurrent)*

### CS 355 UNIX Fundamentals (3)

Introduction to the UNIX operating system. Emphasis on using a UNIX-based or a Linux-based computer and some basic system administration tasks. Covers fundamental UNIX commands and utilities, including the use of a text editor and a mail handler, configuring a shell, the UNIX file system organization, managing processes in a multiprocessing system and writing simple shell scripts. This class assumes no previous experience with the UNIX operating system. *Prerequisite: CS 162*

### CS 362 Introduction to Relational Database Systems (4)

Basic concepts of relational databases, covering relational model, normalization, and information maintenance and information retrieving through SQL. Other topics include: the history of data processing, database management systems and their vendors, and trends in the area of data processing. *Prerequisite: CS 262*

### CS 372 Operating Systems (3)

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. *Prerequisites: CS 260 and CS 271*

### CS 399 Topics in Computer Science (1-6)

Course content will vary. Topics are selected relative to new subject areas in computer science appropriate to junior level.

### CS 406 Special Topics (1-4)

Course offered on an individual student basis. It is designed to support students in investigating the application of programming methods to problems related to their declared major.

### 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. Eligible for the RP grade option.

### CS 420 Database Management Systems (3)

Database system architecture; relational, hierarchical and network approaches. Security and integrity of data bases. *Prerequisite: CS 260 or IS 320*

### CS 424 Expert Systems (3)

Course 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. *Prerequisites: CS 311 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. *Prerequisite: CS 420*

### 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. *Prerequisite: 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 techniques for doing a detailed algorithm analysis are covered. *Prerequisite: CS 311*

### CS 445 Theory of Computation II (3)

This course explores the mathematical foundation of computer science. The various levels of automata theory are covered along with their deterministic and non-deterministic counterparts. *Prerequisites: CS 311 and CS 345*

### CS 447 Compiler Design (3)

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 may be used. All phases of a compiler are implemented. *Prerequisites: CS 311 and CS 345*

### 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. *Prerequisite: CS 260*

### CS 451 Management of Information Systems (3)

Examines current methods for creating a Web application. Includes programming techniques used on various platforms appropriate for the creation of a Web application. *Prerequisite: CS 260*

### CS 452 Internet Communications (3)

Compares different network models. Focus on wide area networks and communication with routers, and switches. Management of Web servers will also be covered. *Prerequisite: CS 450*

### CS 453 Data Mining & Data Warehousing (3)

Develop essential information and guidance on designing and building effective data warehousing systems. Data warehousing will develop 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 21st century will depend on leading-edge information architectures. *Prerequisite: CS 420*

### CS 454 Distributed Systems (3)

Introduction to the fundamental principles and technologies of distributed computing. Contrasts distributed and centralized models, including computing clusters, peer-to-peer systems, cloud computing, and service-oriented architectures. Students will gain an understanding of the principles and technologies behind the design of distributed systems, such as locking concurrency, scheduling, and inter-process communication. Practical experience designing, implementing, and debugging real distributed systems. *Prerequisites: CS 311 and CS 372, both with a grade of "C" or better*

### CS 459 Topics in System Management (3)

Topics of special or current interest in system management not covered in other courses.

### CS 460 Introduction to Information Assurance (3)

Overview of terminology, concepts, issues, policies and technologies associated with the fields of information and software assurance. Covers the notions of threats, vulnerabilities, risks and safeguards as they pertain to the desired information security properties of confidentiality, integrity, authenticity and availability for all information that is processed, stored or transmitted in/by information systems. *Prerequisites: CS 372 or IS 270, and CS 350 or CS 450*

### CS 469 Topics in Information Assurance (3)

Covers topics of special or current interest in the area of computer security that are not covered in other courses.

**CS 470 Human Machine Interfaces (3)**

Course focuses on developing understanding of the structure and use of GUI operating system services. Exploration of several key ideas: 1) classical vs. event-driven programming; 2) 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). Student will gain hands on experience programming GUI's using Visual C++ and the Microsoft Foundation Classes, Win32 api (C code) and Java AWT and Swing class libraries. *Prerequisite: CS 311*

**CS 471 Metrics and Testing (3)**

Course covers 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. *Prerequisite: CS 430*

**CS 472 Operating Systems - Advanced Topics (3)**

Project-oriented course for senior computer science majors who wish to explore advanced program development techniques utilizing operating system services. Hands-on experience in advanced development of applications focusing on the development of distributed and client/server applications. *Prerequisite: CS 372*

**CS 474 Concurrent Systems (3)**

Study of parallel architecture and parallel programming paradigms. A comparison of large grain and fine grain programming methods. Topics also include: process creation and termination, shared and private data, scheduling algorithms and interprocess communication. *Prerequisite: CS 311*

**CS 475 Applied Computational Intelligence (3)**

Introduction to the field of artificial intelligence, including symbolic reasoning, first order logic, heuristic search, game playing, intelligent agents, planning and machine learning. Students will complete short programming assignments that apply AI concepts. *Prerequisite: CS 315*

**CS 477 Open Source Software Development (3)**

Designed to engage students in Open Source Software (OSS) development to promote real world skills in software development. Provides students with resources that enable them to engage in an OSS project that gives them an opportunity to gain experience in software development that may be recognized by potential employers. *Prerequisite: CS 260 or IS 320*

**CS 479 Topics in Software Engineering (3)**

Course covers topics of special or current interest in the area of software engineering that are not covered in other courses.

**CS 481 Computer Graphics (3)**

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. Also examines hardware and software components of graphics systems. *Prerequisite: CS 260*

**CS 482 Modeling and Simulation (3)**

Design and construction of computer models. Use of these models will be used to simulate the behavior of the modeled system:

1. To better understand the system,
2. Predict how it might behave under different circumstances.
3. Find ways to improve the "performance" of the system. Covers both discrete and continuous system models. Study of the process of "translating" one's mental models into a computer modeling language in order to perform simulations.

*Prerequisite: CS 260*

**CS 483 Systems Administration (3)**

Prepares student to be a system administrator for an enterprise level server. Operating system and server to be studied will be chosen from among the currently available systems. *Prerequisite: CS 450*

**CS 484 Neural Networks (3)**

Explores computation in massively interconnected networks of simple, autonomous processing elements. Students will complete individual projects exploring the computational properties of neural networks. Students are expected to be comfortable with calculus and simple matrix operations. *Prerequisite: CS 311*

**CS 487 File Forensics (4)**

Introduces digital investigation. Covers the analysis of data structures of files, as well as storing and retrieving files in different operating systems, such as DOS, Windows, MacOS, and Unix. *Prerequisites: CS 271 and CS 372*

**CS 488 Secure Software Life Cycle (4)**

Introduces the security problem in software development. Course will cover topics related to secure software concepts, secure software requirements, how to design secure software, how to write secure code, secure software testing and maintenance. *Prerequisite: CS 162*

**CS 490 Physical Computing (3)**

Course takes computing out of the 'box' and shows it how it can interact with the physical world. Physical computing systems commonly include a micro controller or single-board computer, interface systems and various sensors and output devices, e.g. motors and switches. Students will learn the operation and programming of such systems for effective use. Previous experience with C and or C++ programming language is recommended. *Prerequisite: CS 272*

**CS 491 Embedded Systems Design (3)**

Continuation of CS 490. Includes the design of embedded systems. Covers the fundamentals of designing and specifying a custom embed-

ded system. Prototypes will be made to confirm the hardware and firmware designs, followed by the use of professional circuit design and board layout software to create design files necessary for manufacture. *Prerequisite: CS 490*

**CS 600 Fundamentals of Computer and Information Systems (4)**

Topics include systems theory, computing systems components and systems development.

**CS 603 Thesis, Professional Project (1-9)**

Terms and hours to be arranged.

**CS 606 Special Topics (1-4)**

Course is to be offered on an individual student basis. It is designed to support students who need to investigate topics not covered in existing courses. *Prerequisites: CS 600 and CS 610*

**CS 607 Special Topics (1-4)**

Special course offerings. *Prerequisites: CS 600 and CS 610*

**CS 609 Practicum (1-9)**

Credit for a practical work experience where advanced computer science skills are developed and/or utilized.

**CS 610 Programming Languages (4)**

Become familiar with high level programming languages and develop competency in an object-oriented programming language.

**CS 620 Database and Information Systems (4)**

Covers database theory and applications of databases. Focus on data modeling and data design.

**CS 630 Software Engineering (4)**

Tools used to measure and track stages of the project life cycle are examined.

**CS 641 Project Planning/Design (4)**

Student, with the involvement of at least two computer science faculty, will plan and design a project that will be implemented in the second course (CS 642).

**CS 642 Project Implementation (4)**

Student will complete the proposed project that was defined in the CS 641 course.

**CS 650 Networks and Communications (4)**

Current and future role of the networked work place will be explored. Communication protocols will be explained.

**CS 660 Algorithms & Computational Theory (4)**

Examines the foundational tools of computer science.

**CS 670 Computer Architecture and Operating Systems (4)**

A survey course covering various aspects of operating systems and computer architecture.

**CS 680 Knowledge Based Systems and Decision Support Systems (4)**

Theoretical and practical aspects of decision

support systems and knowledge based systems. An intro to artificial intelligence is given.

#### **CSE 690 Computer Security Administration (4)**

Introduces the basics of computer security and investigates ways to prevent hackers from accessing websites. Will analyze formal criteria and properties of hardware, software, and database security systems.

### **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 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 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. *Prerequisite: CSE 440/540*

#### **CSE 454/554 Authoring Systems (3)**

The selection, evaluation and use of authoring systems to develop an instructional unit.

#### **CSE 603 Thesis or Professional Project (3-9)**

This is the culminating project for the MS Ed information technology degree. Students will complete a professional project of their choosing, approved by their advisor, which applies their gained knowledge of information technologies and education. Eligible for the RP grade option.

#### **CSE 604 Portfolio (3)**

The professional portfolio is one option for meeting the exit requirements for the MS Ed information technology degree. This portfolio will be a reflection of students' understanding of the literature in the field of educational technology, their mastery of the MS Ed proficiencies and National Educational Technology Standards, and their ability to synthesize and apply their knowledge in

the production of high quality educational materials. Eligible for the RP grade option.

#### **CSE 606 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 610 Computers in Education (3)**

Course follows 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 611 Information Literacy (3)**

Course will include technology and effective information literacy, including developing and presenting materials, assisting in planning and record-keeping, and functioning in an information-rich environment. This course explores strategies and support systems for literacy in information and digital citizenship.

#### **CSE 612 Media Literacy (3)**

Course examines the influence of media in our culture and explores methods for teaching media literacy. 21st century media literacy skills include thinking critically about how we consume media messages (access, analysis, evaluation), and becoming skilled in the creation of messages using a variety of media, including, but not limited to, film, websites, photography, and advertising.

#### **CSE 615 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 616 Designing and Teaching Online Courses (3)**

Course introduces students to the philosophy and methodology of designing online courses and teaching online. Topics include establishing a community online, fostering meaningful dialogue, facilitating group work, designing effective learning experiences, and assessing student progress. Students will learn skills for course construction in a variety of course formats, and will create a short course that uses tools within a course management system as well as resources available through the Web.

#### **CSE 617 Open Source Tools (3)**

Using and evaluating open source (OS) tools for educational purposes while familiarizing participants with a general history of OS software. Students will actively use open source operating systems, programs, and platforms while learning how to evaluate OS products. Students will leave with practical OS software based classroom activities and strategies.

#### **CSE 619 Big Thinkers in Educational Technology (3)**

This seminar focuses on reading classic texts and ground breaking recent texts in the field of

technology. Readings vary by term, focusing on themes such as media and culture, emerging technologies, technology in education, etc. Students should expect to read three to five books each term. May be repeated for credit (different topics) up to 12 credits.

#### **CSE 620 Computer as a Management Tool (3)**

Theoretical and practical aspects of computer aided tool-use. Explores ways in which perceptions of education may be altered when implementing computer-based technologies. Cultural implications will also be explored. Students will explore a range of computer management applications from simple record keeping to more sophisticated planning and forecasting techniques, utilizing a variety of computer-based management programs.

#### **CSE 623 Teaching English Language Learners Through Technology (3)**

Explores a variety of online tools and looks at proven ways these tools can be used to support language development and content learning for English language learners. Examines how technology tools can be used in meaningful ways, to allow additional collaboration between colleagues, teacher and students, and students themselves. Includes hands-on exploration of blogs, wikis, podcasts, screencasts, social networking, online imaging, online presentation tools, and more.

#### **CSE 624 Internet for Educators (3)**

Course will relate to a number of topics/issues germane to the use of Internet technologies in schools/classrooms/media centers. Students will become knowledgeable about the practical, theoretical and philosophical implications of using the Internet in education.

#### **CSE 625 Creating an Internet Website (3)**

Technical and theoretical aspects of designing and creating a website. Concentrates on development software and protocols associated with site design. Examines educational and cultural issues related to the use of the Internet and issues related to development of websites in educational settings. Students will create their own website.

#### **CSE 627 Web 2.0 Tools for Teaching and Learning (3)**

Explores the many Web 2.0 tools online and looks at proven ways these tools are used in education. Examines how Web 2.0 tools can be used in meaningful ways, when appropriate, to allow additional collaboration between colleagues, teacher and students, and students themselves. Includes hands-on exploration of blogs, wikis, podcasts, screencasts, RSS, social networking, online imaging, online presentation tools, and more.

#### **CSE 628 Teaching Across the Curriculum Using Geospatial Technologies (3)**

Course will focus on accessing, organizing and analyzing spatial information that allows student to make informed decisions. Participants will prepare and present education-related

projects using spatial technologies that focus on how to guide students in using technology to communicate information and ideas. Issues of ethical use and the powers of spatial technologies to persuade, extend communication, and inform will be addressed.

### **CSE 629 Web-based Website Design (3)**

Students will create a professional, business, or education related website using free web-based software, widgets, and training. Course emphasizes learning by doing and following best practices for creating user-friendly web sites. This class is designed to train and develop web design skills as well as develop the ability to work with and employ free, online tools. By closely learning one system, students can apply that knowledge and easily integrate with other systems available online.

### **CSE 655 Internship in Information Technology (3)**

Allows students the opportunity to observe and participate with professionals working with technology in an educational setting. Activities might include designing and developing educational materials, providing technical support to educators, developing technical support materials, or providing technical support to students. Activities will occur under the supervision of, or in collaboration with, a working professional. Eligible for the RP grade option.

### **CSE 660 Video Production I (3)**

Principles and practices of digital audio and video production and editing for instructional environments. Will develop skills for video production, examine ways to infuse video into educational contexts and evaluate its potential for the improvement of teaching and learning. Project-based course taught through a combination of lecture, discussion, demonstration and hands-on practice.

### **CSE 666 Photoshop for Educators (1)**

Introduces the basics of Photoshop with a focus on using the program for design. We will learn to select and copy or cut portions of an image to add to a different image, learn to work with text, learn to use filters and special effects, and much more. Lots of time for hands-on-work.

### **CSE 667 Making Video Accessible (1)**

Focus on making video accessible via captioning and audio description, with particular emphasis on captioning. Students discuss and try out different captioning tools, discuss captioning best practices, review potential classroom applications, and caption videos they have made or would like to use in their classes.

### **CSE 669 Screencast Basics & Best Practices (1)**

Focus on best practices for planning and creating screencasts. Students will use several different types of software and discuss audio quality, scripting, captioning, etc.

### **CSE 670 Teaching Content with Technology: Secondary (1)**

Examines technology tools for teaching specific

content knowledge at the middle/high school level. Explores effective uses of technologies for presenting content, promoting collaboration, encouraging critical thinking, and developing understanding. Includes skills for evaluating and using technology tools to design educational materials that teach targeted content. Course will focus on a specific content area: math, science, social studies, language arts, health, P.E., ESOL/foreign language. May be taken multiple times if different content.

### **CSE 671 Teaching Content with Technology: Elementary (1)**

Examines technology tools for teaching specific content knowledge at the elementary school level. Explores effective uses of technologies for presenting content, promoting collaboration, encouraging critical thinking, and developing understanding. Includes skills for evaluating appropriate use of technology with young students. Course will focus on specific content areas each term. May be taken multiple times if different content.

### **CSE 680 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. *Prerequisite: consent of instructor*

### **CSE 681 Writing Grants for Technology (1)**

Course will expose students to the many sources available for funding technology in educational settings. Students will learn to locate grant opportunities, to understand the proposal process, and to develop a well-written grant proposal.

### **CSE 683 Managing Technology in the Classroom (1)**

Course will explore classroom management issues surrounding the use of technology in the classroom. Students will learn how to set up activities and classroom spaces to maximize productive time with technology. They will learn tips and tricks for managing technology and students in both the classroom and the computer lab.

### **CSE 684 Creating Web-based Tutorials (1)**

Explores a variety of ways for delivering Web-based instruction using available freeware software and commonly used Microsoft Office products. Students will create and design tutorials using text, audio, images, screen captures, screen casting, animation, wikis, and course authoring products.

### **CSE 685 Assessment Tools (1)**

Class explores the use of assessment to make informed instructional decisions at the classroom, program, school, and district level. The difference between formative and summative assessment and the appropriate use of each

will be examined. Students will apply the concepts learned to make informed instructional decisions based on available online assessment resources.

### **CSE 687 Mobile Technologies in Education (1)**

Class will explore ways to use mobile devices such as smart phones and the iPod Touch for educational purposes in the classroom. Students will learn how to locate and evaluate educational applications to download on their devices and to use these applications effectively with students in their classes. They will develop educational content such as podcasts and movies that can be played on mobile devices, and will learn to program their own simple applications that will run on iPhones.

### **CSE 689 Creating Electronic Portfolios (1)**

Course will explore methods of showcasing best works in digital format. Focus on processing documents in a variety of formats so that they can be displayed digitally in a standard format appropriate for universal viewing, such as PDF. Attention to design and display of information.

### **CSE 690 Digital Photography and Photo Editing (1)**

Course is designed to provide background and skills in digital photography for educators and school media specialists. Students will explore all standard functions available on digital cameras, including macro focusing, copy stand work, field photography, and QuickTime movies. The course will also cover digital photo editing, and photo file management and image enhancement, including publishing to the web and importing to documents.

### **CSE 691 Digital Storytelling (1)**

Course will provide students with hands-on experience writing, shooting, editing, and publishing short videos using simple video-editing tools. Students will learn how to work with video in a classroom setting, and will explore a variety of inexpensive and free online tools.

### **CSE 692 Learning Objects (1)**

Course will explore the advantages and disadvantages of reusable educational content known as learning objects. Through Web searches and exploration of learning object repositories, students will locate and evaluate free and inexpensive learning objects in a variety of content areas. They will learn to download and insert objects within educational materials such as websites, online courses, or digital tutorials.

### **CSE 693 Making Music with Digital Tools (1)**

Course explores free and inexpensive tools for creating, editing, and publishing music digitally. Students will create musical pieces and use them in a variety of media such as video, websites, and podcasts. Course includes an exploration of effective ways to incorporate music in the classroom.

**CSE 694 Blogs in Education (1)**

Course explores uses of blogs in education, focusing on creating blogs for both teaching and professional development purposes. Students will learn to create blogs using a variety of free blogging tools, add media to blogs, market their blogs, communicate with parents, students, colleagues, and professionals via blogs, teach with blogs, embed blogs in their websites, and more.

**CSE 695 Collaboration Tools (1)**

Focuses on uses of Web tools for collaboration. Explores methods for using wikis and other Web tools to teach collaboration skills in the classroom, for promoting collaboration in online classes, and for participating in professional collaborations. Develops skills for creating and maintaining educational wikis and other tools.

**CSE 696 Podcasts and Vodcasts (1)**

Focuses on developing skills for creating podcasts and vodcasts using free or inexpensive tools. Students will also locate high-quality educational podcasts available through a variety of online sources and will explore uses of podcasts and vodcasts in education.

**CSE 697 Creating a Personal Learning Environment (1)**

Students will learn how to develop their own personal learning environment by creating connections to valuable educational resources and relevant content area experts; utilize tools such as RSS and aggregators to bring these resources directly to their desktops; develop skills for maintaining a constantly updated connection with breaking news within their disciplines; and will learn to become active participants by sharing their own expertise.

**CSE 698 Special Topics in Educational Technology (1)**

An in-depth study of a special topic in educational technology, to be identified as the need arises. May be repeated for credit if content is different.

**CSE 699 Advanced Research Study (international) (3)**

Course is reserved for international students completing a final thesis, project, or portfolio, or studying for comprehensive exams. All other coursework in master's degree program must be completed. May be repeated up to four times.

**Creative Arts****CA 101H, 102H, 103H A Correlated Study of the Arts (3 each)**

This sequence addresses the conceptual language used in the visual arts, music and theatre. Emphasis is placed on historical developments in European-American arts. Some terms will include examination of representative examples of the arts from non-Western cultures. Some sections may be writing intensive.

**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)**

Integrates art, music, theatre and dance with other subject areas to demonstrate creative and collaborative teaching strategies for classroom teachers. *Prerequisite: minimum of nine hours in one creative art area (music, art, theatre or dance) or consent of instructor*

**CA 406 Special Individual Studies (1-3)****CA 407 Seminar (1-3)****CA 408 Workshop (1-3)****CA 409 Practicum (1-3)****CA 496 Creativity (3)**

Investigates why creativity is important to us personally and globally. Experimentation with different ways to develop and enhance our own creativity, with a focus on how creativity can benefit our artistic expression.

**Criminal Justice****CJ 199 Special Studies (4)**

*Prerequisite: consent of instructor*

**CJ 212 History and Development of American Law Enforcement (4)**

Course surveys the historical development of American law enforcement, focusing on the social, political and organizational dynamics that helped to shape this critical institution. Covers the four major models of American policing: colonial, political, reform, professional and service models. Course provides a historical foundation for other courses in the law enforcement major.

**CJ 213 Introduction to Criminal Justice (4)**

A multidisciplinary approach to administration, procedures, and policies of agencies of government charged with the enforcement of law, the adjudication of criminal behavior and the correction/punishment of criminal and deviant behavior.

**CJ 219 Ethics and Leadership in Criminal Justice (4)**

Major ethical theories relevant to criminal justice and social service institutions are examined. Emphasis is placed on ethical practices and dilemmas that affect practitioners as they endeavor to provide public services.

**CJ 220 Introduction to Homeland Security (4)**

First in a series of three (CJ 220, CJ 320, CJ 420). Introduces students to the strategies and skills necessary to help local government and their communities become more effective in creating safe, vigilant, prepared and resilient communities for homeland security.

**CJ 225 Substance Abuse: Causes, Enforcement, and Prevention (4)**

Introduction to the causes of substance use and abuse in US society, the enforcement of drug and alcohol abuse, and contemporary modalities of prevention and treatment of substance abuse. Theories of substance abuse will be reviewed, as well as types of legal and illegal substances of abuse. The effectiveness of current enforcement practices will also be discussed.

**CJ 241 Introduction to Community Crime Prevention (4)**

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.

**CJ 244 Comparative Criminal Justice (4)**

Criminal justice systems from around the world are compared and contrasted.

**CJ 245 GIS Maps and Spatial Information (4)**

Introduces the cartographic principles needed to understand geographic information science. Will explore global reference and coordinate systems, maps and generalization, types of maps: reference, thematic, topographic, aerial photography, and GIS. Students will be introduced to ArcMap. Assumes students have no prior knowledge about GIS. Serves as a foundation course in the Criminal Justice GIS sequence.

**CJ 252 American Courts (4)**

Examination of various courts within the United States to include a review of criminal courts at both the state and federal level, civil courts, family court, juvenile courts, and the U.S. Supreme Court. This course will focus on case law and the judicial branch of government. *Prerequisite: CJ 213*

**CJ 310 Professional Writing in Criminal Justice (4)**

An intensive writing course focusing on professional writing in all branches of the criminal justice system. Students will learn to write various types of police, court, and correctional reports and memoranda utilizing the requisite rules of citation, grammar and style.

**CJ 320 Developing Homeland Security Practices (4)**

Second in a series of three courses (CJ 220, CJ 320 and CJ 420). Course teaches students the skills needed to develop collaborative community action plans for homeland security (i.e. natural and man-made disasters, crime and social deviance, acts of terrorism, and community enhancement). *Prerequisite: CJ 220*

**CJ 321 Principles of Forensic Investigations (4)**

Course is designed for students studying forensic science and non-criminal justice majors. A study of the history, philosophy and

theory of the use of physical evidence in the US criminal justice system.

#### **CJ 322 Forensic Anthropology (4)**

Introduces students to forensic anthropology, an applied subdiscipline of bioanthropology. Students will examine the role of the forensic anthropologist and the history of the discipline.

#### **CJ 323 Introduction to Crime Scene and Crash Diagramming (4)**

Introduces students to crime scene and crash diagramming using computer aided design (CAD) software. Students will learn to measure and sketch crime scenes and then reduce their notes to digital measurements using a “total station” laser device. Students will also learn to prepare their work for professional presentations and court.

#### **CJ 324 Advanced Crime Scene and Crash Diagramming (4)**

Introduces students to the advanced techniques of crime scene and crash diagramming using computer aided design (CAD) software. Students will learn to measure and sketch crime scenes and then digitize their measurements using a ‘total’ laser device and then format their initial product into scaled animation. Students will also learn to prepare their animated work for professional and court presentations.

#### **CJ 327 Research Methods in Criminal Justice (4)**

Opportunity to learn, understand and apply social research methods to issues germane to the discipline of criminal justice. Emphasis on the relationships of theory to research, measurement, research design, hypothesis testing, sampling and implications of research for social policy. *Prerequisite: CJ 213*

#### **CJ 328 Forensic Osteology (4)**

Allows students hands-on experience in identification of complete and fragmentary human skeletal and dental remains. Topics will also include growth and development of osseous and dental structures, variation in osseous tissues, and modification of these tissues through traumatic, pathologic and taphonomic factors.

#### **CJ 329 Archaeological Resources: Policies and Procedures (4)**

Traces the history of federal and local historic preservation/cultural resource management legislation and regulations. Topics include the merging of archaeology with historic preservation, how laws are made, how archaeological resources are protected on public land, and political issues involving Native American concerns.

#### **CJ 331 Police and Community: Policy Perspective (4)**

Broad review of contemporary American crime control policies and their relationship to community needs and citizen expectations. Emphasis on the influences that politics (i.e. minority groups, advocacy groups, etc.),

culture, economics and bureaucracy have on policy development. *Prerequisite: CJ 213 or consent of instructor*

#### **CJ 333 Forensic DNA Analysis (4)**

Introduction to DNA analysis methods, historically and in current forensic science testing and forensic anthropology research. Genetics, inheritance, DNA biochemistry are discussed and applied.

#### **CJ 341 Introduction to GIS (4)**

Second in a series of geographical information Science courses. Focus is on the development of skills and techniques used to create, analyze and display spatial data in a geographic information system. Students will focus on spatial queries, data joins, data editing, geocoding (address matching), and analysis of raster data. Students will participate in a team project to focus on applying GIS mapping and analysis skills to evaluate existing community hazard evacuation routes and propose alternative scenarios to improve hazard evacuations. Course is cross-listed with ES 341 and GEOG 341. *Prerequisite: CJ 245*

#### **CJ 342 Strategic Crime Analysis with GIS (4)**

Third in the GIS sequence. Focus is on specific applications for GIS in data-led policing. Students will use two software applications, ArcGIS and CrimeStat III to analyze and visualize core theories in criminology. The class will use GIS to examine early theories of: social disorganization, broken windows, environmental criminology, and geographic profiling. Also focuses on statistical approaches for crime analysis using GIS, i.e., hot spot analysis, kernel density estimation, distance analysis and spatial distribution. *Prerequisite: CJ 341*

#### **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. *Prerequisite: CJ 213 or consent of instructor*

#### **CJ 352 Criminal Law (4)**

Examines the sources and application of substantive criminal law. Students will learn to locate, interpret and apply municipal ordinances, state statutes, common federal law, and how to find and research statutes.

#### **CJ 372 Social Constructions of Race (4)**

Provides an anthropological perspective on how race has been used to examine variation among humans. Topics include the development of the concept of race, the role of science in upholding and abolishing racial categories, human variation through biocultural evolution, and an examination of racism as part of a system of oppression in modern day life and the criminal justice system.

#### **CJ 403 Field Study (4)**

Terms and hours to be arranged. *Prerequisite: consent of instructor*

#### **CJ 406 Independent Studies (1-4)**

Terms and hours to be arranged. *Prerequisite: consent of instructor*

#### **CJ 407/507 Seminar (1-4)**

Terms and hours to be arranged. *Prerequisite: consent of instructor*

#### **CJ 408 Workshop (1-15)**

Term and hours to be arranged. *Prerequisite: consent of instructor*

#### **CJ 409 Practicum (4-12)**

Terms and hours to be arranged. *Prerequisite: consent of instructor*

#### **CJ 420 Implementing Homeland Security Strategies (4)**

Third in a series of three courses (CJ 220, CJ 320, and CJ 420). Course teaches students how to successfully implement collaborative strategies and community action plans related to homeland security (i.e. planning for or responding to all hazardous events) from an executive or leadership perspective. *Prerequisite: CJ 320*

#### **CJ 421 Policy Analysis in Criminal Justice (4)**

Introduction to the concepts and strategies of policy analysis as they apply to policies and programs within the criminal justice system or related programs of community collaborations. Course is designed to be taken in conjunction with CJ 425. *Prerequisite: CJ 213 or consent of instructor*

#### **CJ 422 Community Collaboration and Development (4)**

Course offers opportunity to learn the logistics, mechanics, and theoretical foundations behind community collaboration development – a systems approach that links community members and organizations with various institutions designated with the responsibility to assist communities. Course is multidisciplinary appropriate for anthropology, criminal justice, education, geography, history, and sociology students who will work or live in communities.

#### **CJ 423/523 Management of Law Enforcement Organizations (4)**

Managerial concepts, administrative principles and supervisory practices for the middle command officer. Law enforcement leadership, policy formulation and application of sound management practices. *Prerequisite: CJ 213 or consent of instructor*

#### **CJ 424/524 Law Enforcement Planning (4)**

Planning techniques, development of criminal justice planning, identification of problem areas, causative factors, solutions and alternative strategies, using resources to effect change. *Prerequisite: CJ 213 or consent of instructor*

#### **CJ 425 Program Evaluation/Participation (4)**

Building on the skills and knowledge acquired in prior courses, this course offers students the opportunity to either:

1. Conduct an analytical evaluation of a community collaboration program, or
2. Participate as an ethnographer in a community collaboration program, in one of the following areas: community policing, homeland security, crime prevention, victim assistance, sentencing or reentry, disaster preparedness, or community outreach (i.e. homeless, mental illness, or poverty).

*Prerequisite: CJ 421, CJ 422 or consent of instructor*

#### **CJ 426/526 Fundamentals of Crime Analysis (4)**

Introduction to the fundamental theories, techniques, and software used in the analysis of crime. Includes terms and concepts of crime analysis, how it is used in America's police agencies; how to perform basic analytical techniques on raw data; how tactics and strategies for crime reduction are developed and employed; and tools, techniques, and products of crime analysis. *Prerequisite: CJ 213*

#### **CJ 427 Quantitative Methods in Criminal Justice (4)**

Course covers the qualitative and quantitative study of crime and crime trends in relation to factors of sociological, demographic and spatial nature. Experience in utilizing public data and attitudinal surveys for the purpose of analyzing, interpreting, and presenting crime reports in a professional manner.

#### **CJ 428/528 Crime Problem Analysis (4)**

Builds on CJ 426/526, introduces students to advanced techniques and software used in the general analysis of crime. Using an actual problem in criminal justice (e.g. drug trafficking, white-collar crime, sexual exploration of children, etc.), students will collect, evaluate, correlate, and describe data related to the problem. *Prerequisite: CJ 426/526*

#### **CJ 429/529 Tactical Crime Analysis (4)**

Builds on CJ 428/528, introduces students to tactical crime analysis. Using advanced software and qualitative and/or quantitative models to analyze their data, students will develop a tactical plan to address an immediate crime pattern or series of crimes with the goal of devising quick response tactics (actions that could be employed in a field setting) to deter or apprehend an offender. *Prerequisite: CJ 428/528*

#### **CJ 430 Capstone in GIS (4)**

Fourth course in GIS sequence. Focus on student capstone project, a data driven learning project that focuses on applying GIS to the fields of criminal justice, public safety, human services, or resource management. Course is designed as a hybrid lecture and laboratory class. Two hour class time each week, which will include weekly progress to share resources and problem-solve individual issues. *Prerequisite: CJ 342*

#### **CJ 431/531 Microsoft Office for Crime Analysis (4)**

Introduces students to Microsoft Office Professional (Access, Excel, Word, and

PowerPoint) as an investigative tool in criminal justice applications. Students will learn to manage and analyze crime data using Microsoft Access, analyze data and perform complex calculations using Microsoft Excel, create crime bulletins and reports using Microsoft Word, and prepare effective presentations using Microsoft PowerPoint.

#### **CJ 433/533 Criminal Justice and Popular Culture (4)**

Focuses on evaluating printed and electronically mass-produced works of fiction, non-fiction, and other entertainment & infotainment media as they relate to crime and criminal justice in America. Will explore the mass media's fascination with crime and punishment. Will concentrate on developing a better theoretical understanding of the impact mass-media has on criminal justice discourse and policy.

#### **CJ 435/535 Gender, Crime and Justice (4)**

Course examines the differences in the commission of offenses and victimization by gender and addresses gender specific differences in criminality, societal reactions and criminal justice responses by gender. 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)**

The involvement of minorities, especially African Americans, Hispanics and Native Americans, in crime and the criminal justice system.

#### **CJ 440/540 Community Crime Prevention Studies (4)**

Multidisciplinary approach to theoretical foundations of issues related to crimes committed in the community and theoretical orientations of various community crime prevention strategies and the implications associated with social policies. *Prerequisite: CJ 213 or consent of instructor*

#### **CJ 441 Forensic Archaeology and Taphonomy (4)**

Introduction to forensic archaeology or the application of archaeological methods to the resolution of medicolegal issues. Students learn and apply search and recovery techniques. Also introduced to forensic taphonomy or the subfield of forensic anthropology that examines how taphonomic forces have altered evidence subject to medicolegal investigation. *Prerequisite: ANTH 322 and CJ 328*

#### **CJ 442 Readings in Forensic Anthropology (4)**

Designed to meet student's special interests in an area of forensic anthropology. Students will be assigned readings but also conduct literary research and present on a variety of special topics within forensic anthropology, ranging from the latest techniques in the analysis and interpretation of bones to role of the forensic anthropologist in the mass fatality incidents. *Prerequisite: ANTH 322*

#### **CJ 444 Restorative Justice Compared: Exploring International Systems (4)**

Course promotes a good understanding of restorative justice and its principles in a cross cultural context by exploring the use of restorative justice as a tool within several international justice systems.

#### **CJ 449 Youth Gangs in American Society (4)**

Examines the emergence and proliferation of youth gangs in American society, with an emphasis on theory, policy analysis, and social, community, and individual impacts. Examines intervention and prevention strategies, employing a systems approach that requires community, agency, and institutional collaboration development.

#### **CJ 450/550 Criminology (4)**

A description and analysis of types of crimes, types of criminals and the major theories of crime causation. An examination of past and present incidence rates of crimes; the socioeconomic, cultural and psychological variables related to criminal behavior; and a review of possible solutions to the crime problem. *Prerequisite: CJ 213 or consent of instructor*

#### **CJ 451/551 Youth, Crime and Society (4)**

Offers a review of the nature, distribution and explanations of youth crime, with particular attention given to the historical context of youth crime and the topic of youth gangs. Gender, race, political and official responses to youth crime will be emphasized. *Prerequisite: CJ 213 or consent of instructor*

#### **CJ 452/552 Criminal Procedure (4)**

The concepts of due process and application of the Bill of Rights in criminal law are examined in the light of U.S. Supreme Court decisions. State and federal procedural law is reviewed as well as relevant new legislation. *Prerequisites: CJ 213 and CJ 252 or consent of instructor*

#### **CJ 453/553 Corrections (4)**

Considers the evolution of punishment, corrections theories, survey of prison development and administration; education, labor and rehabilitation processes; social groups in the prison community. *Prerequisite: CJ 213 or consent of instructor*

#### **CJ 454/554 Parole and Probation (4)**

History of parole and probation; review of contemporary parole and probation theories, practices, processes and research; the future of parole and probation. *Prerequisite: CJ 213 or consent of instructor*

#### **CJ 455/555 Correctional Casework and Counseling (4)**

History, development and contemporary practices, theories, and techniques of juvenile and adult correctional casework, counseling and treatment. *Prerequisite: CJ 213 or consent of instructor*

**CJ 456 Contemporary Issues in Criminal Justice (4)**

A study of contemporary issues in criminal justice. *Prerequisite: consent of instructor*

**CJ 463/563 Topics on Juvenile Issues (4)**

Focuses on contemporary juvenile issues (such as child abuse) and other current issues and trends that involve the juvenile, family, school, social agencies and the court. *Prerequisite: upper-division standing*

**CJ 603 Thesis/Professional Project (1-9)**

Terms and hours to be arranged. Eligible for the RP grade option.

**CJ 606 Special Individual Studies (1-9)**

Term and hours to be arranged.

**CJ 608 Workshop (1-9)**

Term and hours to be arranged.

**CJ 609 Practicum (1-9)**

Term and hours to be arranged. Students must obtain signature from community service supervisor prior to registration.

**CJ 612 Research in Criminal Justice (4)**

Course examines research techniques and methods necessary for a comprehensive understanding of crime, criminal justice, and their relationship to policy construction and implementation.

**CJ 616 Community-Based Corrections (4)**

Inventory, assessment and impact of community based programs implemented for treatment and care of the juvenile and adult offenders.

**CJ 617 Criminal Justice Administration and Organizational Behavior (4)**

Review of theories of organization and administration, the application of these theories to criminal justice system organizations; review of research on criminal justice administration and organization.

**CJ 618 Theory of Criminal Law (4)**

Development and application of criminal law in America. Focus on a variety of issues germane to the history and implementation of criminal law. Course will address philosophical, sociological, psychological and biological contributions to criminal law, and the implications of these contributions on social policies will be explored.

**CJ 619 Ethics and Leadership in Criminal Justice Organizations (4)**

Course examines major theories of leadership and ethics relevant to criminal justice and social service institutions. Emphasis is placed on leadership and its relationship to ethics. Various models of leadership and research relevant to the criminal justice setting are discussed.

**CJ 620 Offender Treatment (4)**

Exploration of various offender treatment

programs. Students will examine the theoretical foundation for those programs, as well as the social, economic and political implications associated with adult and juvenile offender treatment programs.

**CJ 621 Human Resource Management in Criminal Justice (4)**

Students will explore the recruiting, selection, training, assignment, discipline and promotion of personnel in criminal justice. Emphasis is on the philosophy, theory and practice of human resource management in the contemporary public safety agency.

**CJ 622 Strategic Planning in Criminal Justice (4)**

Students will explore the development and design of strategic planning to provide the competence to develop a strategic plan for a criminal justice agency. Strategic planning will be contrasted to tactical planning and intuitive planning.

**CJ 656 Contemporary Issues in Criminal Justice (4)**

A study of contemporary issues in criminal justice.

**CJ 660 Advanced Theories and Research in Crime and Delinquency (4)**

Graduate students will have an opportunity to explore advanced applications of theory and social research methodologies. Students will be required to develop and apply critical analysis of a variety of theoretical and methodological applications within the realm of criminal justice and the broader study of crime.

**Dance****D 140 Conditioning for Dancers (1 each)**

Participation in physical (and mental) conditioning specifically designed for dancers. This course can be repeated once for credit. Students retaking course may be allowed to participate in their own individualized conditioning programs with instructor supervision. This course does not meet the LACC creative arts requirement.

**D 170, 171, 172 World Dance 1, 2, 3 (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. May be repeated for credit.

**D 177, 178, 179 Hip Hop 1, 2, 3 (1 each)**

An introduction to the performance of selected contemporary dance styles from urban-American street dance. May be repeated for credit.

**D 180, 181, 182 Modern Dance 1, 2, 3 (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, rhythm, movement patterns and dynamics are explored. An introduction to choreographic ideas may also be introduced. May be repeated for credit.

**D 185, 186, 187 Ballet 1, 2, 3 (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. May be repeated for credit.

**D 188, 189, 190 Jazz Dance 1, 2, 3 (1 each)**

Introduction to the varied styles of contemporary jazz technique with an emphasis on the uses of rhythm, syncopation, and isolation of the various body parts. May be repeated for credit.

**D 196, 197, 198 Tap Dance 1, 2, 3 (1 each)**

Introduction to the basic elements of tap dancing steps and techniques in a variety of styles. May be repeated for credit.

**D 199 Special Studies (1-15)**

Terms and hours to be arranged. May be repeated for credit. *Prerequisite: by consent of instructor only*

**D 210, 211, 212 Modern Dance 4, 5, 6 (2 each)**

A continuation of the work outlined for modern dance 1, 2, 3 with emphasis on further development and mastery of technique, creative expressive, rhythmic and performance skills. *May be repeated for credit*

**D 220, 221, 222 Ballet 4, 5, 6 (2 each)**

A continuation of the work outlined for ballet 1, 2, 3 with emphasis on further development and mastery of technique, movement vocabulary, alignment and performance skills. *May be repeated for credit*

**D 240 Wellness for Dancers (3)**

Introduces dance majors to the importance of healthy practices for improved health, well being, and dance performance. A series of individual assessments and health screenings will be conducted for dancers to gain knowledge of their current practices and as a basis for designing programs for optimal wellness and performance. This course does not meet the LACC creative arts requirement.

**D 250 Drumming for Dancers (1-3)**

Course utilizes West African rhythms to develop the auditory skills for dancers to translate both oral and written drumming notation into kinesthetic expression. Dancers will develop skills that directly inform and support dance technique, choreography and pedagogy.

**D 251 Introduction to Dance (3)**

Introduces the origins of the various forms of dance, such as ballet, modern, musical theatre, jazz, tap, folk and popular dance forms. Also examined will be how and why people dance as well as how and why people watch dance.



**D 260 Dance Improvisation (1)**

Explorations to foster movement invention and spontaneity, including structured and open improvisations incorporating other media such as music, text and props. Concurrent registration in a dance technique class is strongly advised.

**D 270 Dance Partnering (1-3)**

Provides fundamental skills for beginning and intermediate partnering work with an emphasis on personal safety and creativity. Based on bio-mechanical principles, students develop skills to facilitate partnering interactions utilizing learned partnering vocabulary and sequences.

**D 277, 278, 279 Hip Hop 4, 5, 6 (2 each)**

Further study of selected contemporary dance styles from urban-American street dance. *May be repeated for credit*

**D 280, 281, 282 Modern Dance 7, 8, 9 (2 each)**

Continuation with development of modern dance style and technique, expanding movement vocabulary, improvisational work, personal expression and performance quality. *May be repeated for credit.*

**D 285, 286, 287 Ballet 7, 8, 9 (2 each)**

Introduction of a more advanced level of adagio, barre, petite and grande allegro. Emphasis will be placed on work in the center and across-the-floor combinations. *May be repeated for credit.*

**D 288, 289, 290 Jazz Dance 4, 5, 6 (2 each)**

Introduction to a more advanced level of technique focusing on rhythm, syncopation and body isolations. Various styles of jazz dance will be explored. *May be repeated for credit.*

**D 296, 297, 298 Tap Dance 4, 5, 6 (2 each)**

Further study of selected contemporary tap dance with an emphasis on developing longer and more complex rhythms and movement styles. *May be repeated for credit.*

**D 300 Human Movement Notation (3)**

A survey of notation methods used for the recording and analysis of basic movements of the human body. The methods will include: Labanotation, computer generated notation and video notation. These methods are applicable to those fields in which there is a need to record human motion: dance, athletics, anthropology and physiotherapy.

**D 301, 302, 303 Pointe Technique 1, 2, 3 (1 each)**

This course will introduce basic classical ballet vocabulary and pointe technique, historical perspectives, anatomy, as well as prevention of pointe related injuries. *May be repeated for credit.*

**D 310 Dance and Gender (3)**

Will analyze dance and choreography through the lens of gender and it's effects on the development of dance as an art form.

**D 330 Rhythmic Awareness (3)**

An exploration of the musical components of rhythm in relation to dance. Elements such as beat, meter and form are studied and developed in the context of movement and choreography. Also explored is the potential for collaboration between dancers and musicians and basic elements of rhythmic notation.

**D 351 Dance Composition I (3)**

This course will explore choreographic concepts as they relate to the elements of space, time and force. Emphasis will be placed on solo compositions. *Prerequisite: D 260*

**D 352 Dance Composition II (3)**

This course will explore choreographic concepts as they relate to the elements of spatial design, musical form, character study and textural differences. *Prerequisite: D 351 or consent of instructor*

**D 357 Dance in Musical Theatre (3)**

Examines the development of musical theatre dance from the 19th century to present. Includes selected choreographers, their works and the role they played in the development of American musical theatre.

**D 376, 377, 378 Ballet 10, 11, 12 (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. *May be repeated for credit*

**D 380, 381, 382 Modern Dance 10, 11, 12 (2 each)**

Advanced study with emphasis on a higher level of technical, improvisational, personal expression and performance skills. *May be repeated for credit*

**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 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. *May be repeated for credit.* Eligible for the RP grade option.

**D 405 Senior Project (2)**

Each graduating senior with a B.A./B.S. in dance or a B.A./B.S. in the arts with a dance emphasis will complete a final capstone experience on a selected topic in the field of dance. Students are responsible for the creation, rehearsal, research and the project presentation. Eligible for the RP grade option.

**D 406 Independent Studies in Dance (1-3)**

For students who wish to study in depth se-

lected 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. *May be repeated for credit.* Eligible for the RP grade option. *Prerequisites: intermediate level dance study and consent of instructor*

**D 407 Seminar (1-15)**

Terms and hours to be arranged. *May be repeated for credit.*

**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.) *May be repeated for credit.*

**D 409 Internship (1-6)**

Terms and hours to be arranged. Supervised practical experience in a professional dance field. Such experiences may include performing in a dance company, teaching at a dance studio/school and choreographing for studios or companies or schools. *May be repeated for credit.* Eligible for the RP grade option.

**D 450 Dance Repertory (1-3)**

Intermediate and advanced students have an opportunity to work with regionally and/or nationally renowned guest artists who set repertory works, historical works or create new work on WOU dance students. The piece will be performed in the annual dance concert at WOU and is often performed and adjudicated at the regional American College Dance Festival. By audition only. *May be repeated for credit.* Eligible for the RP grade option.

**D 451 Dance Production (3)**

Provides the practical and theoretical knowledge of the various areas of dance production. Included will be practical experience in sound production, lighting, costume, makeup, management and publicity.

**D 451L Dance Production Lab (1)**

Designed to give students a hands-on experience in the study and practical application of the aesthetic and technical aspects of the production of a dance concert. To be taken concurrently with D 451.

**D 453 Ballet History (3)**

Covers development of ballet from its roots in the Renaissance Courts through the Romantic and Classical eras to the present.

**D 454 Evolution of Modern Dance (3)**

Covers the development of modern dance and the philosophies of the leading modern dancers of the 20th century from Duncan to the present.

**D 455 Group Choreography (3)**

Examines the use of groups of dancers as they relate to design, shape, focus, space and balance. Introduction to and experience with formal dance structure will be included as well as analysis and evaluation of well

known choreographic works. Other special considerations of group choreography will also be addressed. *Prerequisites: D 260, D 351, D 352 or consent of instructor*

#### **D 460 Dance and Technology (3)**

Introduction to the use of desktop multimedia applications and peripherals applied specifically to dance production and the creative process.

#### **D 491 Creative Dance for Children (3)**

Course explores dance concepts and expressive movement. Included will be how creative movement develops creativity, supports learning in other subject areas and fosters understanding of other cultures at an elementary education level.

#### **D 493/593 Dance for the Classroom from Around the World (3)**

Study and experience ethnic dances from various geographical and cultural areas of the world. These dances will be examined in relationship to their cultural context and relevance within the given society.

#### **D 494 Dance Pedagogy (3)**

Study and evaluation of methods and materials for teaching dance in a studio setting. The topics examined include: how to build a dance class, what to teach and methodology involved. Practical application of the methods will be emphasized.

#### **D 496 Creativity (3)**

Explores the mind/body connection as an integral link in the creative process as it relates to the creation of art, health, well-being, and an overall life perspective.

### **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, 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, 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 laboratory.

#### **ES 301 Petrographic Microscopy (2)**

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 hour of lecture and two hours of lab per week. Additional field trips outside of scheduled class time may be required. *Prerequisite: ES 201, or consent of instructor*

#### **ES 302 Quantitative Methods (2)**

Focus on quantitative techniques in geology, applied mathematics, basic statistics, software applications and field technology. One hour of lecture and two hours of lab per week. Additional field trips outside of scheduled class time may be required. *Prerequisite: introductory geology course, or consent of instructor. May be taken concurrently with introductory geology course.*

#### **ES 303 Geologic Field Techniques (1)**

Introduction to the methods and techniques of geological observation and interpretation, with an emphasis on understanding earth processes in the field and reconstructing the physical history of the earth; the stratigraphic, petrologic and structural relations of rocks; geological illustration and report writing. One three-hour lab; required weekend field trips. *Prerequisite: ES 203 (may be taken concurrently) or consent of instructor*

#### **ES 304 Survey of the Fossil Record (3)**

Explores the 4 billion year fossil record of life on earth. Begins with a survey of the diversity of fossil forms and the criteria used to distinguish fossils on the basis of hard part morphology. Then examines the evolution of increasingly complex forms of life from the pre-Phanerozoic through the recent, from simple prokaryotic cells to complex metazoans. The final week examines the use of fossils as proxies for the measurement of paleotemperature, precipitation, and other climatic variables. The course emphasizes concise and precise writing and critical thinking skills. Two hours of lecture and two hours of lab weekly.

#### **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. *Prerequisite: 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. *Prerequisites: ES 201, ES 202 or consent of instructor*

#### **ES 331 Introduction to Oceanography (3)**

Introduction to physical oceanography with topics including sea floor 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. Three hours of lecture and active learning per week.

#### **ES 340 Principles of Cartography (4)**

Introduction to cartography and the principles of map design. Topics include geodesy, scaling, projections, coordinate systems, data collection, computer cartography, map design, color models, symbolization, and map production. Four hours of lecture and active learning per week. *Prerequisite: MTH 111 or higher, or consent of instructor*

#### **ES 341 Geographic Information Systems I (4)**

Introduction to Geographic Information Systems using the ArcGIS software platform. Topics include cartographic principles, coordinate systems, map projections, vector/raster data models, geodatabases, attribute data management, data exploration/queries, data display, map production, geoprocessing, attribute/feature editing, and metadata. Four hours of lecture and active learning per week. *Prerequisite: ES 340, or consent of instructor*

#### **ES 342 Geographic Information Systems II (4)**

Continuation of Geographic Information Systems I, using ArcGIS software platform. Topics include advanced editing, spatial analysis, vector data analysis, raster data analysis, terrain mapping, watershed analysis, spatial interpolation, geocoding, network analysis, GIS Modeling, Python scripting. Four hours of lecture and active learning per week. *Prerequisite: ES 341, or consent of instructor*

#### **ES 351 Geology for Educators (3)**

Introduces future teachers to approaches for using the earth as a natural laboratory to examine scientific issues of societal concern, including the dynamic processes that shape

the earth, its landscapes, and its climate. Emphasizes hands-on learning and modern approaches for using Earth science concepts in the classroom. Two hours of lecture and two hours of lab. Will be taught in alternating winter quarters.

#### **ES 354 Volcanoes and Earthquakes (3)**

Introduction to earthquake phenomena and volcanic processes, with an emphasis on their impact to people, infrastructure, and natural resources in Oregon and the western United States. Course will focus on the mechanisms that cause earthquakes and volcanoes, relation to plate tectonics, and associated hazards. Three hours of lecture and active learning per week. *Prerequisites: introductory geology course, or consent of instructor*

#### **ES 390 Basic Meteorology (3)**

An introductory study of atmospheric processes and meteorologic phenomena. Topics include structure of the atmosphere, heat transfer, air pressure, precipitation, circulation, data collection and weather forecasting. Three hours of lecture and active learning per week.

#### **ES 401 Research (1-15)**

Terms and hours to be arranged. Eligible for the RP grade option.

#### **ES 406 Special Individual Studies (1-15)**

Terms and hours to be arranged. Eligible for the RP grade option.

#### **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, and on student participation in weekly meetings in which the class will discuss the Earth science topic/issue. Two hours of lecture.

#### **ES 408/508 Workshop (1-15)**

Terms and hours to be arranged. Eligible for the RP grade option.

#### **ES 431/531 Paleobiology (4)**

The evolution of terrestrial and marine ecosystems interpreted from the fossil record; the application of paleontological data to resolving problems in earth history. Four hours of lecture and active learning. Offered alternate years. *Prerequisite: ES 203 or consent of instructor*

#### **ES 444/544 Remote Sensing (4)**

Introduction to Remote Sensing and the acquisition of images at the Earth's surface. Topics include introduction to photogrammetric principles, electromagnetic radiation, spectral properties of Earth materials, cameras and sensors, aerial photography, satellite imagery, data processing, image classification, image interpretation, and scientific applications. Four hours of lecture and active learning per week. *Prerequisite: ES 342, or consent of instructor*

#### **ES 450/550 Introduction to Petrology (4)**

Focus on the textures, compositions and genetic associations of diverse suites of rock types. Study of the structure, chemistry, physical properties and occurrences of rock-forming minerals augment the rock study. Emphasis is on the integration of hand sample study, petrographic microscopy and digital image analysis to solve geologic problems. Four hours of lecture and active learning per week. *Prerequisites: ES 201, ES 301, or consent of instructor*

#### **ES 453/553 Geology of the Pacific Northwest (4)**

An introduction to geology, geological history, tectonic evolution, geological resources and landscape development of western North America, with an emphasis on the geology of Oregon. Four hours of lecture and active learning per week. *Prerequisite: a general geology course or consent of instructor*

#### **ES 454/554 Volcanology (4)**

Study of the processes and products of volcanism. Focus is on rock types, structures, field relations, tectonic settings, conditions of origin and geologic history of volcanism with specific emphasis on the Pacific North-west. Four hours of lecture and active learning per week; supplemental field trips will be incorporated as needed. *Prerequisite: introductory geology course or consent of instructor*

#### **ES 458/558 Field Studies in Geology (1-9)**

Field excursions to study geology at classic localities in the Pacific Northwest and beyond. Terms and hours to be arranged. Eligible for the RP grade option.

#### **ES 460/560 Energy and Mineral Resources (3)**

Focus on the geology of energy and mineral resources in terms of their description, occurrence, origin and distribution. Also considers extraction, treatment, uses, and reserves of mineral and energy resources; the historical, economic and social issues involved with certain resources; and the environmental implications of the use and exploitation of resources. Three hours of lecture and active learning per week. Offered alternate years. *Prerequisite: introductory geology course or consent of instructor*

#### **ES 473/573 Environmental Geology (4)**

Study of contemporary environmental issues as related to geologic systems. Topics include geologic hazards, land use, groundwater-surface water-soil contamination, remediation technologies, environmental planning, habitat restoration, applied analytical techniques and consulting practice. Four hours of lecture and active learning per week. Supplemental field trips will be incorporated as needed. *Prerequisites: ES 201, ES 202, or consent of instructor*

#### **ES 476/576 Hydrology (3)**

Investigation of near-surface hydrologic systems of the Earth. Topics include the hydrologic

cycle, water budgets, introductory fluid dynamics, groundwater systems, watershed analysis, water quality and water resource evaluation. Three hours of lecture and active learning per week. Supplemental field trips will be incorporated as needed. Offered alternate years. *Prerequisites: ES 201, ES 202, or consent of instructor*

#### **ES 491/591 Stratigraphy and Depositional Systems (4)**

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. Four hours of lecture and active learning. Offered alternate years. *Prerequisite: ES 203 or consent of instructor*

#### **ES 492/592 Advanced GIS Applications in Earth Science (4)**

Focus on the application of geographic information systems to real-world problems in the Earth sciences. Emphasis is placed on the use of computer technology in analyzing spatial and temporal relationships of geologic systems. Four hours of lecture and active learning per week. *Prerequisites: ES 342, or consent of instructor*

#### **ES 493 Sedimentary Geology (4)**

Description and interpretation of sedimentary lithology, textures and structures, primarily at the thin section, hand sample, and outcrop scale; the principles of transport/depositional processes; techniques of sedimentary analysis; sedimentary environments; and facies models. Four hours of lecture and active learning. Required field trips. *Prerequisites: ES 450 and either ES 431 or ES 491, or consent of instructor. Should be taken during the student's senior year and requires a significant preexisting geological knowledge base.*

#### **ES 601 Research (1-15)**

Terms and hours to be arranged.

#### **ES 603 Thesis or Field Study (1-15)**

Terms and hours to be arranged.

#### **ES 606 Special Individual Studies (1-9)**

Terms and hours to be arranged.

#### **ES 655 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 656 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. *Prerequisite: consent of instructor – offered summers only*

## 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. Eligible for the RP grade option.

### EC 200 Introduction to Economic Perspectives (4)

An issues-oriented introduction to economics that covers markets, unemployment, inflation, market power, the environment, crime, discrimination, health care, education, poverty, social security, international trade and economic development. Includes intensive writing.

### EC 201 Introduction to Microeconomics (4)

Introduction to consumer and producer behavior and the market process. Theories of production, cost and perfectly and imperfectly competitive market structures will be covered as well as the role of the public sector, input markets and contemporary economic issues such as health care and the environment.

### EC 202 Introduction to Macroeconomics (4)

Introduction to the macroeconomic behavior of the economy. Includes national income accounting, business cycles, growth, recession, inflation, unemployment and monetary-fiscal policies. Current issues in international trade and international finance are covered. *Prerequisite: EC 201*

### EC 311 Intermediate Microeconomics I (4)

Provides the student with a rigorous grounding in the methods and techniques of microeconomics, with a focus on market equilibrium and consumer theory. The model of indifference analysis will be developed and applied to household decisions including labor supply. Other topics include behavioral economics and decision-making under risk and uncertainty. *Prerequisites: EC 202, MTH 111 and sophomore standing*

### EC 312 Intermediate Microeconomics II (4)

Provides the student with rigorous grounding in the methods and techniques of microeconomics, with a focus on producer theory. Develops the standard neoclassical theories of exchange and production under the assumption of perfect competition and full information. Situations in which information and markets are imperfect, including price discrimination, monopolistic competition, oligopoly, monopoly and cartels are also covered. *Prerequisites: EC 202, MTH 111 and sophomore standing*

### EC 313 Intermediate Macroeconomics (4)

Focuses upon the behavior of the economy as a whole. Emphasizes the forces and

interactions that naturally determine the levels of - and changes in the levels of- employment, aggregate output, interest rates and prices in a market economy; policy instruments for manipulating those levels; and policy problems. *Prerequisites: EC 201, 202, MTH 111, and sophomore standing*

### EC 315 Econometric Analysis and Report Writing (4)

Basic methods of economic analysis; data sources, collection and presentation with a project to develop these skills. Using economic theory to examine current issues. *Prerequisites: EC 202; MTH 243 or BA 243; or consent of instructor*

### EC 318 Money and Banking (4)

In-depth coverage of money, its forms, how it is created by banks and the Treasury, how its supply is regulated by the Federal Reserve System and its vital role in the functioning of the macroeconomy. *Prerequisites: EC 201, 202 or consent of instructor*

### EC 319 Public Finance (4)

Economic analysis of revenue collection and expenditure by federal, state and local governments. Deals with the effect of income taxes, corporate taxes, excise taxes, property taxes, fees and other sources of public revenue on personal income, employment and production; incidence and shifting of taxes. *Prerequisites: EC 201, 202 or consent of instructor*

### EC 321 Public Choice Theory (4)

Overview of the development in public choice theory. Application of economic tools to traditional problems of political science. Positive analysis of collective decision-making and evaluation of outcomes.

### EC 333 Economics of Professional Sports (4)

Applies economic analysis to professional sports. Topics include: public financing of arenas and stadiums; the impact of professional sports on local, regional and national economies; labor issues such as free agency, salary caps, discrimination and “superstars”; competitive balance, revenue sharing and market structure. *Prerequisites: EC 201, 202 and 315 (or equivalent), or consent of instructor*

### EC 334 Economics of Collegiate Sports (4)

Applies economic analysis to collegiate sports. Topics include: history and function of the National Collegiate Athletic Association, compensation for collegiate athletes and coaches, academic standards for athletes, corporate sponsorships and the financing of collegiate sports, collegiate sports and the media, gender equity for coaches and athletes, and the impact of Title IX legislation. *Prerequisites: EC 201, 202, and 315 (or equivalent), 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. *Prerequisites: EC 201 and 202*

### EC 365 Economics of Organized Crime (4)

Survey recent scholarly articles and publications concerning the economics of organized crime. Course will be structured around four focus areas: economic methodology used to explain and predict the activities of organized crime; behavior and economic impact of organized crime in Sicily and the United States; behavior and economic impact of organized crime in the former Soviet Union; review of recent research on organized crime around the world. *Prerequisite: EC 311 or consent of instructor*

### EC 395 Managerial Economics (4)

Applies microeconomic concepts to managerial decision-making. Topics include the analysis of: demand, revenue and cost functions, forecasting models and techniques, market structures, pricing, technology, and government regulation. *Prerequisites: EC 201; MTH 241 or MTH 251 or BA 240; and MTH 243 or BA 243*

### EC 396 Game Theory (4)

Introduction to strategic way of thinking and primer on game theory with applications likely to be encountered by business. Topics 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 evolution of cooperation. *Prerequisite: EC 311*

### EC 399 Special Studies (1-4)

Terms and hours to be arranged. Eligible for the RP grade option.

### EC 406 Special Individual Studies (1-9)

Terms and hours to be arranged. A specialized course of study within the economics discipline developed in consultation with the instructor. Eligible for the RP grade option.

### EC 407 Seminar (1-4)

Terms and hours to be arranged. Eligible for the RP grade option.

### EC 409 Practicum (3-12)

Practical application of economic theory and/or collection of data for theoretical interpretation. Eligible for the RP grade option.

### EC 417 Development Economics (4)

Focuses upon the prospects and problems facing more than 100 poverty-stricken countries in Latin America, Africa and Asia that are striving to attain standards of living approaching those of countries in Europe and North America.

### EC 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. *Prerequisites: EC 201, 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. *Prerequisites: EC 201 and 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. *Prerequisites: EC 201 and 202, or consent of instructor*

**EC 441 International Monetary Economics (4)**

Examines the macroeconomic linkages between countries. Topics include: institutions of flexible and fixed exchange rates, the balance of payments, the choice of an exchange rate regime, international money markets, currency crises, international policy coordination, and international debt and direct investment. *Prerequisites: EC 201 and 202, or consent of instructor*

**EC 444 Labor Economics (4)**

Applies microeconomic theory to understand the behavior of labor market dynamics in the U.S. and other industrialized countries. Topics include: the demand and supply of labor, human capital, compensation and risk differentials, minimum wage/living wage legislation, unemployment, collective bargaining and unions, and discrimination. *Prerequisites: EC 201 and 202*

**EC 445 Industrial Relations (4)**

Theories of the labor movement plus history, aims, methods and policies of trade unions. The mechanics and functioning of collective bargaining will be explored. *Prerequisites: EC 201 and EC 202, or consent of instructor*

**EC 450 Comparative Economic Systems (4)**

Theory, practice and reform of economic systems other than capitalism. Examines the origins of the socialist economy, how it is supposed to work, how it actually works and how it can and cannot be reformed. *Prerequisites: EC 201 and EC 202, or consent of instructor*

**EC 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. *Prerequisites: 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. *Prerequisites: EC 201, EC 202 and EC 311*

**EC 470 History of Economic Thought (4)**

Traces the development of economic thought from ancient times to the present. Contributions of individual writers and schools of thought are examined in their historical settings and as they influenced economic thought and policy.

**EC 480 Mathematical Economics (4)**

A review of relevant mathematical tools currently utilized in the economics profession and the application of these tools to economic issues utilizing problem-solving procedures. *Prerequisites: EC 201, EC 202, and MTH 111 or consent of instructor*

**EC 495 Econometrics (4)**

Use of statistical methods to estimate and test economic models. Theory and application of multiple regression techniques, with an emphasis on the problems arising in the analysis of economic data. *Prerequisite: EC 311*

## Education

**ED 100 Introduction to Education (3)**

Introduction to the historical, cultural, and philosophical foundations of our system of American public education. Students will reflect upon and critique their own educational experiences and articulate their own beliefs and values about teaching, learning, and schooling. Students will also examine current and historical roles, expectations, stereotypes, and characterizations that define teaching as a profession.

**ED 200 Multiculturalism in the College Experience (3)**

Designed to assist students from diverse socio-economic, cultural and experiential backgrounds in addressing personal, social, academic, financial and campus climate issues within a multicultural context. *Prerequisite: College Enrichment Program participants; CEP participants planning to major in education, consent of the instructor*

**ED 220 Introduction to Early Childhood Education (3)**

Introductory course in the principles and basic theories of early childhood education. An overview will be presented of the physical, perceptual-motor, social-emotional and cognitive development of the young child. Opportunities will be given to observe and participate in developing experiences for young children.

**ED 230 Children's Literature in the Classroom (3)**

Explore various author/illustrators of children's books and become familiar with resources available concerning children's literature. Students will establish a foundation for sharing and using children's literature in the classroom. *Prerequisites: ED 100 and 3 credits in ENG or instructor approval*

**ED 240 Young Adult Literature in the Classroom (3)**

Introduces teacher candidates to a wide range of young adult literature and develops knowledge for selecting and sharing young adult literature in the middle school and high school classroom. *Prerequisites: ED 100 and 3 credits in ENG or instructor approval*

**ED 270 Technology in Education (3)**

Explores current applications and concepts of technology to enhance learning, communicating, and collaborating for personal and professional growth. Particular emphasis on the use of technology in educational contexts.

**ED 301 Introduction to Chicano/a Studies (3)**

An introductory course designed to assist students from diverse cultural and experiential backgrounds in addressing and understanding their heritage within the American society. Focus on Chicano/a history in the United States beginning with Spanish colonization and continuing with present day issues of assimilation and acculturation. Attention is paid 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 socioeconomic, cultural and experiential backgrounds in addressing the personal, social, academic, financial and campus climate issues within a multicultural context.

**ED 312 Students, Teachers, Schools, and Society (3)**

Evaluate one's commitment to becoming a professional educator. Prepare to be a reflective teacher who will be able to make informed decisions to improve and enhance the environment for children and youth. Includes historical foundations of education; education policy and practice; the system alternatives to public education; legal rights and responsibilities of teachers and students; professional development of teachers; student pluralism (bilingual/multicultural, talented and gifted, handicapping conditions, disadvantaged); and current issues and effective schools. *Prerequisite: ED 100*

**ED 320 Typical and Atypical Development (ages 3-4th grade) (3)**

Overview of typical and atypical development in young children from 3 years - 4th grade. Traditional and current theories of development are discussed with an ecological framework, and an emphasis on brain research, risk factors, culture, and the implications of atypical development as it relates to developmental appropriate practices in inclusive early childhood environments.

**ED 322 Early Childhood Motor Development and Movement Education (3)**

Integrates both theory and practice of the foundations of human movement for children from birth through grade 4 in inclusive

environments. Content includes the importance of physical activity for young children; recommended physical activity guidelines for varying stages of childhood; connections among children's psycho-motor, cognitive, and affective development; dynamic systems and children's motor development and learning; developmentally appropriate movement for children; methods of motor task variation and adaptation for children with varied abilities and disabilities; and contemporary methods for teaching children movement education.

**ED 323 Health & Safety Practices for the Early Childhood Environment (birth-4th grade) (3)**

Prepares the early childhood educator to meet the physical needs of young children of all abilities through preparation of a safe environment, planned routines, and positive experiences in the area of health, safety, and nutrition. Focuses on the physical needs of children and explores strategies to meet these needs. Will also focus on child abuse and neglect.

**ED 324 Creative Arts in Early Childhood Settings (birth-4th grade) (3)**

Utilizes the creative arts (art, music, and dramatic play) and play as central approaches to teaching and learning with young children from birth-4th grade in inclusive early childhood settings. Focuses on an integrated approach to an arts-based curriculum by examining authentic arts experiences and the role of play in children's growth and development.

**ED 325 Elementary Science Methods (3)**

Development of pedagogical content knowledge in science through the exploration of trends, environmental education, issues, materials, technology and resources in science education appropriate for elementary level. Includes planning, assessment, and instructional strategies related to specific scientific content in state and national science standards, scientific processes as well as children's learning of science. *Prerequisites: Grade of C or better in GS 325*

**ED 326 Technology in Inclusive Early Childhood Environments (3)**

Designed for teacher candidates and early childhood studies majors to explore trends, issues, and tools related to the use of technology with young children from birth-4th grade of all abilities in inclusive settings. Students will gain experience identifying, evaluating, and using a variety of technologies that are appropriate in a variety of areas. The evaluation and use of assistive technology to support learners of all abilities is an integral component of this course.

**ED 333 Applied Adolescent Learning and Development (3)**

Students seeking initial teacher licensure at the middle/high, and high school only levels will learn to apply theories of adolescent learning and development to schools and classrooms through student teaching activities. Students seeking licensure at the elementary/middle level can take this class or ED 342.

**ED 342 Applied Children's Learning and Development (3)**

Enables the preservice teacher to apply theories of human development and learning to a variety of classroom settings. Major theories of language and reading will be examined as they apply to emergent and developing readers in preschool through elementary grades. Introduction to the relationships between assessment and instructional decision-making. *Prerequisite: PSY 218*

**ED 345 Designing Early Childhood Environments (birth-4th grade) (3)**

Focus is on investigating learning environments for young children from birth-4th grade in inclusive early childhood settings (Head Start, public and private pre-K, child care, K-4 classrooms, etc) and how to plan for children of all abilities. Students will spend time in the field observing and documenting classroom environments in inclusive early childhood settings.

**ED 348 Developmentally Appropriate Practices: EC Play, Development and Literature (3)**

In-depth exploration of play and literacy as integral components of early learning. Emphasis is placed on the roles of the teacher in observing play and literacy, developing and refining teaching strategies that support and extend children's play and literacy, and advocating for play in the early childhood curriculum. Focuses on young children ages birth-4th grade in inclusive early childhood settings. Students will also be spending time in the field in inclusive environments.

**ED 352 Elementary Social Studies Methods (3)**

Focus on the nature of social studies, national and state standards, relevant professional organizations, resources and opportunities. Students will learn and use different teaching strategies, concept attainment, technology and literacy integration, field methods, and assessment approaches. Models for integration of social studies with other core areas will be explored. Emphasis will be on active participation and modeling of strategies being taught. *Prerequisite: HST 201, or 202, or 203; and GEOG 105, or 106, or 107*

**ED 368 Science & Social Studies in Early Childhood Settings (birth-4th grade) (3)**

Focuses on the study and practice of science and social studies education and exploration for young children in inclusive early childhood settings (birth-4th grade) focusing on appropriate content, goals, and methods. Students will have opportunity to design, plan, and implement lesson plans in early childhood settings.

**ED 370 Special Education and Inclusive Communities (3)**

In-depth study of the diverse student body in today's classrooms including students identified as talented and gifted (TAG) and students who have identified disabilities. Application of universal design, differentiation, and systematic interventions will be addressed.

**ED 371 Inclusive Practices in Early Childhood Settings (birth-4th grade) (3)**

Explores inclusive practices in early childhood settings for diverse children from birth-4th grade of all abilities. Includes an exploration of the following: foundations of early childhood/early childhood special education theory and practices; characteristics of young children with disabilities and other special needs; impact on the family, accessing research and resources; approaches to screening; types of programs; adaptations and accommodations of the inclusive settings; advocacy, integration, and future trends. Focuses on supporting young children in natural environments through relationship-based practices and embedded instruction. Course intended for students who transfer from community colleges with a background in early childhood, not inclusive practices. *Prerequisite: consent of instructor*

**ED 373 Introduction to Curriculum and Assessment (3)**

Help students to develop assessment, instructional, and management strategies in the planning, implementation, and evaluation of instruction in various classroom settings using the framework of teacher work sampling. The basics of lesson planning, instructional methods, assessment planning, differentiation, and classroom management will be covered. *Prerequisite: ED 230*

**ED 374 Teaching Writing in the Elementary Classroom (3)**

Introduction to teaching writing in the early childhood and elementary school classroom. Particular emphasis will be placed upon developmental writing with young children, authentic and naturalistic approaches to language and writing, the connection between reading and writing and research-based approaches to feedback and assessment on student writing. Course involves authentic experiences at a local elementary school. Students enrolled in this course will need to grant Oregon Department of Education permission to conduct a background check. *Prerequisite: ED 230 or ED 240 or ED 348*

**ED 380 Infant and Toddler Development (3)**

Designed to teach students to apply theory and research to infants and toddlers (prenatal-3 years) utilizing an ecological systems and culturally responsive practices approach. Participants will learn and gain experience with best practices in service delivery models for infants and toddlers of all abilities. Participants will gain experience interacting with infants and toddlers within a family system.

**ED 382 Family and Community Involvement in Early Childhood Education (3)**

Strategies for developing family and culturally appropriate family-professional partnerships to benefit young children birth-4th grade of all abilities. Theories and research that support family-centered practices are explored. Focus on family and professional rights and responsibilities in the special education process.

Family-centered perspective and emphasis on the role of collaborative planning with families and caregivers for inclusive environments.

**ED 404 Student Teaching Seminar I (1)**

First course in a three-term sequence. Focus is to begin to explore the concept of professionalism as it relates to teaching and learning. Student teachers will be introduced to the field experience workbook, the expectations for each term, the scoring guides for formative and Summative Evaluations, and the Assessment of Professional Qualities.

**ED 405 Student Teaching Seminar II (1)**

Second course in a three-term sequence. Focus is to continue to support the growth and development of professionalism as it relates to teaching and learning. Student teachers will further explore the Assessment Framework for a Proficiency-based Teacher Education program.

**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. Eligible for the RP grade option.

**ED 411 Student Teaching I (3)**

Experience with the preservice teacher's teaching license authorization. Instruction will be provided to small groups of students and entire class.

**ED 412 Student Teaching II (3)**

Experience within the preservice teacher's teaching license authorization. Instruction will be provided to small groups of students and entire class. 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)**

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.

**ED 421 Technology Integration (3)**

Explores operations and concepts of basic technology to enhance personal and professional growth and productivity, and

integration of technology into classroom planning, instruction and assessment.

**ED 427 Professional Development: Early Childhood Studies Capstone (3)**

A culminating course devoted to analyzing and synthesizing knowledge and skills gained through the Early Childhood Studies major as it applies to early childhood education. Students will examine teaching and learning through core studies and preparation for their final portfolio.

**ED 429 Professional Development Seminar III (2)**

Student generated summary of the three 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.

**ED 434/534 Content Pedagogy I (3)**

Course is designed to emphasize standards-based assessment, planning and instructional strategies within specific academic disciplines to improve PK-12 learning, including students of diverse backgrounds and needs. Examination of related professionalism resources and research in their academic disciplines.

**ED 436/536 Content Pedagogy II (3)**

Emphasizes curriculum design, instructional technology applications, and integration across academic disciplines. Examination of related professionalism resources and research in their academic disciplines.

**ED 438 Foundations of Education (2)**

Enables the preservice teacher to explore the basic historical, philosophical and societal foundations of education. Current legal, financial and governing aspects as well as future economic and political influences on education are explored.

**ED 441/541 Video Production (3)**

Explores the fundamentals of the camera system, illumination, electronic video recording, audio recording and set design. Each student will produce two short video projects outside the studio and will participate in at least one group studio color production.

**ED 443 Developing Literacy (3)**

Major theories of language and reading will be examined as they apply to emergent and developing readers in preschool through elementary grades. Students will develop a rationale for and design standards-based lessons within a unit of instruction that integrates literacy.

**ED 444 Content Literacy (3)**

Course will focus on content area literacy for student 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.

**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.

**ED 448/548 Early Childhood Curriculum (birth-4th grade) (3)**

Course emphasizes planning, organizing, implementing, and evaluating programs for young children with diverse learning needs ages birth-4th grade within the framework of developmentally appropriate practices for young children in inclusive settings. Students will explore, plan, and implement curriculum and environments using individually responsive, developmentally, and culturally appropriate methods and materials.

**ED 449/549 Observation and Assessment of the Young Child (3)**

Measurement theory, observation, screening and assessment practices, familiarization with selected instruments, legal and ethical guidelines for assessing young children ages birth through 4th grade in inclusive settings. Assignments will be tied to student teaching experiences.

**ED 450 Authorization Specialty and Classroom Management (3)**

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.

**ED 453 Elementary Mathematics Methods (3)**

In the planning and implementation of strategies and concepts related to math and science, students will learn and make use of the process, the conceptual approach, problem solving and guided discovery. Planning, use of teaching strategies and concept attainment in mathematics will be emphasized.

**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 461 Differentiating Instruction for Diverse Learners (3)**

Focus on identification of students' skills, readiness levels, interests, and learning styles and the exploration of teaching techniques and resources that respond to their unique needs. Preservice teachers explore aspects of teaching that promote an inclusive classroom.

**ED 462/562 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 463/563 Early Childhood Education (ECE) Numeracy and Mathematics (3)**

Methods and materials in teaching and assessment in early childhood numeracy and mathematics. Methods for facilitating early math learning using developmentally appropriate practices for learners of all abilities (birth-8 years) will be discussed. Interactions with young children in inclusive settings will provide experiential learning and teaching opportunities in student teaching.

**ED 477 Literacy at the Middle Level (3)**

Promotes reading/literacy in middle school and upper grades of elementary school. Emphasis will be on the reading/literacy process, content area literacy goals and strategies, importance of recreational reading, assessment of reading growth and new trends and materials for a balanced literacy approach.

**ED 479/579 Fostering Biliteracy in ESOL/ Bilingual Classrooms: Latin America (3-4)**

Explores the relationship between first and second language literacy and between oral and written language skills. It also examines ESOL and bilingual literacy teaching strategies for different language proficiency levels, as well as materials, classroom organizational structures, and assessment tools. Approaches for literacy development which bridge experiential and cultural differences are emphasized, including multicultural literature and family involvement in the learning process.

**ED 481/581 Introduction to ESOL and Bilingual Education (3)**

Introduction to the field of ESOL and bilingual education. Provides an overview of the principles of second language acquisition, and explores classroom practices that allow English language learners at different proficiency levels to access grade-level content while developing skills in academic and social language.

**ED 482 Foundations of ESOL/Bilingual Education (3)**

Surveys the historical development of ESOL/ bilingual education. Provides insight into government policy and legal aspects of ESOL/ bilingual education as well as research, theory and classroom implications.

**ED 483 Culture, Community and the ESOL/ Bilingual Classroom (3)**

Explores the concept of culture and its manifestation in society, the community and the classroom. Examines the research literature and provides a theoretical foundation

for understanding how cultural groups and students' identities affect the educational process and the classroom climate.

**ED 484 First and Second Language Acquisition and Educational Linguistics (3)**

Course explores current theory and research in first and second language acquisition and issues in linguistics applied to ESOL/bilingual education.

**ED 485/585 Early Childhood Education: Leadership and Administration (3)**

Knowledge and competencies in the area of educational leadership, including development and administration of inclusive early childhood programs for children birth-4th grade, professionalism, ethics, and social policy.

**ED 486/586 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)**

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 488/588 Culture and Community in ESOL/ Bilingual Classrooms: Latin America (3-4)**

Explore the concept of culture and its manifestation in society, the community and the classroom. Examines the research literature and provides a theoretical foundation for understanding how cultural groups and students' identities affect the educational process and the classroom climate. Strategies to maximize learning using cultural and community resources, as well as building partnerships with families are addressed. Students participate in relevant experiences in an international context that enhances the curriculum and provides an intensive cultural component. Practicing teachers, and those preparing to become teachers, develop cultural, linguistic, and historical understanding only possible in an immersion experience.

**ED 491 Curriculum Models, Instructional Approaches and Assessment Strategies for English Language Learners (3)**

Examines current curriculum models, materials, teaching approaches and assessment techniques that maximize the academic achievement of English language learners.

**ED 492 Teaching Reading and Writing to ESOL and Bilingual Students (3)**

Explores the relationship between first and second language literacy and between oral and written language skills. Examines ESOL

and bilingual literacy teaching strategies for differentiated proficiency levels, as well as materials, classroom organizational structures and assessment tools.

**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.

**ED 494 Diagnosis and Prescription in Native Language Instruction—Elementary (3)**

Assessment, instructional programming and materials in providing native language reading instruction to the non and limited English proficient students will be addressed.

**ED 495 Diagnosis and Prescription in Basic Skills for LEP Students (3)**

Assessment, instructional techniques and materials in basic skills in a bilingual classroom setting.

**ED 496 Cross Disciplinary and Advanced Teaching Strategies (3)**

Promotes interaction among students, discussions regarding integrated methodology, and exploration of professional opportunities for middle and high school teachers. Focus will be on group processes in the development of integrated multidiscipline approaches, including service learning.

**ED 498 Student Teaching III (10)**

A teaching experience within a public school setting in the preservice teacher's selected primary level of teaching license authorization.

**ED 603 Thesis, Professional Project, or Field Study (3-9)**

Terms and hours to be arranged. Eligible for the RP grade option.

**ED 607 Seminar (1-6)**

Terms and hours to be arranged.

**ED 608 Workshop (1-9)**

Terms and hours to be arranged.

**ED 609 Practicum (1-9)**

Need signature from director of field services prior to registration. Terms and hours to be arranged. Eligible for the RP grade option.

**ED 609 Elementary Mathematics Leadership Practicum (3)**

Integrates current research and approaches to teaching mathematics by implementing models of teacher-conducted action research. Participants must demonstrate proficiency with the Association of Mathematics Teacher Educators Standards for Elementary Mathematics Specialists. *Prerequisite: should be one of the last courses taken in the Elementary Mathematics Instructional Leader program; must be taken concurrently with, or after, ED 673*



**ED 609 M.A.T.: Preservice Practicum (1-3)**

A practicum comprised of 90 hours in a public school site. Eligible for the RP grade option. *Prerequisite: admission to M.A.T.: Initial Licensure Program*

**ED 609 M.A.T.: 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. *Prerequisite: admission to M.A.T.: Initial Licensure Program*

**ED 609 Reading Practicum (6)**

Terms and hours to be arranged.

**ED 610 Skills and Techniques of Supervision (3)**

The supervisory process; group and individual processes and techniques; analysis of supervisory problems.

**ED 611 Theories of Teaching and Learning (3)**

Applies key concepts, models, and strategies related to different theories of learning, including behaviorist, cognitive and socio-cultural perspectives.

**ED 612 Quantitative Research in Education (3)**

Methods, techniques and tools of research. Development of a proposal for a study and development of the criteria and methods for reading and evaluating research.

**ED 613 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.

**ED 614 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 615 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. *Prerequisite: admission to M.A.T.: Initial Licensure Program*

**ED 616 M.A.T. Student Teaching (3)**

Students will continue their field work from the previous term. During this extended student teaching practicum, a work sample will be produced. *Prerequisite: admission to M.A.T.: Initial Licensure Program*

**ED 618 Multiple Intelligences and Multicultural Education (3)**

Howard Gardner's Multiple Intelligences 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. *Prerequisite: admission to M.A.T.: Initial Licensure Program*

**ED 619 Contemporary Developments in Early Childhood Education (3)**

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.

**ED 620 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 621 Teacher as Researcher: Action Research (3)**

An introduction to the basic philosophy and methods of action research in schools. Students will learn how to conduct action research to help them make effective decisions about their teaching. *Prerequisite: admission to M.A.T.: Initial Licensure Program*

**ED 622 Curriculum, Assessment, and Management I (3)**

Course will help students to develop assessment, instructional, and management strategies in the planning, implementation, and evaluation of instruction in various classroom settings using the framework of teacher work sampling. The basics of lesson planning, instructional methods, assessment planning, differentiation, and classroom management will be covered.

**ED 623 Curriculum, Assessment, and Management II (3)**

Course will help students to develop assessment, instructional, and management strategies in the planning, implementation, and evaluation of instruction in various classroom settings using the framework of teacher work sampling. The basics of lesson planning, instructional methods, assessment planning, differentiation, and classroom management will be covered.

**ED 624 Special Populations Seminar (3)**

In-depth study of the diverse student body in today's secondary classrooms including students identified as talented and gifted (TAG), students who are yet learning English (ELL), and students who have identified disabilities.

**ED 625 Classroom Discipline and Management (3)**

Design, implementation and evaluation of all phases of effective classroom management. Special attention will be devoted to student

motivations in a variety of settings and inclusive of all students. *Prerequisite: admission to M.A.T.: Initial Licensure Program*

**ED 626 Instructional Design (3)**

The application of the instructional design approach to the preparation of multimedia instructional products. The student will be guided through the development of instructional materials, including the application of the ID approach to the preparation of computer-based instruction.

**ED 627 Assessment of Teaching 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. *Prerequisite: admission to M.A.T.: Initial Licensure Program*

**ED 629 The Classroom Teacher-Counselor (3)**

Focuses on the classroom teacher's obligations and opportunities for guiding and counseling students in academic and personal areas. It acquaints the teacher with the varied needs and characteristics of children and adolescents, basic concepts and techniques of group and individual counseling and guidance, and means of incorporating these factors in a practical, functional classroom program.

**ED 630 Culturally and Linguistically Diverse Students in the Schools (3)**

Focus is on the influence of linguistic and cultural diversity on the learning process and classroom dynamics.

**ED 631 English Language Development for ESOL and Bilingual Settings (3)**

Focuses on theory, methods and strategies for teaching English language development (ELD) in ESOL and bilingual settings. Emphasizes techniques for teaching language functions, meaningful grammatical forms and vocabulary.

**ED 632 Cultural, Social, and Philosophical Issues in Education (3)**

Examines issues of learning and culture from a variety of philosophical perspectives, linking practice to theory and ideology. Students will frame their teaching and learning experiences by examining the role of culture in schooling and learning, specifically addressing issues surrounding diversity, and critical perspectives in education.

**ED 633 Research and Writing (3)**

Students will examine the traditions and theories of both quantitative and qualitative research and evaluate methods, findings, and implication of research studies. Students will produce and critique scholarly writing. *Prerequisite: ED 611*

**ED 634 Qualitative Research in Education (3)**  
Presents the substance of qualitative research as well as the methods. By examining the

traditions and theories of qualitative research, students will explore the principal methods, research techniques and critical issues, applying their knowledge to their own research plans.

*Prerequisite: ED 612*

### **ED 635 Action Research (3)**

Introduces students to the principles and processes of action research, a form of self-reflective inquiry by practitioners on their own practice. Students develop skills in data collection, analysis, interpretation, as well as the oral and written presentation of research.

*Prerequisite: ED 633*

### **ED 636 Leadership and Policy in a Diverse Society (3)**

Students will analyze current educational policy and potential leadership within multiple contexts. Emphasizing local, national and global trends, this course will help students explore issues of diversity and the socio-political constructs of schooling. *Prerequisite: ED 635*

### **ED 637 Advanced Content Pedagogy (3)**

Students will analyze subject-matter specific assessments and instructional practices, including content area literacy, diversity, and technology as they relate to improving learning.

### **ED 638 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.

### **ED 639 Curriculum and Planning: Work Sample Methodology (3)**

Study of current curriculum and governing practice; instruction in planning, design and delivery of courses; and work sample methodology. *Prerequisite: admission to M.A.T.: Initial Licensure Program*

### **ED 640 Literacy: Inquiry, Theory and Informed Practice (3)**

Course focuses on moving theory and research into practice through examining a range of literacy curricula and creating curricular frameworks that fit each participant's distinctive context and beliefs.

### **ED 642 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, mathematics, reading and physical and health education.

### **ED 643 Secondary Learning and Development (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.

### **ED 646 Philosophy of Education (3)**

A study of philosophical assumptions and their

implications on the fundamental issues and practices of American education.

### **ED 648 Advanced Curriculum and Assessment Planning (3)**

Historical and philosophical foundations of curriculum and assessment planning as well as current research and policy in curriculum and instruction. Emphasis will include: curriculum frameworks, interdisciplinary and differentiated instruction that is culturally and developmentally sensitive, attention to content area specific curriculum and learning, and authentic assessments for learners.

### **ED 649 Observation and Assessment of the Young Child (3)**

Covers developmental screening in physical, perceptual-motor, cognition, speech, language and social-emotional areas; focus on informal observation of children in the pre-primary and primary learning environments.

### **ED 650 Curriculum in Early Childhood Education (3)**

A detailed examination of developmentally appropriate early childhood curricula and how to develop such curricula.

### **ED 651 Content Area Literacy(3)**

A research-based course on the use of language for thinking, problem solving and communicating across subject areas. Includes best-practice teaching strategies that will enable all students to become independent learners. *Prerequisite: admission to M.A.T.: Initial Licensure Program*

### **ED 654 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.

### **ED 655 Foundations of Literacy (3)**

Examines major theories that form the foundation of literacy K-adult. Course explores psychological, sociological, and linguistic foundations of the reading/writing process, literacy research and the histories of literacy, language development and acquisition and variations related to cultural and linguistic diversity. Also explores the major components of reading such as phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation.

### **ED 656 Professional Seminar I (1)**

Students will begin their engagement in developing a learning community that will span their four terms in the MAT program.

### **ED 657 Professional Seminar II (1-2)**

Students will work within the learning community or their MAT cohort, engaging at an emerging level in the Action Research process that will lead eventually to a professional project and capstone experience.

### **ED 658 Professional Seminar III (3)**

Students will design and carry out an Action Research project that will culminate in a professional project and capstone experience.

### **ED 659 Professional Seminar IV (3)**

Students will design and present the action research project from term III, this presentation making up the capstone experience. Students will prepare to enter the teaching profession by interacting with professionals already in the educational field and by studying special topics such as TSPC requirements.

### **ED 660 Contemporary Foundations of Education (3)**

A study of how historical, sociological, philosophical events and research have influenced the contemporary role of the teacher in the classroom.

### **ED 666 Middle Level Literacy (3)**

Study of methods and research appropriate for teaching literacy in middle schools. Emphasis is placed on diagnostic and assessment of literacy development.

### **ED 667 Language Development and Reading (3)**

Will learn theories of language acquisition, functions of language and the role of culture and power in developing language; recognize the importance of oral language to the development of successful reading and writing; and demonstrate qualities of teacher as language researcher.

### **ED 668 Assessment & Reading Instruction (3)**

Explores current research in best practices in literacy assessment. Content will include formative and summative assessments to determine students' literacy strengths and needs, as well as how to plan and carry out effective instruction to address students' literacy and language development. Each participant will construct a case study for one reader with analysis and recommendations of instructional focus. *Prerequisite: six hours of reading instruction or consent of instructor*

### **ED 669 Content Pedagogy (2)**

Provides students with a discipline specific methods course taught by subject area specialists. Research-based and best practice within an academic discipline will be the focus. *Prerequisite: admission to M.A.T.: Initial Licensure Program*

### **ED 670 Middle Level Curriculum and Instruction (3)**

The philosophical and historical foundations of middle level schools are considered. Students will examine middle level curriculum and instruction.

### **ED 671 Middle Level Learning (3)**

Graduate seminar focused on teaching and learning in the middle grades (6-8). Content includes common behavioral, psychological, and social perspectives on learning; social and emotional development.

**ED 672 Literacy Leadership Practicum (3)**

Examines the role of the reading specialist and coach as recommended and outlined by research and recommendations from professional organizations. Special focus will include role definitions, program options, training and supervision of support staff, budgeting, and materials needed to meet state requirements in reading instruction.

**ED 673 Mathematics Leadership in K-8 Schools (3)**

Examines role of the elementary mathematics instructional leader as recommended and outlined by research and recommendations from professional organizations. Special focus will include role definitions, program options, training and supervision of support staff, budgeting, and materials needed to meet state requirements in mathematics instruction. *Prerequisite: should be one of the last courses taken in the Elementary Mathematics Instructional Leader program; must be taken concurrently with, or before, ED 609: Elementary Mathematics Leadership Practicum*

**ED 677 Integrating and Differentiating Instruction (3)**

Focus is on cross-disciplinary, team teaching strategies. Simulated group processes will enable the participants to develop standard-based curricula. *Prerequisite: admission to M.A.T.: Initial Licensure Program*

**ED 680 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 682 Sociopolitical Foundations of ESOL/Bilingual Education (3)**

Surveys the historical development of ESOL/bilingual education. Provides insights into government policy and legal aspects of ESOL/bilingual education as well as research, theory and classroom implications.

**ED 683 Fostering Cultural and Community Connections in the ESOL/Bilingual Classroom (3)**

Explores the concept of culture and its manifestation in society, the community and the classroom. Strategies to maximize learning using cultural and community resources, as well as to build partnerships with families, are addressed.

**ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom (3)**

Explores current theory and research in first and second language acquisition and issues in linguistics applied to ESOL/bilingual education. Topics in language acquisition include historical and current theories, developmental stages, as well as the factors that influence learning an additional language.

**ED 689 Contemporary Children's and Young Adult Literature in the Classroom (3)**

A study of current releases and award winners from children's to young adult literature. Current issues and trends in juvenile literature will be examined. The use of new materials and possibilities for integration in all content areas will be explored.

**ED 690 Reading and Composition in the Secondary School (3)**

Course will emphasize the application of reading, writing and learning principles in content areas. Students enrolled in this course should have a basic understanding of reading at the secondary level and have teaching experience. *Prerequisite: consent of instructor*

**ED 691 Curriculum, Instruction, and Assessment Strategies for English Language Learners (3)**

Examines current curriculum models, materials, teaching approaches and assessment techniques that maximize the academic achievement of English language learners.

**ED 692 Classroom Strategies in First and Second Language Reading and Writing (3)**

Explores the relationship between first and second language literacy and between oral and written language skills. It examines ESOL and bilingual literacy teaching strategies for differentiated proficiency levels, as well as materials, classroom organizational structures and assessment tools.

**ED 694 Assessment of English Language Learners (3)**

Focus on assessing English language learners in K-12 public school programs. Assessment principles are taught in a context of language acquisition theories, pedagogical methods, cultural appropriateness, and the legal framework for English language learners in public education.

**ED 695 Applied Research Seminar: Leadership Project (2)**

Three large group sessions will be held during the term to inform students on career placement and interviewing for a job, application for initial licensure, continuing licensure, liability and the teacher and other special topics. *Prerequisite: admission to M.A.T.: Initial Licensure Program*

**ED 697 Student Teaching (9)**

An extended preservice teaching experience within a public school setting in the student's primary level of authorization. *Prerequisite: admission to M.A.T.: Initial Licensure Program*

**English****ENG 104 Introduction to Fiction (4)**

One of three introductory courses studying literary genres. Any two fulfill liberal arts core curriculum literature requirement. Not recommended for English majors or Language Arts Secondary Teaching majors.

**ENG 105 Introduction to Drama (4)**

One of three introductory courses studying literary genres. Any two fulfill liberal arts core curriculum literature requirement. Not recommended for English majors or Language Arts Secondary Teaching majors.

**ENG 106 Introduction to Poetry (4)**

One of three introductory courses studying literary genres. Any two fulfill liberal arts core curriculum literature requirement. Not recommended for English majors or Language Arts Secondary Teaching majors.

**ENG 107H Survey of Western Literature (4)**

For students admitted to WOU's Honors Program. The first of two terms examining Western literary masterpieces. Focuses on Greek and Roman literature. *Enrollment requires consent of Honors Program director*

**ENG 107 Literature of the Western World (4)**

First term of a chronological survey of masterpieces of Western literature from ancient times to the present. Focus is on the literature of ancient Greece and Rome. Any two courses in the sequence 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 108H Survey of Western Literature (4)**

For students admitted to WOU's Honors Program. The second of two terms examining Western literary masterpieces. Focuses on European continental literature from the medieval period through the Enlightenment. *Enrollment requires consent of Honors Program director*

**ENG 108 Literature of the Western World (4)**

Second term of a chronological survey of masterpieces of Western literature from ancient times to the present. Focus is on the European continental literature of the Middle Ages, Renaissance, and Enlightenment. Any two courses in the sequence 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 109 Literature of the Western World (4)**

Third term of a chronological survey of masterpieces of Western literature from ancient times to the present. Focus is on the European continental literature of the Romantic period through the present. Any two courses in the sequence 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. *Prerequisites: WR 135 (or equivalent) and two LACC literature courses from: ENG 104-109, FR 110, GL 110; LING 210 may also be used by early/elementary/middle level education students*

#### **ENG 205 Survey of British Literature (4)**

A survey of British literature from 1660 to 1832. *Prerequisites: WR 135 (or equivalent) and two LACC literature courses from: ENG 104-109, FR 110, GL 110; LING 210 may also be used by early/elementary/middle level education students*

#### **ENG 206 Survey of British Literature (4)**

A survey of British literature from 1832 to the present. *Prerequisites: WR 135 (or equivalent) and two LACC literature courses from ENG 104-109, FR 110, GL 110; LING 210 may also be used by early/elementary/middle level education students*

#### **ENG 218 Introduction to Literary Study (4)**

Introduction to basic literary concepts, research and documentation, and textual explication. English and language arts majors and minors should take this course before enrolling in upper-division literature courses. *Prerequisites: WR 135 (or equivalent) and two LACC literature courses from: ENG 104-109, FR 110, GL 110; LING 210; may also be used by early/elementary/middle level education students*

#### **ENG 253 Survey of American Literature (4)**

A survey of American literature from the beginnings to 1865. *Prerequisites: WR 135 (or equivalent) and two LACC literature courses from: ENG 104-109, FR 110, GL 110; LING 210 may also be used by early/elementary/middle level education students*

#### **ENG 254 Survey of American Literature (4)**

A survey of American literature from 1865 to the present. *Prerequisites: WR 135 (or equivalent) and two LACC literature courses from: ENG 104-109, FR 110, GL 110; LING 210 may also be used by early/elementary/middle level education students*

#### **ENG 301 Shakespeare (4)**

A study of selected major works of Shakespeare. *Prerequisite: WR 135 (or equivalent) and LACC literature/modern language requirement*

#### **ENG 318 Contemporary Literary Theory (4)**

Survey of contemporary literary theories, focusing on their practical application for textual explication. *Prerequisites: WR 135 (or equivalent) and ENG 218*

#### **ENG 320 Medieval British Literature (4)**

An in-depth study of selected writers, forms and themes in Medieval British literature. *Prerequisites: ENG 204 and ENG 218, or consent of instructor*

#### **ENG 321 Renaissance British Literature (4)**

An in-depth study of selected writers, forms and themes in Renaissance British literature. *Prerequisites: ENG 204 and ENG 218, or consent of instructor*

#### **ENG 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. *Prerequisites: ENG 205 and ENG 218, or consent of instructor*

#### **ENG 324 Victorian British Literature (4)**

An in-depth study of selected writers, forms and themes in British literature during the Victorian era. *Prerequisites: ENG 206 and ENG 218, or consent of instructor*

#### **ENG 325 20th Century British Literature (4)**

In-depth study of selected writers, forms and themes in 20th century British literature. *Prerequisites: ENG 206 and ENG 218, or consent of instructor*

#### **ENG 331 Period Studies in American Literature to 1865 (4)**

In-depth study of selected writers, forms and/or themes in American literature from the beginnings through Romanticism. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. *Prerequisites: ENG 218 and ENG 253, or consent of instructor*

#### **ENG 332 Period Studies in American Literature since 1865 (4)**

An in-depth study of selected writers, forms, and/or themes in American literature since 1865. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. *Prerequisites: ENG 218 and ENG 254, or consent of instructor*

#### **ENG 340 Period Studies in Continental European Literature Before 1700 (4)**

An in-depth study of selected writers, forms and/or themes specific to the period before 1700 in Europe outside of the British Isles. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. *Prerequisite: ENG 107 or 108; and ENG 218, or consent of instructor*

#### **ENG 341 Period Studies in Continental European Literature After 1700 (4)**

An in-depth study of selected writers, forms and/or themes specific to the period since 1700 in Europe outside the British Isles. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. *Prerequisite: ENG 108 or 109; and ENG 218, or consent of instructor*

#### **ENG 380 The Bible as Literature (4)**

A study of the representative literary forms, events and figures of the English Bible, either Old and/or New Testaments, with emphasis on the Bible's importance to the subsequent development of the literary and philosophical traditions of the Western world. *Prerequisite: WR 135 (or equivalent)*

#### **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 the online course offerings. May be taken twice if content is not repeated. *Prerequisite: WR 135 (or equivalent)*

#### **ENG 386 Form and Meaning in Film (4)**

A study of the distinctive aspects of film as an art and communication form, as embodied in the theory and practice of filmmakers and scholars. *Prerequisite: WR 135 (or equivalent)*

#### **ENG 387 Mythology (4)**

An examination of myth and myth techniques in a specific context, such as Greco-Roman, Arthurian, etc., or of a recurrent myth in several mythologies. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. *Prerequisite: WR 135 (or equivalent)*

#### **ENG 389 U.S. Minority Literature (4)**

A broad examination of the literature of minority or ethnic groups in the U. S., such as African-American, Chicano, etc. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. *Prerequisite: ENG 218 or consent of instructor*

#### **ENG 390 World Literatures (4)**

An introduction to literatures outside the European/US tradition, such as African or Asian. Specific focus will be identified in the online course offerings. *Prerequisite: ENG 218 or consent of instructor*

#### **ENG 399 Special Studies (4)**

An in-depth study of a special topic in literature as identified in the online course offerings. May be taken twice if content is not repeated. *Prerequisite: WR 135 (or equivalent)*

#### **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. *Prerequisite: consent of instructor*

#### **ENG 407/507 Seminar (4)**

A regularly scheduled special topics course. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. *Prerequisite: ENG 218 or consent of instructor*

#### **ENG 409 Internship (1-8)**

Terms and hours to be arranged. Eligible for the RP grade option.

#### **ENG 418/518 Topics in Theory and Criticism (4)**

Concentrated study of a school or schools of criticism or of a theoretical problem. Readings will include theoretical and practical criticism. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. *Prerequisites: ENG 218 and one 300-level literature course, or consent of instructor*

**ENG 421/521 Studies in British Literature (4)**

A study of special issues and topics in British literature. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. *Prerequisites: ENG 218 and one 300-level literature course, or consent of instructor*

**ENG 432/532 Studies in American Literature (4)**

A study of special issues and topics in American literature. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. *Prerequisites: ENG 218 and one 300-level literature course, or consent of instructor*

**ENG 441/541 Studies in Continental European Literature (4)**

A study of special issues and topics related to literatures of continental Europe. Specific focus will be identified in the online schedule of classes. May be taken twice if content is not repeated. *Prerequisites: ENG 218 or consent of instructor*

**ENG 447/547 Major Figures (4)**

An in-depth study of a major figure in literature or of two closely related figures. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated. *Prerequisites: ENG 218 and one 300-level literature course, or consent of instructor*

**ENG 465/565 Teaching Literature (4)**

Introduction to the theory and practice of teaching literature at the secondary/early college level, including national and Oregon standards, constructing coherent units of literary study and assessments, and professional resources. *Prerequisites: ENG 218 and one upper division literature course*

**ENG 489/589 Studies in U.S. Minority Literature (4)**

In-depth study of the literature of a specific minority or ethnic group in the U.S., such as African-American, Chicano, etc. Specific focus will be identified in the online course offerings. Course may be taken twice if content is not repeated. *Prerequisite: ENG 218 or consent of instructor*

**ENG 490/590 Studies in World Literatures (4)**

In-depth study of literary works outside the European/US tradition, such as African or Asian. Specific focus will be identified in the online course offerings. *Prerequisite: ENG 218 or consent of instructor*

**ENG 606 Special Individual Studies (1-9)**

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. *Prerequisite: consent of instructor*

**ENG 620 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 the online course offerings. May be taken twice if content is not repeated.

**ENG 624 British Literature (3)**

A study of a period, literary movement or theme in British literature. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated.

**ENG 626 American Literature (3)**

A study of a period, literary movement or theme in American literature. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated.

**ENG 628 Continental Literature (3)**

A study of a period, literary movement or theme in European continental literature. Specific focus will be identified in the online course offerings. May be taken twice if content is not repeated.

**ENG 631 Major Theories of Literary Criticism (3)**

The history, principles and practice of various aspects of literary criticism. *Prerequisite: 15 credit hours of literature or consent of instructor*

**Entrepreneurship****ENT 320 Entrepreneurial Finance (1)**

Introduction to tools entrepreneurs use to manage scarce resources in a new venture. Covers bootstrapping techniques and funding strategies of both debt and equity. Students will learn applied approaches to current asset and liability management, risk management, and managing cash flow. *Prerequisites: BA 211 or equivalent*

**ENT 330 Planning and Creating New Ventures (3)**

How to start a business, with emphasis on the assessment of business opportunities and the concepts, skills, information and attitudes required to successfully create a new venture. Students will prepare a business plan.

**ENT 350 Small Business Management (3)**

Understanding the process of managing one's own business. Includes organizational controls, strategic planning, ethics, the business owner's role in society, and human resource management.

**ENT 360 Small Business Marketing (3)**

Focuses on key marketing concepts and methods used by small and growing businesses. Topics may include targeted marketing, distribution alternatives, assessment of market potential, personal selling, networking and referrals, alternatives to high-cost advertising, and low-budget or no-budget market research. *Prerequisite: BA 310*

**ENT 380 Entrepreneurs Today (1)**

Students will explore the entrepreneurial

process for the viewpoint of successful entrepreneurs. Students will have opportunity to evaluate their own interest and readiness for starting a business.

**ENT 381 Creativity and Entrepreneurs (1)**

Interactive workshop designed to introduce students to the creative process, how ideas are generated, what blocks creative thinking and how to establish an environment that fosters creativity.

**ENT 382 Innovation and Strategy (1)**

Interactive workshop exploring how to take a new idea to fruition, the barriers faced in the implementation stage and how to overcome them.

**ENT 383 Entrepreneurs and Society (1)**

Interactive workshop exploring how entrepreneurs face ethical issues and the role of personal values in the development and operation of a small business.

**ENT 384 Going Into Business In Oregon (1)**

Interactive seminar which explores the legal and administrative requirements for establishing a business in Oregon. Topics covered will include filing and fees, employee rights and Oregon law, regulations of local jurisdictions, reporting requirements and other state regulations.

**ENT 460 Entrepreneurship in Action (3)**

Students will gain practical experience of entrepreneurship by working on a consulting project for a business, performing an internship, writing a business plan for their own business idea, or through other projects approved by the instructor. *Prerequisite: ENT 320 or consent of instructor*

**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 and Learning Center 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.

**FS 409/509 Practicum (1-3)**

Terms and hours to be arranged.

**FS 600 Seminar I: CTL Project Planning (2)**

First course in a three-course series designed for candidates who plan to advance from an Initial Teaching License to a Continuing Teaching License. Candidates will advance through the process of documenting their advanced proficiencies required by TSPC to move from an Initial to a Continuing Teaching License (CTL). Course will develop and expand students' understanding of action research and its place within the K-12 classroom. Emphasis in this course will include how to develop a research question, how to develop and plan data sources, and will culminate in the creation of an Action Plan.

**FS 601 Seminar II: CTL Project Implementation (2)**

Second course in a three-part series designed for candidates who plan to advance from an Initial Teaching License to a Continuing Teaching License. Candidates will advance through the process of documenting their advanced proficiencies required by TSPC to move from an Initial to a Continuing Teaching License (CTL). Course will develop and expand students' understanding of action research and its place within the K-12 classroom. Emphasis in this course will include developing and carrying out an action research project within a classroom or other educational setting as well as continued study in advanced assessment and action research strategies and techniques.

**FS 602 Seminar III: CTL Research Results and Reflections (2)**

Third course in a three-part series designed for candidates who plan to advance from an Initial Teaching License to a Continuing Teaching License. Candidates will advance through the process of documenting their advanced proficiencies required by TSPC to move from an Initial to a Continuing Teaching License (CTL). Course will develop and expand students' understanding of action research and its place within the K-12 classroom. Emphasis in this course will include data analysis, constructing a report of research findings, considering implications of action research, and reflection on teaching as a researching profession.

**FS 606 Special Individual Studies (1-9)**

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.

**Film Studies****FLM 406 Special Individual Studies (1-4)**

Term, hours and topics to be arranged with film studies faculty.

**FLM 409 Practicum (1-4)**

Terms and hours to be arranged with film studies faculty. Students will arrange for practical experience in film or video production, or in the application of film theory and criticism.

**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. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**FSA 323 Fire and Emergency Services Administration (5)**

Progressive primer for students who want more knowledge about fire and emergency services administration. Course demonstrates the important skills necessary to manage and lead a fire and emergency services department through the challenges and changes of the 21st century. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**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. Also includes promotion, personnel development, career, and incentive systems and the validation of physical and mental requirements. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**FSA 328 Disaster Planning and Control (5)**

Concept and principles of community risk assessment, planning and response to fires, natural and man-made disasters, including National Incident Management System-Incident Command Systems (NIMS ICS), mutual aid and automatic response, training and preparedness, communications, civil disturbances, terrorist threats/incidents, hazardous materials planning, mass casualty incidents, earthquake preparedness, and disaster mitigation and recovery. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**FSA 330 Fire Protection Structures and Systems (5)**

Examines the underlying principles involved in structural fire protection systems, building furnishings, and fire protection systems including water-based fire suppressions systems, fire alarm and detection systems, special hazard suppression systems, and smoke management systems. Eligible for the RP grade option.

**FSA 331 Community Risk Reduction for the Fire and Emergency Services (5)**

Provides a theoretical framework for the understanding of the ethical, sociological, organizational, political and legal components of community risk reduction, and methodology for the development of a comprehensive community risk reduction plan. Eligible for the RP grade option.

**FSA 332 Fire Investigation and Analysis (5)**

Examines the technical, investigative, legal, and social aspects of arson, including principles of incendiary fire analysis and detection, environmental and psychological factors of arson, legal considerations, intervention, and mitigation strategies. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**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. Eligible for the RP grade option. *Prerequisite: 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; information management and resource coordination. Eligible for the RP grade option.

**FSA 399 Special Studies (1-6)**

Terms and hours to be arranged. May be repeated for credit if content is different.

**FSA 403 Field Study (1-3)**

Eligible for the RP grade option.

**FSA 407 Seminar (2)**

Eligible for the RP grade option.

**FSA 411 Management Information Systems (3)**

Overview of computer terminology; computer types and operating systems; application programs; designing information management systems; how management can use information in decision making; using GIS and mapping system databases; purchasing hardware and software; and installing an evaluating a system. Eligible for the RP grade option. *Prerequisite: computer application proficiency*

**FSA 415 Local Government Administration and Community Politics (3)**

Topics include local politics and political

economic processes; institutions and structure; policy making in local government; the decision making process; and local government budgetary processes. Eligible for the RP grade option. *Prerequisite: FSA 315 or FSA 331*

**FSA 417 Advanced fiscal Management (3)**

Examines laws relating to public agency budgeting; formulating a mission statement, goals and objectives; analyzing productivity; preparing a budget; the hearing process; and quarterly allotments. Eligible for the RP grade option. *Prerequisite: FSA 317*

**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. Eligible for the RP grade option. *Prerequisite: 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. Eligible for the RP grade option.

**FSA 423 Labor Management Relations (3)**

Examines relationships between union and management; negotiations of the labor agreement; grievance handling; agreement administration; and the value of a written agreement. Eligible for the RP grade option. *Prerequisite: FSA 313 or FSA 325*

**French**

All courses conducted in French except FR 110.

**FR 101 First Year French I (4)**

First term of introductory French. Students learn to converse at a basic level, with pronunciation that would be understood by a sympathetic native speaker. Reading diverse examples of French provides models for writing. Contexts include people inside and outside the classroom; family life at home, in town and in the country; and people's daily activities. French is linked to students' lives while they learn about Francophone cultures and peoples.

**FR 102 First Year French II (4)**

Second term of introductory French builds on the skills learned in FR 101. Students continue to grasp the main ideas when listening to a variety of French accents; reading about topics they have studied; building vocabulary; incorporating grammar, vocabulary, and culture when expressing themselves. *Prerequisite: FR 101 or consent of instructor*

**FR 103 First Year French III (4)**

Third term of introductory French. Students learn to talk in past tenses, and about traditions of Francophone counterparts. Includes real life issues of children and adolescents. Focus on food, including shopping and eating at home and in restaurants. Also includes geography, weather, and the environment. Students continue to expand vocabulary and knowledge. *Prerequisite: FR 102 or consent of instructor*

**FR 110 Introduction to French Literature in Translation (4)**

A survey of French literary genres involving works in English translations from a variety of periods.

**FR 200 Basic French Conversation (1)**

Conversation practice in the French language, designed for students in the earlier stages of learning the language. Focus on everyday use of language, talking about self, family, activities and daily events. May be repeated. *Prerequisite: FR 101 or higher, or consent of instructor. P/N only*

**FR 201 Second Year French I (4)**

Builds fluency with everyday conversation topics (food, shopping, lodging), focusing on vocabulary expansion alongside a thorough review of basic verb forms and sentence structures; both oral/aural and written skills are developed. Further cultural awareness is built through articles, simplified fiction, and multimedia elements. *Prerequisite: FR 103 or consent of instructor*

**FR 202 Second Year French II (4)**

Students expand conversation and writing skills; discussions using new and traditional media and movies and mastering new vocabulary relevant to these themes. Develop skill with more advanced verb tenses and parts of speech, allowing discussion with increasingly complex sentences. Cultural exposure to French/Francophone media. *Prerequisite: FR 201 or consent of instructor*

**FR 203 Second Year French III (4)**

Focus on talking/writing about travel to places where French is spoken. The most advanced structures of the language are studied. Mastery of these forms allows students to discuss hypothesis, subjective points of view, and project into the future in increasingly complex speech. Exposure to Francophone culture from different parts of the world through videos, songs, movies, and articles. *Prerequisite: FR 202 or consent of instructor*

**FR 299 Special Studies (1-12)**

Topics and hours to be arranged.

**FR 300 French Table (1)**

Conversation practice in the French language, designed for intermediate-advanced students. Emphasis on fluent conversation, giving one's opinion, and discussing current events. May be repeated; a maximum of three credits can

apply to the French minor. *Prerequisite: FR 202 or higher or consent of instructor. P/NC only*

**FR 301 Intermediate French Composition and Phonetics I (4)**

Builds from conversation to formal presentations in French. Students work with authentic and more complex works of fiction, articles, audio interviews, websites, etc. Grammar will be less of a focus but reviewed. Will learn literary tense and read an unabridged literary work. Will assess, with a frequency list of common words, what they do not yet know. *Prerequisite: FR 203 or consent of instructor*

**FR 302 Intermediate French Composition and Phonetics II (4)**

Develops skills with discussion and presentations about increasingly complex themes, linked to in-depth cultural focus via multiple media forms. Grammar review. Introduces French phonetics, studying the phonetic alphabet and transcribing French sentences as well as looking at sentence divisions, syllables, intonation, etc. Students continue to reinforce the vocabulary they already know and add to their vocabulary list. *Prerequisite: FR 301 or consent of instructor*

**FR 303 Intermediate French Composition and Phonetics III (4)**

Students are pushed to develop nuanced expression and detailed, clear speeches in French. Will engage practical skills such as expressing frustration constructively, writing a resume, and job interviews. Phonetics focuses on specific sounds difficult to master. Read more complex literary works and add to personal vocabulary lists. Grammar alternates between difficult concepts and consolidation of basics; help writing complex well-structured texts. Ongoing study of culture through articles music, movies, literary works, websites, etc. *Prerequisite: FR 302 or consent of instructor*

**FR 310 Introduction to French Literature (3)**

Provides grounding in the basic concepts and development of a variety of French literary styles, periods, and genres. *Prerequisite: concurrent enrollment in or completion of FR 302 or higher*

**FR 340 Topics in French Arts and Culture (3)**

Focused study of a topic related to the arts and culture in France; may include study of a particular artist, medium, period, or movement, in a theme that crosses periods or media. Specific focus will be identified in the online course offerings. Can be taken up to three times if content is not repeated. *Prerequisite: FR 203 or higher*

**FR 399 Special Studies (1-12)**

Topics and hours to be arranged. *Prerequisite: FR 203 or higher*

**FR 405 Reading and Conference (1-3)**

Topics and hours to be arranged. Up to three credits can apply to French minor.

**FR 407/507 Seminar (3-4)**

Topics and hours to be identified in schedule of classes. Can be taken twice if content is not repeated. *Prerequisite: FR 301 or higher*

**FR 410/510 Topics in French Language and Literature (3)**

In-depth study of an author, period, genre, or movement in French or Francophone literature or language study. May be taken more than once if content is not repeated; focus will be identified in the online course offerings. *Prerequisite: FR 302 or higher*

**FR 416/516 French Teaching Practicum (1)**

Practice in applying language teaching techniques as an assistant in first-year courses; study of language pedagogy. May repeat for 1-3 credits total.

**FR 440/540 Topics in French Civilization and Culture (3)**

In-depth study of a particular period, or an issue that crosses historical periods. May be repeated if topic is different; focus will be identified in the online course offerings. *Prerequisite: FR 302 or higher*

**FR 499 Special Studies (1-12)**

Topics and hours to be arranged. *Prerequisite: FR 301 or higher*

**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. *Prerequisite: MTH 111*

**GS 201H, 202H, 203H Natural Science: The Search for Order (4 each)**

A study of major themes from the natural sciences selected to develop understanding of historical perspectives, current interactions and future potentials of earth, physical and biological sciences.

**GS 311 Biological Science for Elementary Schools (3)**

Concepts, experiences and materials from the biological sciences adaptable to the elementary school. Lecture and laboratory combined in two 3-hour sessions. *Prerequisite: 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 and 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 online and reference resources for selection of classroom and laboratory materials and basic instrument maintenance. Two 3-hour labs a week. *Prerequisites: 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. *Prerequisite: MTH 105 or equivalent*

**GS 325 Science Inquiry and Design for K-8 Teachers (3)**

Provides students with a framework for development of pedagogical content knowledge for teaching of science. Introduces future teachers to process-oriented learning, the nature of scientific inquiry and the application of science technology in grades K-8. Course will examine relevant scientific content through appropriate instructional methods, materials and curricula for effective teaching of life, Earth and physical sciences. Lecture and laboratory are combined in two 2-hour sessions per week. *Prerequisite: introductory lab science course (e.g. BI 101, ES 104, or ES 106) or consent of instructor*

**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. *Prerequisite: ES 104 or ES 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. *Prerequisite: MTH 105 or equivalent*

**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. *Prerequisite: 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. *Prerequisite: one year each of college physical science and mathematics*

**GS 601 Research (1-15)**

Terms and hours to be arranged.

**GS 602 Independent Study (1-9)**

Terms and hours to be arranged.

**GS 603 Thesis or Field Study (3-9)****GS 606 Special Individual Studies (1-9)**

Terms and hours to be arranged.

**GS 607 Seminar (1-9)**

Terms and hours to be arranged.

**GS 608 Workshop (1-9)**

Terms and hours to be arranged.

**GS 612 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. *Prerequisite: GS 411 or consent of instructor*

**GS 625 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 691 Physical Oceanography for Teachers (3)**

Physical processes in the oceans; the origin and distribution of water masses and currents;

waves, tides, tidal currents. *Prerequisite: chemistry or consent of the instructor*

**GS 692 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.

**GEOG 211 U.S. and Canada (4)**

Understanding of economic and social activities in the major human-use regions of the home continent; description and interpretation of the present occupancy pattern of the major regions of the United States and Canada.

**GEOG 240 Map & Air Photo Interpretation (4)**

This course explores the use of topographic maps and aerial photographs to measure and interpret geographic patterns of the natural and social environment. Emphasis is on location, landscape patterns and process identification.

**GEOG 299 Special Studies (1-4)**

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 Geographies of Development (4)**

Inquiry into why some countries are rich while many others are poor, by understanding the geographic aspects of income distribution and poverty; their relationships with locational distribution of economic activities; and how these locations change over time.

**GEOG 307 Canadian Identity Through Film (4)**

Explores the construction of Canadian identity and difference as expressed through Canadian films and cinema.

**GEOG 310 World Regional (4)**

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 311 Geography of Europe (4)**

Individual European societies' landscape organization and how each attempts to alleviate cultural problems: international migrations, scarcity of land for agriculture and urban development, economic development and European nationalism.

**GEOG 313 The Pacific Northwest (4)**

Physical and human resources of the Pacific Northwest. Interpretation of the present pattern of human use of the Pacific Northwest with special emphasis on Oregon.

**GEOG 315 The Indian Subcontinent (4)**

A survey of the physical and human geography of South Asia. While the entire realm of South Asia will be surveyed, the emphasis is on India; major geographical patterns, processes, issues, and problems related with religious, ethnic and linguistic diversity, the modernization process, economic development and interrelationships between South Asian nations.

**GEOG 321 Field Geography (4)**

Methods for collecting and analyzing geographic data. Emphasis on physical or human topics and specific methods will depend upon instructor.

**GEOG 327 Popular Culture in Global Perspective (4)**

Looks at the development of popular cultures on a global scale and across national boundaries, and critically examines the implicit geographies of pop culture texts and media.

**GEOG 340 Cartography (4)**

This course emphasizes the design and creation of maps. The underlying theme is communication of geographic information combining cartographic design with user perception. *Prerequisite: CS 160 or consent of instructor*

**GEOG 341 Geographic Information Systems (4)**

The mapping, monitoring and modeling of geographic data using computer technology. This is the culminating course for the techniques sequence in geography. Class meets twice a week for lab and lecture.

**GEOG 370 Human Migration (4)**

International and internal migration since World War II. Factors important in the initiation and continuation of migration. Special focus on Mexico-U.S. migration and settlement.

**GEOG 371 Mexico and Central America (4)**

Contemporary physical and human landscapes and their genesis. Areas of focus include human migration, environmental change and social dynamics.

**GEOG 372 South America (4)**

Regional patterns of environment, technology, culture and development are examined

within the context of geographical diversity and unity. Topics include both historical and contemporary issues.

**GEOG 380 Environmental Conservation (4)**

Introduction to environmental conservation, the reasoned use of the natural environment so that its utilization does not impair the environment's capacity for renewal and continued evolution. The course focuses on contemporary global and regional issues such as greenhouse warming and deforestation.

**GEOG 384 Qualitative Research Methods (4)**

An advanced survey of qualitative research methods in geography, including field observation, interpretation of texts and visual images, and ethnography. Students will learn methods through both theory and practice.

**GEOG 385 Quantitative Methods in Geography (4)**

An introduction to basic quantitative techniques in geography. Topics include descriptive statistics, hypothesis testing, simple correlation and regression, analysis of variance, and non-parametric statistics.

**GEOG 386 Making Digital Video for the Social Sciences (4)**

Uses of digital video as a tool for collecting, interpreting, and communicating social scientific data. Covers the basics of shooting and editing digital video.

**GEOG 391 Biogeography (4)**

Historical and ecological perspectives in analyzing plant and animal distributions. Topics include: speciation, extinction, dispersal, biodiversity, and human impacts or biotic distributions.

**GEOG 392 Physical Geography (4)**

Principal earth surface elements of physical geography including landforms, soils, water, and biotic resources in their genetic, distributional and functional interrelationships. *Prerequisite: GEOG 105 or consent of instructor*

**GEOG 393 Soils Geography (4)**

Soils are examined from both a pedologic (genesis and morphology) and edaphic (growth medium) perspective. Their geographic distribution, classification and use as stratigraphic units are examined in detail. The course includes a two-hour lab that meets once a week.

**GEOG 399 Special Studies (1-3)**

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 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. 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 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 435/535 U.S. and Canadian Geopolitics (4)**

Examines U.S. and Canadian relations at multiple scales and in various political contexts from border enforcement to the United Nations.

**GEOG 470/570 Energy, Environment, and Society (4)**

Examines how different societies utilize energy, how energy transformations change societies, how diverse environments shape the forms of energy utilization, and the impacts of energy use on the environment. *Prerequisite: ES 104, or GEOG 105, or GEOG 106, or consent of instructor*

**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. *Prerequisite: GEOG 105*

**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. *Prerequisite: GEOG 105, 106, and 107, or consent of instructor*

**GEOG 499 Capstone Experience (4)**

The Capstone experience is required of all majors in geography and may be based on one or more of the following activities or projects: a research thesis, an internship or practicum, a field exam, a professional portfolio, or comprehensive exam. Typically, the capstone will be completed in a student's final year at WOU. Students majoring in geography should consult with their advisor regarding planning for their Capstone Experience early in the year before they intend to graduate. Specific requirements will be made by arrangement with a student's advisor. Eligible for the RP grade option. *Prerequisite: major in geography, GEOG 495*

**Gerontology****GEOG 120 Medical Terminology I (4)**

Covers medical terminology, symbols and abbreviations, and the application of this language in the field of health care. While terms are covered as they relate to body structure and function, the main focus is on medical vocabulary and being able to construct terms using word parts such as roots, suffixes, and prefixes.

**GEOG 320 Introduction to Gerontology (4)**

Explores the relationships between psychological, physiological, behavioral,

cognitive, and social aspects of older adults' lives. In addition, topics related to living environments, retirement, social support, family relationships, and diseases of older adulthood will be covered.

**GERO 360 Cognitive and Physical Changes in Aging (4)**

Survey of normal and pathological cognitive and physical changes occurring from middle age through older age. Emphasis will be on basic age-related changes and their implications for behavior and quality of life in older age. Topics include biological processes, theories of aging, bodily changes associated with aging, and related medical terminology. Also covers lifestyle and environmental factors affecting aging, and ways of promoting health and preventing disease.

**GERO 370 Aging and Mental Health (4)**

Mental health needs of older adults will be surveyed. Positive mental health and pathological conditions will be explored as well as risk and protective factors for mental health problems. Also includes a broad survey of common psychological disorders experienced by older adults. Interventions effective with older adults and their families will be explored.

**GERO 406 Special Individual Studies (1-6)**

Designed for individual or special studies in a defined area of interest under the guidance of a designated faculty member. Course may be repeated for credit if content is different.

**GERO 407 Seminar (1-12)**

Special topic offerings in the area of gerontology. Terms and hours to be arranged. Course may be repeated for credit if content is different.

**GERO 410 Practicum in Gerontology I(4)**

Develop personal and professional competencies by participating in a 60-hour field experience. Additional 2-hour weekly seminar class is required covering topics related to integration of gerontological content, workplace issues, professional practices, and career exploration.

**GERO 411 Practicum in Gerontology II (6)**

Further develop and refine personal and professional competencies as established in Gero 410. Students will participate in a 120-hour field placement and two-hour weekly online activities related to gerontology and their practicum experiences. *Prerequisite: gerontology major and grade of C- or better in GERO 410*

**GERO 430 Palliative Care and Chronic Illness (4)**

Overview of the principles and practices of palliative care for life-limiting illness and application to chronic illness will be presented. Will address psychosocial needs, pain and symptom management, effective communication, grief and bereavement, and needs of caregivers as these topics relate to end-of-life care in older adults. An historical

foundation of the hospice movement that has led to the development of current philosophy of palliative care will be discussed.

**GERO 450 Special Topics in Aging (1-4)**

Course will focus on advanced topics in the discipline of Gerontology with a focus on aging and health.

**GERO 455 Social Ties and Aging (4)**

Focus on older persons in social contexts. Will examine historical perspectives; demographic trends; theoretical frameworks and research methods; intimate relationships; intergenerational relationships; and life course transitions. Students will participate in service-learning project that complements course content.

**GERO 460 Retirement/LTC Housing for Older Adults (4)**

Course will consider long-term care environments as well as the broader retirement living options. Topics will include the different types of living and care environments (e.g. independent, assisted living, skilled nursing, and memory care). Students will also be exposed to basic regulatory structures and how Medicare and Medicaid interface with the long-term care industry.

**GERO 462 Special Topics in Aging and Health Care Delivery (1-4)**

Advanced topics in Gerontology with a focus on health care delivery systems.

**GERO 480 Alzheimer's Disease and Other Dementias Management (4)**

Instruction on effective approaches for providing care to persons with Alzheimer's disease, other types of dementia and related disorders in residential and home care settings. The major types of dementia and typical behaviors presented by patients are presented along with strategies for successful behavior management. Course also covers risk factors for developing dementia, the neuroscience of dementia, and strategies to reduce the chance of developing dementia.

**German Studies****GL 101 First Year German (4)**

Introductory course that focuses on the language needs of daily life. Great importance is placed on pronunciation and the development of listening, speaking, reading, and writing. Topics include greetings, asking for and giving personal information, shopping, and daily routines.

**GL 102 First Year German (4)**

Second in a series of three courses that focuses on the language needs of daily life. Great importance is placed on pronunciation and the development of listening, speaking, reading, and writing. Topics include the family, asking for and giving directions, and talking about past activities. *Prerequisites: GL 101 or consent of instructor*

**GL 103 First Year German (4)**

Third in a series of three courses that focuses on the language needs of daily life. Great importance is placed on pronunciation and the development of listening, speaking, reading, and writing. Topics include personal history, health and fitness, work, travel, and weather. Completion brings students to level A1 of the Common European Framework of Reference (CEFR). *Prerequisites: GL 102 or consent of instructor*

**GL 110 Introduction to German Literature in Translation (4)**

A survey of German literary genres involving works in English translation. The study may include works of medieval through contemporary literature. Specific focus will be identified in each year's schedule of classes.

**GL 199 Special Studies (1-6)**

Terms and hours to be arranged.

**GL 201 Second Year German (4)**

First in a series of three courses at the post-introductory level. The series is designed for learners who want to integrate quickly into the daily routine of German-speaking countries. Concentrates on topics, situations, and linguistic situations that are important in everyday life. Themes include festivals, friends, family and school. *Prerequisites: GL 103 or consent of instructor*

**GL 202 Second Year German (4)**

Second in a series of three courses at the post-introductory level. Covers housing, transportation, fashion, and leisure. *Prerequisites: GL 201 or consent of instructor*

**GL 203 Second Year German (4)**

Third in a series of three courses at the post-introductory level. Covers housing, transportation, fashion and leisure. Completion brings students to level A2 of the Common European Framework of Reference (CEFR). *Prerequisites: GL 202 or consent of instructor*

**GL 299 Special Studies (1-6)**

Terms and hours to be arranged.

**GL 301 Third Year German (4)**

First in a series of three courses at the intermediate level. Topics cover personal descriptions, hotel etiquette, food, and historical texts. The series prepares learners for the Deutsch-Test für Zuwanderer (test for immigrants) and level B1 of the Common European Framework of Reference (CEFR). *Prerequisites: GL 203 or consent of instructor*

**GL 302 Third Year German (4)**

Second in a series of three courses at the intermediate level. Topics cover relationships, medical situations, exercise, and shopping dilemmas. *Prerequisites: GL 301 or consent of instructor*

**GL 303 Third Year German (4)**

Third in a series of three courses at the inter-

mediate level. Topics related to the environment, work, and life-long learning. Successful completion allows students to test at level B1 of the Common European Framework of Reference (CEFR). *Prerequisites: GL 302 or consent of instructor*

**GL 310 German Film and Conversation (3)**

Class will be watching, discussing and writing about films and filmmakers from former East and West Germany, and the unified Germany. The goal is to familiarize students with German cinema, and to improve written and oral language skills in German while learning more about German culture.

**GL 320 Business German (3)**

Description and analysis of business terminology in German. Study of business organization, operation and management. Introduction to the language of accounting, marketing and economic matters in German-speaking countries. *Prerequisite: GL 203 or equivalent or consent of instructor*

**GL 331 German Pronunciation and Phonetics (3)**

A thorough study of the sound system of German, with individual attention to each student's difficulties. Distinguish between German and English sounds and practice with IPA. *Prerequisite: GL 201 or equivalent or consent of instructor*

**GL 340 German Culture and Civilization I: From the Romans to the Enlightenment (3)**

Historical and cultural study of central Europe from its Roman occupation to the Enlightenment. *Prerequisite: GL 203 or equivalent or consent of instructor*

**GL 341 German Culture and Civilization II: From Classicism to Reunification (3)**

Historical and cultural study of Germany from the mid 1700s to 1990. *Prerequisite: GL 203 or equivalent or consent of instructor*

**GL 342 Studies in German Culture and Literature to 1900 (3)**

Focus on cultural aspects of modern Germany and Austria, their people, customs and institutions. *Prerequisite: GL 203 or equivalent or consent of instructor*

**GL 343 Studies in German Culture and Literature to 1945 (3)**

In-depth study of selected writers, forms and/or themes in German-speaking countries up to 1945 (i.e. Nazi Resistance). *Prerequisite: GL 203 or consent of instructor*

**GL 344 Studies in German Culture and Literature to 1990's (3)**

In-depth study of selected writers, forms and/or themes in German-speaking countries up to 1990's (i.e. Jewish/Holocaust studies). *Prerequisite: GL 203 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. *Prerequisite: GL 203 or equivalent or consent of instructor*

**GL 399 Special Studies (1-6)**

Terms and hours to be arranged.

**GL 401 Fourth Year German (3)**

One of three courses designed for students who have reached proficiency level B1 of the Common European Frame of Reference. Goal is to draw on student's life experiences and create situations that resemble real life in German-speaking countries. Promotes independent study of German language and culture. Topics include social interaction and happiness, living arrangements, health and fitness. *Prerequisite: GL 303 or consent of instructor*

**GL 402 Fourth Year German (3)**

One of three courses designed for students who have reached proficiency level B1 of the Common European Frame of Reference. Goal is to draw on student's life experiences and create situations that resemble real life in German-speaking countries. Promotes independent study of German language and culture. Topics include leisure, life-long learning, relationships, and work/careers. *Prerequisite: GL 303 or consent of instructor*

**GL 403 Fourth Year German (3)**

One of three courses designed for students who have reached proficiency level B1 of the Common European Frame of Reference. Goal is to draw on student's life experiences and create situations that resemble real life in German-speaking countries. Promotes independent study of German language and culture. Topics include love, consumerism, travel and nature. *Prerequisite: GL 303 or consent of instructor*

**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. *Prerequisites: ENG 218 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. *Prerequisites: ENG 218 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 six hours. *Prerequisite: consent of instructor*

**GL 423/523 Studies in German Language and Literature (2-6)**

In-depth study of a literary figure, genre, or other topic related to the study of German language, literature and culture. Course can be repeated when content is different.

*Prerequisite: GL 301 or equivalent or consent of instructor*

**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. *Prerequisite: 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. *Prerequisite: GL 203 or equivalent or consent of instructor*

**GL 442 German Drama - Performance (4)**

Students read and memorize roles of a selected German play and give two performances to the community at the end of the term. Students analyze the author, text, and roles. Students are involved in all aspects of play production: lighting, set-design, costumes, publicity and choreography. Course is open to students at the 300 and 400-level.

**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. *Prerequisite: GL 203 or equivalent or consent of instructor*

**GL 499 Special Studies (1-6)**

Terms and hours to be arranged.

**GL 607 Seminar (1-6)**

An in-depth study of a literary figure, genre or other topic related to German. *Prerequisite: GL 203 or equivalent or consent of instructor*

**GL 624, 625 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. *Prerequisite: 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)**

Instruction and practice of relaxation techniques to include: progressive muscular relaxation, tai chi, yoga and meditation. Examination of the relaxation response relative to health.

**HE 227 Community and Public Health (4)**

A foundational overview of public health concepts and practice. Introduction to the core functions of public health, prevention of diseases and injuries, health needs of special populations, functions of voluntary and governmental organizations, and future directions of public health.

**HE 250 Personal Health (3)**

Basic scientific knowledge for healthful living; relation of the health of individuals to family and community welfare and to national vitality and progress.

**HE 252 First Aid, CPR and Safety (3)**

Emergency treatment of injuries and illness in a variety of situations. Methods of prevention to reduce or eliminate potentially dangerous situations. Passing of proficiency tests leads to First Aid and CPR certification through the National Safety Council. *Concurrent enrollment in HE 252L required. Note: Admission to some upper-division classes may be limited to students who have been formally admitted to the health degree program.*

**HE 325 Nutrition (4)**

Overview of components of a healthful diet and determinants of food choices. Focus on interpretation and application of nutrition research.

**HE 329 Health and Social Services (4)**

An analysis of assistance and potential solutions to human problems offered through health and social service agencies and programs.

**HE 351 School Health Programs Elementary (4)**

Exploration of child health status and the vital role that the elementary teacher may play in helping children acquire healthful lifestyle behaviors as they grow and develop.

**HE 352 First Aid and CPR Instructor (3)**

Instructor training in Community CPR and First Aid leading to Instructor Certification through the National Safety Council. *Prerequisites: each student must pass standard First Aid and CPR certification requirements at the beginning of the course.*

**HE 362 Contemporary Health Issues (4)**

Analysis of new and emerging issues in health using an ecological model. Focus on human ecology including political, psychosocial, cultural and economic factors.

**HE 366 Alcohol, Tobacco and Other Drugs (4)**

Examination of the historical, cultural, economic, legal, medical, and health factors involved in drug use and abuse in contemporary society.

**HE 367 Human Sexuality (4)**

Study of sexuality and sexual expression as essential elements of optimal health and well-being. Includes biomedical, psychosocial and cultural factors that influence human sexuality.

**HE 375 Epidemiology (4)**

Evaluation of patterns and determinants of health and disease in populations. Focus on the history of epidemiology, major causes of morbidity and mortality, methods of disease occurrence, study design, association and causation, and how to address public health problems using epidemiological methods *Prerequisite: MTH 111 with a grade of C- or better*

**HE 381 Mind/Body Health (4)**

Examination of evidence supporting the connection of mind, body, and spirit with health status. Focus on Eastern and Western concepts and philosophies of health and wellness.

**HE 385 Foundations of Health Education (4)**

History, theory and practice of health education and promotion. Focus on professional competencies, philosophical, ethical, and behavioral foundations, credentialing, and professional development. *Prerequisite: MTH 111 with a grade of C- or better, HE 227 with a grade of C- or better*

**HE 391 Stress Management (4)**

Examination of the stress response and the relationship of stress management to health. Analysis and application of stress management strategies using a holistic paradigm.

**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 411/511 Health Communication (4)**

Analysis of the process and impact of media messages on health behavior and the development of effective messages in health promotion and education. Focus on social marketing, media advocacy and media literacy.

**HE 412/512 Bullying (4)**

Examination of bullying in school and community settings from a public health perspective. Focus on predisposing factors to bullying behavior, primary prevention, and evidence-based interventions.

**HE 413/513 Complementary and Alternative Medicine (4)**

Examination of complementary and alternative medicine as it is known today both nationally and internationally. Special focus will be on discerning legitimate medical practices from quackery and fraud.

**HE 415/515 Child and Adolescent Health (4)**

A study of the physical, emotional, social and environmental health issues affecting children. Emphasis on the impact of these health problems on learning and the role of the school in their prevention, discovery and referral for treatment.

**HE 419 Community Health Internship (8)**

Provides community health promotion students the opportunity to demonstrate

current professional competencies and to enhance professional growth through integration of classroom theory with planned, supervised, and practical work experiences. *Prerequisite: community Health Education major, HE 375, HE 385, HE 473, HE 487, and HE 471*

#### **HE 420/520 Healthy Relationships (4)**

Study of the important role that relationships have on one's health. Opportunities to assess, analyze, and enhance personal and professional relationships using communication and conflict resolution models.

#### **HE 425/525 Current Issues in Nutrition (4)**

Critical examination of current issues and controversies in nutrition. Focus on analysis and interpretation of current nutrition research.

#### **HE 426/526 Sports and Exercise Nutrition (4)**

Nutrition as it relates to the demands of exercise and competitive sport. Special emphasis on the differing needs of population groups and the relationship of diet and exercise to optimal health. *Prerequisite: HE 325*

#### **HE 434/534 Diseases (4)**

Study of modern concepts of disease, characteristics of common infectious and chronic diseases, and practices and programs to prevent and control specific diseases.

#### **HE 445/545 Best Practice in ATOD and Sexuality Education (4)**

Identification of current best practice in ATOD (alcohol, tobacco, and other drugs) and sexuality education. Evaluation of curricula and present practice. Selection and modeling of effective instructional strategies. *Prerequisite: admission to degree program or consent of instructor*

#### **HE 457/557 Migrant Health (4)**

Overview of major health and health care issues related to migrant communities in the United States. Using an ecological perspective, students will gain an understanding of the theories and realities about migration and the migration-health relationship with a focus on migrant and seasonal farm workers in the Pacific Northwest.

#### **HE 465/565 International Health (4)**

Study of international health issues, policies and interventions. Exploration of relationships between political, economic, cultural, educational and demographic conditions of developing countries and the impact on health and health services.

#### **HE 471/571 Program Planning (4)**

Analysis of contemporary program planning models. Instruction and practice in designing and implementing a health promotion program. Students will engage with community agencies utilizing a service learning model. *Prerequisite: MTH 111, HE 227, BI 102, BI 234, BI 235, BI 236, all with a grade of C- or better, HE 487*

#### **HE 473/573 Biometrics and Research Methods (4)**

Examination of health research including topics of design, methodology, and statistical analysis. Focus on interpretation of health research. *Prerequisite: MTH 111, BI 102, BI 234, BI 235, BI 236, HE 227, all with a grade of C- or better, HE 375*

#### **HE 484/584 Mindfulness: The Art of Mindful Living (4)**

Interdisciplinary study of mindfulness utilizing history, psychology, philosophy, Eastern religions, and education with modern application in the fields of health and medicine.

#### **HE 485/585 Bioethics and Public Health (4)**

Review of basic ethical theories. Examination of moral principles and decisions associated with medical treatments, technologies, policies and research.

#### **HE 487/587 Assessment and Program Evaluation (4)**

Examination of assessment and evaluation tools and program evaluation strategies. Focus on evaluation design, methods, and implementation, and the communication and utilization of evaluation findings. *Prerequisite: MTH 111, HE 227, BI 102, BI 234, BI 235, BI 236, all with a grade of C- or better, and HE 473*

#### **HE 496 School Health Programs: Methods and Materials (4)**

Development and analysis of teaching skills, resources, and materials. Focus on standards-based practice and assessment within a coordinated school health program model. *Prerequisite: admission to degree program or consent of instructor*

#### **HE 499 Capstone (4)**

Demonstration of professional competencies through the development of an electronic portfolio. *Prerequisite: MTH 111, HE 227, BI 102, BI 234, BI 235, BI 236, all with a grade of C- or better, and HE 419*

#### **HE 603 Thesis (1-9)**

**HE 606 Special Individual Studies (1-9)**  
Terms and hours to be arranged.

#### **HE 607 Seminar (1-9)**

Terms and hours to be arranged.

#### **HE 608 Workshop (1-9)**

Terms and hours to be arranged.

#### **HE 609 Practicum (1-9)**

Terms and hours to be arranged.

#### **HE 612 Advanced Topics in Health Promotion (4)**

In depth examination of research and practice in an identified area of study in the field of health education and promotion. Research topic varies by term. May be repeated for credit (different topics) up to 12 credits.

## History

#### **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; 202- from Jacksonian era through the era of Progressive reform; 203- from the Progressive era through the present.

#### **HST 401/501 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.

#### **HST 402/502 Reading and Conference (1-6)**

#### **HST 403/503 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. Eligible for the RP grade option.

#### **HST 404/504 Gender Issues in History, I (4)**

In this first course in the sequence students will consider the history of women, men and gender relations to the 19th century.

#### **HST 405/505 Gender Issues in History, II (4)**

Second course in the sequence. Students will consider the history of women, men and gender relations in the 19th and 20th centuries.

#### **HST 406/506 Archival Science (4)**

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.

#### **HST 407/507 Seminar (4)**

Special seminar topic offerings in the history discipline.

#### **HST 408/508 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.

#### **HST 409/509 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.

**HST 410/510 Introduction to Public History (4)**

Review of the special skills of the historian's craft. Then students are introduced to the sectors of public history such as business related opportunities, government service, archival and museum work, and historical editing.

**HST 411/511 World Problems (4)**

Selected historical issues which are both contemporary and significant. Attention given to the political, economic and social aspects of these global issues.

**HST 412/512 Yugoslavia: From Experiment to Collapse (4)**

Course examines the constructive and destructive components of the Yugoslav experiment. Students will explore the intellectual origins of Yugoslavism and the formation of the first Yugoslav state after the First World War.

**HST 414/514, 415/515, 416/516 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.

**HST 417/517 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.

**HST 418/518 The Reformation (4)**

A close look at the origins and development of the Protestant Reformation in Europe from the 14th through the 15th and 16th centuries and the relationship between the Reformation and the rise of nation states. The religious wars of the 16th and 17th centuries and the Catholic Reformation will also be examined.

**HST 419/519 Early Modern Europe (4)**

Movements and events of the 17th and 18th centuries; the Enlightenment; the Old Regime; the classical age in art, architecture and literature; the development of modern science, society and nation states.

**HST 420/520 Philosophies of History (4)**

The evolution of the discipline of history as portrayed through the writings of the major historians. *Prerequisite: consent of instructor*

**HST 421/521 England Under the Tudors and Stuarts (4)**

Critical overview of the evolution of English government, society, and economy toward modernity. 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 422/522 Germany: The 19th Century (4)**

A survey of the key issues influencing the construction and early history of a unified German state founded under Prussian dominance in 1871. The changing faces of liberalism, nationalism, conservatism and socialism will be analyzed, as they evolved following the aborted revolution of 1848 up to the outbreak of World War I.

**HST 423/523 Germany 1914 to 1945 (4)**

A survey of the nature and evolution of German society, culture and politics with an emphasis on World War I, the Revolution of 1918-1919, the Weimar Republic, and the Nazi state.

**HST 424/524 Postwar German History (4)**

Beginning with the post-World War II division of Germany, the politics and economics of East Germany, the remarkable economic recovery starting in the 1950's and the impact of new social movements of the 1960's, 1970's, and 1980's in the West are some key developments that will receive prominent attention.

**HST 425/525 Modern France: Revolution and Napoleon (4)**

The structure of the Ancient Regime, its demolition by the Revolution, the anatomy and the achievements of the Revolution, and its transformation by Napoleon.

**HST 426/526 Modern France: 19th Century (4)**

The political, economic and social development of France in the 19th century, 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 427/527 Modern France: 20th Century (4)**

France in two world wars with an interwar depression and the rise of Nazi Germany; her developments and readjustments since 1945.

**HST 428/528 19th Century Europe (4)**

Europe from the Congress of Vienna to the Treaty of Versailles, including the rise of liberalism, conservatism, nationalism, socialism, industrialism, imperialism, irrationalism and militarism culminating in World War I.

**HST 429/529 20th Century Europe: From World Wars to Cold War (4)**

Crisis in European diplomacy resulting in World War I drifting into totalitarianism to World War II in the first half of the century and subsiding into Cold War between the two super powers during the second half.

**HST 430/530 20th Century Europe: Postwar Period (4)**

Problems of reconstruction in postwar Europe; the birth and demise of the Cold War; disintegration of Communist Europe and its aftermath; European intellectual culture in the second half of the 20th Century.

**HST 431/531 Russia to Peter the Great (4)**

Examines the history of Russia from the Kievan Rus state to the reforms of Peter the Great. Particular attention is given to the Mongol conquest and the subsequent rise of Moscow and a universal service state.

**HST 432/532 Imperial Russia (4)**

An examination of Russian history from the formation of the imperial state in the eighteenth century to the first world war. Focal points of will be the various attempts from above and below to reform and modernize this state.

**HST 433/533 Soviet Russia (4)**

Study of the history and culture of Soviet Russia from the Bolshevik revolution to its collapse in 1991.

**HST 434/534 Mediterranean Worlds (4)**

Examines the history of the Mediterranean in the 18th and 19th centuries with an emphasis on the decline of Ottoman influence and the rise of European power in the region. Course focuses on the relationship between the Northern and Southern Mediterranean, as well as the Western and Eastern Mediterranean, and compares experiences on different sides of the Mediterranean.

**HST 435/535 Mediterranean Worlds (4)**

Examines the history of the Mediterranean in the 20th century with an emphasis on the decline of empires and the rise of nation-states in the regions, cultures, and countries of each of these continents.

**HST 436/536 History of Modern Paris (4)**

Examines the development of Paris from the beginnings through the present with emphasis on the last three centuries. The city is examined from the political, social, ecological, and architectural points of view as well as through the perspective of urban planning and immigration.

**HST 438/538 European Imperialisms (4)**

Course covers Modern European imperialisms in the 19th and 20th centuries. We will pay particular attention to the role of European Imperial Era in shaping our world today, and analyze parallels between global conflicts today and in the 19th and 20th centuries.

**HST 439/539 Colonial Cultures (4)**

Examines popular spectacles of Empire in film, art, expositions, advertisements, literature, and newspapers in Modern Europe with an emphasis on great Britain and France. Analyzes the connections between European identities and representations of the colonies.

**HST 440/540 Gender and Colonialism (4)**

Examines the relationship between gender and colonialism in the modern era. We will analyze the ways in which gendered ideologies shaped colonial interactions and the influence of colonialism on the development of gender norms in colonized and colonizing societies.

**HST 441/541 Decolonization and its Aftermaths (4)**

Examines decolonization in former European colonies in the modern era and introduces students to post-colonial theories. Will analyze different types of decolonization movements and the lingering effects of colonialism and decolonization on post-colonial societies around the world.

**HST 442/542 North Africa and the World (4)**

Examines the history of the North African region and its relationship with the Middle East, sub-Saharan Africa, and Europe. Will examine historical events that show the relationship of North Africa with the surrounding areas in order to see the influence of North Africa on these regions and vice versa.

**HST 443/543 Jewish North Africa (4)**

Course examines the history and historiography of Jewish North Africa with an emphasis on the modern era.

**HST 444/544 Colonial North Africa (4)**

Course analyzes the history of North Africa from the French conquest of Algeria in 1830 to decolonization in the 1960s.

**HST 445/545 Postcolonial North Africa (4)**

Examines Postcolonial North Africa from the Battle of Algiers to the Arab Spring. We will analyze the transition from colonial to independent regimes, and will begin with the anticolonial revolutionary movements that led to independence from Europe in the 1950s and 60s. Will conclude by tracing the events that formed the Arab Spring.

**HST 447/547 The Early Middle Ages (4)**

A study of the origins and early development of medieval European culture and institutions, 450-850 AD, focusing particularly on the Greco-Roman cultural heritage, the role of the Christian church and the contribution of the Germanic tribes.

**HST 448/548 The High Middle Ages (4)**

A study of Europe, 850-1200 AD, focusing on the economic, political, social, religious, and intellectual revival of the 9th and 12th centuries and culminating in the crusading movement of the 12th century.

**HST 449/549 The Late Middle Ages (4)**

Examining the crisis of medieval society in the 14th century and the impact of the Hundred Years' War.

**HST 450/550 Byzantine Empire (4)**

This course will focus on 'grander' 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 451/551 The Crusades (4)**

Focuses 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 452/552 Women and Family in the Middle Ages (4)**

Examines the position of women and the family in the Medieval period through the medium of artistic, archaeological and historical sources.

**HST 453/553 Pre-Columbian and Colonial Latin America (4)**

A survey of Latin American Indian cultures and civilizations, their discovery and conquest by the Spanish and Portuguese, and the development of Iberian empires in America. Examination of the colonial systems and their cultures.

**HST 454/554 Mexico and the Caribbean Since Independence (4)**

A study of nation-building, conservative/liberal rivalries, and foreign intervention. Particular stress in the 20th century on social revolutions and modernization.

**HST 455/555 South America Since Independence (4)**

A study of national revolutions, political and economic problems of the new republics and cultural trends. In the 20th century the themes of militarism, industrialization and social revolution are emphasized.

**HST 456/556 Mexico Since Independence (4)**

An overview of the Indian and Spanish background of Mexico with emphasis on 19th century liberalism, foreign intervention, the Mexican Revolution and modernization.

**HST 457/557 20th-Century Latin America (4)**

Comparative development patterns in Latin America. Social revolutions and authoritarian reactions. The new Latin American culture.

**HST 458/558 History of Inter-American Relations (4)**

A diplomatic history from 1810 to the present with emphasis on relations between the United States and Latin America.

**HST 461/561 History of East Asia: Traditional China (4)**

To survey Chinese civilization from the earliest times to the mid-17th century, this course focuses on the aspects of history and culture that define the character of Chinese civilization.

**HST 462/562 History of East Asia: Traditional Japan (4)**

A general picture of Japanese history in the hope of furthering students' understanding of present-day Japan through the study of her past.

**HST 463/563 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 464/564 Southeast Asia: Imperialism to Independence (4)**

An introduction to the region's period of transition caused by Western colonialism and indigenous responses to it. European colonial history is examined through Southeast Asian ideas and reaction to Western expansion and intrusion.

**HST 465/565 Southeast Asia: World War II to Cold War (4)**

Surveys developments in the region's troubled era of war, rebellion and revolution following independence after World War II. Highlights a comparative analysis of Southeast Asia's contemporary experience from indigenous point of view.

**HST 466/566 Southeast Asia: Cold War to the Present (4)**

Surveys Southeast Asia's attempts at political integration and economic recovery in the 1980s through the end of the century- the period generally recognized as the prelude to the 21st or the Pacific Century.

**HST 467/567 Modern China I: Fragmentation Reform Movements in Late Imperial China (4)**

Course discusses the clash between China and the West, and the response of China's scholars.

**HST 468/568 Modern China II: The Republic of China in the 20th Century (4)**

Course explores the issues of envisioning state and society, the experiments in democracy, war and revolution, as well as political reform and economic miracle in Taiwan.

**HST 469/569 Modern China III: People Republic of China, Confucianism and Socialism (4)**

Course examines the birth of the Chinese Communist Party and the people of democratic China, and how Chinese socialism adjusted to live in the world.

**HST 470/570 Women in Indian Society (4)**

Course provides insights into Indian women's lives, and how they are influenced by religions and philosophies (Hinduism and Buddhism), caste system, marriage and family systems.

**HST 471/571 Women in Japanese Society (4)**

Broad survey of women's positions and status in the institutions of marriage and family; factors which altered women's conditions; and how womanhood has been defined and redefined from traditional to modern Japanese society.

**HST 472/572 Women in Chinese Society (4)**

Course explores the lives of various groups of women (wife, concubines, courtesans, singer girls, and maids), including their activities in public and domestic dichotomy.

**HST 473/573 Popular Culture in China (4)**

A survey on Chinese culture. Included are social relationships, religions and philosophies, sciences and medicines, geomancy and



cosmology, food and health, arts and cinemas from traditional to modern time period.

**HST 474/574 Popular Culture in Japan (4)**

A survey on Japanese culture. Included are patterns of behavior, popular morality, philosophies and religions, folk tales, arts, music, theater, also the taste of nature shown in the daily diet, flower arrangement and gardens.

**HST 475/575 Colonial America (4)**

Examines the imperial conquest and colonization of North America by European Empires with an emphasis on the experiences of colonized peoples and colonizers in comparative perspective, from early contact through the emergence of revolutionary sentiment and independent republics by the early 19th century.

**HST 476/576 Market Democracy in America (4)**

Examines the social and political transformation of the United States in the first half of the 19th century, emphasizing how emerging faith in democracy, markets, westward expansion, individual morality, and gender-defined roles in public and private spheres, related to the simultaneous growth of slave labor, militant nationalism, industrial development, class distinctions, racial conflict, and war with Mexico by the late 1840s.

**HST 477/577 Civil War and Reconstruction (4)**

Examines the transformations of thought and industry that challenged nationalist identities in the United States after 1850, the resulting constitutional crisis and war, and efforts to reconstruct the nation and reunite its people.

**HST 478/578 Managing and Resisting Incorporation, 1865-1914 (4)**

Examines the industrial transformation of American life in the five decades after the Civil War.

**HST 479/579 Challenges of Progressive Era America (4)**

Examines the visions, limits, and challenges of reform in American life in the period 1890-1914.

**HST 480/580 Topics in Multicultural American History (4)**

Special topics in the history of multicultural America. May be taken twice if content not repeated.

**HST 481/581 American Voices: Autobiography, Biography, and Memoir in American History (4)**

Provides students with a critical foundation in the analysis of autobiography and biography as sources for the study of the American past.

**HST 482/582 America and the World Wars (4)**

Examines the impact of World War I and World War II had on Americans and American society. Students will consider such issues as gender and war, the home front, national and interna-

tional policy, labor issues, race and ethnicity, and the transformation of American culture through mechanization, bureaucratization and wartime shifts in production.

**HST 483/583 Cold War America (4)**

This course will examine the impact of the Cold War on Americans and American society. Students will consider such issues as national and international policy, McCarthyism, the Vietnam conflict and the military-industrial complex.

**HST 484/584 Health, Medicine and Gender in Historical Perspective (4)**

This course presents three key areas of analysis for the study of health, medicine and gender in historical perspective. The first concerns gendered ideas about sexuality and gender roles and how these relate to health care in history. The second is a comparative examination of women and men as health care providers in different cultures. The third is a focus on women and men as recipients of health care and as health care activists.

**HST 485/585 Mexican Foundations of Chicano/a/Latino/a History: From the Olmecs to the Mexican Revolution (4)**

An overview of Mexican history and culture from the invention of civilization to the creation of the modern Mexican state. Pre-Columbian themes include agriculture, trade, religion, art, architecture, and political expansion. Colonial themes include the conquest and fusion of Spanish and Native American cultures. Nineteenth century themes include independence, foreign invasion, civil war and modernization.

**HST 486/586 Chicano/a History (4)**

A history of people of Mexican descent in the United States with emphasis on the origins of their constitutional status as citizens of the United States.

**HST 487/587 Canada to Confederation - 1867 (4)**

Examines the history of Canada from the pre-contact era through confederation in 1867 with attention to nationalist trends at the provincial and regional levels, and with particular emphasis on comparative colonial cultures within the region of North America now included as part of Canada.

**HST 488/588 Canada Since Confederation (4)**

Examines the history of modern Canada from confederation (1867) through the present with attention to nationalist trends at the provincial and regional levels and federal efforts to secure a sense of Canadian nationalism, in the context of counter-national movements and interpretive themes of particular relevance in the study of comparative North American cultures, including First Nations movement and immigration trends of the late 19th and 20th centuries.

**HST 489/589 Environmental History (4)**

Examines the history of ecological transforma-

tions associated with historical patterns of community organization, population movements, agricultural production, scientific inquiry, industrial development, urban growth, and systems of trade and commerce from ancient times to the present.

**HST 490/590 Wests of Early America (4)**

An exploration of the origins, traditions, and interactions of people living in the North American West from the pre-contact era through the late 19th century with particular attention to comparative colonial experiences, and the integration of the region into the industrial, political, and social frameworks of the United States and British North America (Canada) as developing imperial systems.

**HST 491/591 Western US: 20th Century Issues (4)**

Examines the transformation of the trans-Mississippi West in the 20th century with particular attention to market networks, community traditions, and historical myths that have shaped the ways in which people who lived in the West viewed themselves in relation to their surroundings.

**HST 492/592 Pacific Northwest History (4)**

Explores emerging traditions of community and government in the Pacific Northwest. Begins with a survey of pre-contact communities and the ecological and human implications of evolving modes of production as they relate to local community traditions and various incarnations of imperial power, immigration, and industry through the late 20th century.

**HST 493/593 Women in Oregon History (4)**

Connects students with primary and secondary sources to analyze the history of women in Oregon. Students will consider gender as a category of analysis in assessing the history of Oregon women from native peoples through the present with attention to differences in race, ethnicity, class, and gender identity and across regions in the state.

**HST 494/594 North American Constitutional History (4)**

Comparative study of constitutional history in Canada and the United States, with attention to colonial North America and emerging nationalist movements in the United States and Canada. Explores the evolving concepts of constitutional law and constitutional theory at the state, provincial and national levels.

**HST 495/595 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 496/596 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 497/597 Islam in Africa (4)**

Examines the spread of Islam in Africa and the evolution of Islamic societies in Africa from the Seventh Century to the present. Explores the historical, religious, cultural, social, and political aspects of the expansion and development of Islam in Africa. Will address both the Islamization of Africa as well as the Africanization of Islam.

**HST 498/598 Special Studies (1-6)**

Provides a means by which students may earn upper-division credit for research, writing, reporting, discussion and career-related and/or participatory skills.

**HST 499 Senior Seminar (4)**

Research and writing of a seminar paper showing the variety of sources, knowledge of the literature and the development of historical style.

**HST 600 Seminar (4)**

Topics selected by the instructor.

**HST 601 Research (1-6)**

Terms and hours to be arranged.

**HST 603 Thesis (1-6)**

Terms and hours to be arranged.

**HST 605 Reading and Conference (1-6)**

Terms and hours to be arranged.

**HST 607 Seminar (3)****HST 608 Workshop (1-6)**

Terms and hours to be arranged.

**HST 609 Practicum (1-9)**

Terms and hours to be arranged.

**HST 610 Europe: Topic (4)**

Reading, discussion and research of the historical literature relevant to Europe.

**HST 620 Asia/Latin America: Topic (4)**

Reading, discussion and research of the historical literature relevant to Asia/Latin America.

**HST 625 Asia: Topic (4)**

Reading, discussion and research of the historical literature relevant to Asia.

**HST 626 Africa: Topic (4)**

Reading, discussion and research of the historical literature relevant to Africa.

**HST 630 North America: Topic (4)**

Reading, discussion and research of the historical literature relevant to the United States.

**HST 698 Methods, Research and Writing (5)**

Introduction to the methodologies of historical research and writing.

**Honors****H 101 Freshman Honors (1)**

Supplementary enriching work related to a regular course taken simultaneously is guided by an instructor during weekly meetings. Students and work are subject to approval by the Honors Committee.

**H 201 Sophomore Honors (1)**

Supplementary enriching work related to a regular course taken simultaneously is guided by an instructor during weekly meetings. Students and work are subject to approval by the Honors Committee.

**H 303 Thesis Orientation (1-2)**

Orientation to the Honors Thesis/Senior Project, including completion of thesis proposal. Enrollment limited to students in Honors Programs. Eligible for the RP grade option.

**H 353 Thesis Development (1-2)**

Introductory, developmental work related to the Honors thesis/senior project, including literature review, timeline, and outline. Enrollment limited to students in the Honors Program.

**H 401 Senior Honors (2-3)**

Individual research and original writing in approved areas of work. Enrollment limited to students in Honors Program with approval of Honors director. May be repeated up to a limit of six credit hours.

**H 403 Honors Senior Project/Thesis (3-6)**

Individual research and original writing related to the Honors thesis/senior project. Enrollment limited to students in Honors Program. May be repeated up to a limit of six credit hours. Eligible for the RP grade option.

**H 407 Honors Seminar (3)****Humanities****HUM 199 Special Studies (1-6)**

Topics and hours to be arranged. Course may be repeated if content is different.

**HUM 325 Studies in German Culture and Literature to 1900 (3)**

Focus on cultural aspects of modern Germany and Austria, their people, customs and institutions.

**HUM 328 Introduction to Chicano/a Literature (3)**

Introduction to texts representative of the Chicano/a literary heritage. Sampling of genres, historical and geographical settings and perspectives, characteristic of work written by Chicano/as during the 20th century. *Prerequisite: when conducted in English with a*

*HUM prefix, no requirements necessary, but will not count for the Spanish major.*

**HUM 340 Civilization and Culture of Mexico (3)**

A cultural survey of Mexico from the pre-Hispanic times to the present, including history, anthropology, literature, art, geography, politics, economics and religion. Conducted in English.

**HUM 342 Introduction to Chicano/a Life and Culture (3)**

A cultural survey of the Chicano/a 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 Chicanos from the 1960s to the contemporary period. *Prerequisite: when conducted in English with a HUM prefix, no requirements necessary, but will not count for the Spanish major.*

**HUM 343 Studies in German Culture and Literature to 1945 (3)**

In-depth study of selected writers, forms and/or themes in German-speaking countries up to 1945 (i.e. Nazi Resistance).

**HUM 344 Studies in German Culture and Literature to 1990's (3)**

In-depth study of selected writers, forms and/or themes in German-speaking countries up to 1990's (i.e. Jewish/Holocaust studies).

**HUM 399 Special Studies (1-6)**

Topic and hours to be arranged. Course may be repeated if content is different.

**HUM 406 Special Individual Studies (1-6)**

Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest, under the guidance of a designated faculty member.

**HUM 407/507 Seminar (3-4)**

Topic and hours to be arranged. Course may be repeated if content is different.

**HUM 408 Workshop (2-3)****HUM 409/509 Internship (1-12)**

Terms and hours to be arranged. Supervised practical experience in a humanities discipline. A maximum of nine hours of HUM 409 can be counted in a humanities major program; a maximum of six hours can be counted in a humanities minor program. Eligible for the RP grade option.

**HUM 450 Senior Portfolio (1)**

Provides guidance in producing and assembling the senior portfolio required of all students in the B.A. in English and B.A./B.S. in humanities degrees. Eligible for the RP grade option.

**HUM 603 Thesis (3-9)****HUM 606 Special Individual Studies (1-6)**

Terms and hours to be arranged. Designed for

individual or special studies in a limited area of interest, under the guidance of a designated faculty member.

#### **HUM 607 Seminar (3-4)**

Terms and hours to be arranged. Course may be taken twice if content is not repeated

#### **HUM 608 Workshop (2-3)**

#### **HUM 633 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 634 Project in Philosophy in the Classroom (1-3)**

Follow-up project to HUM 633, to be taken in conjunction with that course or with special consent of the instructor.

### **Information Systems**

#### **IS 199 Information Systems Topics (1-6)**

Course content will vary. Topics are selected relative to new subject areas in Information Systems appropriate to freshmen level.

#### **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. *Prerequisite: CS 162*

#### **IS 299 Information Systems Topics (1-6)**

Course content will vary. Topics are selected relative to new subject areas in information systems appropriate to sophomore level.

#### **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. *Prerequisite: CS 162*

#### **IS 399 Information Systems Topics (1-6)**

Course content will vary. Topics are selected relative to new subject areas in Information Systems appropriate to junior level.

#### **IS 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.

#### **IS 407 Seminar (1-4)**

Terms and hours to be arranged.

#### **IS 409 Practicum (1-9)**

Offers practical experience working in a computer science department for area businesses or industries. Eligible for the RP grade option.

#### **IS 420 Introduction to Database Systems (3)**

Studies the basic concepts of relational database covering, relational model, normalization, and information maintenance and information retrieving through SQL. Other topics discussed include the history of data processing, database management systems and their vendors, and trends in the area of data processing.

#### **IS 421 Database Administration (3)**

Fundamentals of database administration, including installation, configuration, physical storage allocation and management, security, auditing, backup and recovery, and troubleshooting. Upon successful completion of course, students will know how to install and configure SQL servers; create and manage user logins and privileges; establish backup and recovery procedures; manage devices, databases and other disk storage; establish auditing procedures; and solve problems which arise during SQL server operations. *Prerequisite: CS 420*

#### **IS 425 Introduction to Project Management (3)**

The origins of project management and its importance to improving the success of IT projects. Basic topics including scope, cost and time management will be covered. Students will work in groups to plan large scale project management. Students will also learn about software tools that aid in project management. *Prerequisite: CS 350, CS 420*

#### **IS 430 IT Project Implementation (3)**

Continuation of IS 425. Student groups implement a planned information technology project. Students will develop more detailed project plans. More advanced topics in project management such as risk and quality management will also be covered. *Prerequisite: IS 425*

#### **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. *Prerequisites: CS 350, CS 420 and IS 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. *Prerequisite: CS 350*

#### **IS 482 System Administration: UNIX (3)**

Introduction to system administration using UNIX or Linux operating systems. Covers the

setup, customization, operation and maintenance of production-quality servers in the UNIX environment, suitable for deployment of modern server applications such as web hosting, file sharing and database or network services. Topics include: general UNIX proficiency, user and process management, file-systems, network configuration, standard security practices and various server applications. Prior UNIX or Linux knowledge is required. *Prerequisite: IS 270, CS 350, CS 355*

#### **IS 483 Systems Administration (3)**

Students will gain knowledge so they can be well prepared as server administrators. *Prerequisite: CS 350*

#### **IS 485 Introduction to Computer Security (3)**

Introduction to basic computer security. Introduces cryptography, malware and viruses, operating system security, and programming security. Students gain hands-on experiences via labs and projects. *Prerequisite: IS 320 or CS 162*

#### **IS 486 Network Security (3)**

Focuses on fundamental computer networking security concepts, networking attacks and protection, and other security problems in networking applications. Course introduces the attacks on each network layer - including the link layer, network layer, and transport layer. Also addresses security problems related to DNS, Web Services, and E-mails. *Prerequisite: IS 320 or CS 162*

#### **IS 489 Security Principles and Practices (3)**

Focuses on current in cyber security, including the architecture of cloud computing, its evolution, data center, and security issues. Cloud computing will be used as an example to explain cyber attack and defense in real world. *Prerequisite: IS 320 or CS 162*

### **International Students**

#### **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 note taking, lectures and interpersonal communication skills. This is a required course for international students in the ESL Bridge Program/Conditional Admission Program. Other non-native speakers are 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 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. *Prerequisite: ASL 103*

### INT 260 Pre-Interpreting Skills Development (3)

Provides students with foundational skills necessary for effective interpretation. Students will explore ASL and English skill development, cognitive processing skills, as well as skills with technology to become reflective practitioners. Students will apply these aspects by first using pre-interpreting skills in isolation and then progressing to intralingual activities. This course will prepare pre-interpreting students for the rigors of the interpreting program by laying a strong foundation in cognitive and technological skill. *Prerequisite: INT 254 and ASL 301 with a B or better.*

### INT 330 Theory & Process of Interpreting I (4)

In this series of courses, students will identify and analyze the many demands (environmental, interpersonal, paralinguistic, and intrapersonal) that influence communication and develop controls for responding to communication events using the demand-control schema. Content includes the ways in which various interlocutors construct and receive messages, and the co-construction of meaning and current theories in the process of interpreting. Students apply the theories and practice controls by working with static and spontaneous texts to provide consumer-driven interpretations. *Prerequisite: consent of instructor*

### 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 Professional Conduct, 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.

*Prerequisite: consent of instructor*

### INT 341 Theory and Process of Interpreting II (4)

In this series of courses, students will identify and analyze the many demands (environmental, interpersonal, paralinguistic, and intrapersonal) that influence communication and develop controls for responding to communication events using the demand-control schema. Content includes the ways in which various interlocutors construct and receive messages, and the co-construction of meaning and current theories in the process of interpreting. Students apply the theories and practice controls by working with static and spontaneous texts to provide consumer-driven interpretations. *Prerequisite: INT 330 with a B or better*

### 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 (4)

In this series of courses, students will identify and analyze the many demands (environmental, interpersonal, paralinguistic, and intrapersonal) that influence communication and develop controls for responding to communication events using the demand-control schema. Content includes the ways in which various interlocutors construct and receive messages, and the co-construction of meaning and current theories in the process of interpreting. Students apply the theories and practice controls by working with static and spontaneous texts to provide consumer-driven interpretations. *Prerequisite: INT 341 with a B or better*

### 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 texts for register, style and affect; practice consecutive interpretations of pre-analyzed monologues and dialogues, and practice consecutive interpretations of unfamiliar material.

### INT 353 Linguistics of ASL (3)

Designed to examine the linguistic structural properties of American Sign Language (ASL), including phonology, morphology, syntax, and semantics, and how signed languages differ and are similar to spoken languages. Students will be introduced to the linguistic and culturally based communication issues that impact the process between Deaf and hearing persons. *Prerequisite or co-requisite: ASL 303,*

*LING 210, or instructor approval*

### INT 360 Current Issues for Interpreters (3)

Investigates current issues facing the professional interpreter. Students discuss issues of bilingualism/biculturalism, legal statutes and liability, certification and quality assurance, confidentiality, accountability, minority status of American Sign Language and Deaf Culture, oppression and empowerment of the Deaf Community, the interpreter as a cross-cultural mediator and other contemporary issues. *Prerequisite: INT 330, INT 340, and TPD 456 with a grade of B or better*

### INT 365 Interpreting in Community Settings (3)

Introduces students to a variety of settings in which interpreters work and the vocabulary and discourse patterns used by consumers 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. *Prerequisite: INT 341, INT 360, and INT 392 with a grade of B or better*

### INT 392 Language and Communication Systems: Deaf and Hard of Hearing (3)

Students will develop knowledge of the linguistic principles of American Sign Language and English, the different modes of communication used by Deaf and hard of hearing persons, the various language and communication policies and signed systems used in the classroom. *Prerequisite: INT 330, INT 340, and TPD 456, all with a grade of B or better*

### 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. *Prerequisite: consent of instructor*

### INT 407 Seminar: Interpreting (1-12)

Terms and hours to be arranged. *Prerequisite: consent of instructor*

### INT 408 Workshop (1-12)

Terms and hours to be arranged. *Prerequisite: consent of instructor*

### INT 409 Practicum: Interpreting (1-12)

Terms and hours to be arranged. *Prerequisite: 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. *Prerequisite: INT 442 and INT 468 with a grade of B or better*

### **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 423/523 Technology in Interpreting/Interpreter Education (2)**

Students will engage with technology common in the field of interpreting. Instruction in use of various technologies in their work as pre-professional and professional interpreters focusing on skill development, self-reflection, and actual service delivery via technology.

### **INT 441 Theory and Process of Interpreting IV (4)**

In this series of courses, students will identify and analyze the many demands (environmental, interpersonal, paralinguistic, and intra-personal) that influence communication and develop controls for responding to communication events using the demand-control schema. Content includes the ways in which various interlocutors construct and receive messages, and the co-construction of meaning and current theories in the process of interpreting. Students apply the theories and practice controls by working with static and spontaneous texts to provide consumer-driven interpretations. *Prerequisite: INT 342 with a B or better*

### **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 Practicum (4)**

Students engage in a practicum with consumers in no risk situations. To complement the practicum experience, students will engage in regular demand-control schema supervision of their interpreting work throughout the term. *Prerequisite: completion of INT 441 with a grade of B or better*

### **INT 442L Theory and Process of Interpreting V Lab (1)**

This interpreting lab, to be taken concurrently with INT 442, offers students an opportunity to apply the theories and to practice the tech-

niques introduced in the Interpreting V class. In this lab, students practice simultaneous interpretations of increasingly difficult monologues, dialogues, interviews and group discussions.

### **INT 466 Interpreting in Postsecondary Settings (3)**

Introduces students to working in postsecondary settings in which interpreters work and the vocabulary and discourse patterns used by consumers in these settings. Students will become familiar with the specific vocabulary, professional issues, ethical considerations, knowledge base and skills related to the postsecondary setting. *Prerequisite: INT 342, INT 365, and INT 467 with a grade of B or better*

### **INT 467 Interpreting in Educational Settings (3)**

Designed to apply advanced interpreting, and classroom support skills to educational settings. Strategies for interpreting frozen texts, negotiating situational-based signs and interpreting for presenters from various content areas who have a variety of instructional styles. *Prerequisite: INT 341, INT 360, and INT 392 with a grade of B or better*

### **INT 468 Specialized Interpreting Techniques (2)**

Students are 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. *Prerequisite: INT 441 and INT 466 with a grade of B or better*

### **INT 470/570 Deaf-Blind Interpreting (3)**

Students will be exploring a variety of communication strategies that can contribute to their skill set as ASL/English interpreters and Support Service providers working with the Deaf-Blind community. Students will incorporate these strategies and personalize them depending on the individuals with whom they are working. *Prerequisite: INT 254 or consent of instructor*

### **INT 471 Seabeck: Academic Service Learning Project (3)**

Students will practice using a variety of communication strategies in preparation to work as volunteer interpreters. Support Service Providers and sighted guides with Deaf-Blind people during an annual retreat the last week of August annually. Students are expected to raise funds and travel to Seattle, engaging with their sizable Deaf-Blind community. *Prerequisite: INT 470 and consent of instructor*

### **INT 603 Thesis or Professional Project (3-6)**

Individual research or original writing with scheduled seminars in approved areas of research, culminating in a thesis or professional project presentation.

### **INT 606 Special Projects (1-3)**

Terms and hours to be arranged. Course is offered on individual student basis under guidance of a designated faculty member.

### **INT 607 Seminar (1-3)**

Terms and hours to be arranged. Course may be repeated if topic is different.

### **INT 608 Workshop (1-3)**

Terms and hours to be arranged. May be repeated for credit if topic is different.

### **INT 609 Practicum (1-4)**

Students will engage in practicum experiences. *Prerequisites or co-requisite: INT 640 and INT 650*

### **INT 610 Internship & Portfolio (4)**

Provide advanced interpreting students and interpreter educators the opportunity to demonstrate interpreting, teaching, and other professional competencies acquired during their training. Competencies will be demonstrated during daily work activities in classroom and interpreting settings. Interns will have on-site supervision by appropriately trained and certified professionals.

### **INT 612 Proseminar (1)**

Provides a foundation for inquiry about interpreting studies issues through critical reading, analytical writing, and thoughtful, collegial discussion. Students will receive general training relevant to graduate work in interpreting studies, such as technical writing, sampling and experimenting with technology used during the program.

### **INT 615 Communication for Interpreters (3)**

First in a series of two courses where students examine interpersonal communication and the role of an interpreter. Students will practice and apply principles of invention, organization, language, and delivery with focus on the development of skill and confidence in interpersonal communication in English and in ASL.

### **INT 618 Ethics and Professional Practice (3)**

Students examine current professional and ethical decision-making practices and explore the application of Demand-Control Schema (DC-S) to professional and ethical practices.

### **INT 624 Teaching and Technology (1)**

Students will explore new and emerging technologies used to enhance student engagement. Both synchronous and asynchronous methods will be discussed. Course will provide students with hands on experience in designing individual and collaborative student learning experiences.

### **INT 625 Becoming a Practice Profession: The History of Interpreting and Interpreter Education (3)**

Students will explore the history of interpreting and interpreter education as developing professions. The culmination will be examining interpreting and interpreter education as practice professions.

### **INT 630 Communication in a Practice Profession (3)**

Students examine interpersonal communica-

tion and discuss the role of an interpreter. Students will practice and apply principles of invention, organization, language, and delivery with focus on the development of skill and confidence in interpersonal communication in English and ASL. Students analyze and evaluate speeches in public settings; critically study invention, arrangement, and style. Students will incorporate observations, supervision sessions and interpreting practice to enhance skills in decision-making around meaning transfer, ethical dilemmas, and interpersonal communication. *Prerequisites: acceptance into the MA in Interpreting Studies program or consent of instructor.*

#### **INT 639 Student Teaching & Portfolio (4)**

Students teach in a pre-service or in-service interpreter education setting that fits the students' interests and skill sets. During this experience, students will develop a teaching or instructional work sample and complete a portfolio. *Prerequisites: successful completion of all MAIS course work*

#### **INT 640 Teaching Ethics and Professional Practice (2)**

Students develop teaching methods that infuse Demand-Control Schema (DC-S). They examine the ways in which DC-S may be infused into theory and practice courses and design curriculum.

#### **INT 645 Research on Translation and Interpretation (3)**

Students research signed language interpretation theory. They examine and evaluate the research methods, findings, and implications. Students conduct a research project that is qualitative, quantitative, and/or action based.

#### **INT 650 Teaching Meaning Transfer (2)**

Students prepare to teach translation, consecutive interpreting (CI), and simultaneous interpreting (SI). They use self-assessment, self-reflective, and research-based practices in teaching design and implementation. Pre or co-requisite: INT 609

#### **INT 655 Assessment for Interpreter Educators (3)**

Students acquire knowledge and theory in assessment construction, methodology, and the use of data in formative and summative assessment design. Students research methods used for curricular and program assessment and evaluation. Will examine, develop, and/or administer assessments, and interpret assessment results. Students explore and apply theories and approaches of assessment in teaching interpreting, to include the following: authentic assessment, diagnostics, feedback, and self-assessment.

#### **INT 665 Interpreter Education Curriculum Development (3)**

Students will learn specific approaches and methods for classroom management and facilitation, as well as train-the-trainer techniques. Topics include establishing an outline, assessing

student performance, instructional technology, platform and presentation skills, and addressing difficult issues. Will introduce a number of strategies for curriculum development ranging from lesson design to program design. An introductory survey course on various tools available to the new instructor to help develop their own individualized means of curriculum development.

#### **INT 670 Leadership Roles in the Field of Interpreting (3)**

Students analyze current leadership potential and practice. Emphasis on local, national, and global trends in leadership practices for translators and interpreters. Students gain skills and knowledge to act as mentors and resources for less experienced and entry-level interpreters.

#### **INT 675 Adult Education (3)**

Explore realities of adults as learners, the value of co-constructing the learning environment with students. Adult learning theories will be discussed and analyzed as well as various models for approaching adults as learners in the college classroom.

### **Library Science**

#### **LIB 225 Advanced Research for College, Work, and Life (4)**

Course bridges the gap between the basic-level research and advanced-level research expected in 300 and 400-level courses. Students will learn to use effective methods and techniques of information gathering, evaluation and presentation. They will develop advanced research techniques specific to their disciplines, and build problem-solving and information-seeking skills they will use after college to make decisions regularly encountered in today's information-driven workplace. *Prerequisite: WR 135 or equivalent*

#### **LIB 406 Special Individual Studies (1-9)**

Terms and hours to be arranged.

#### **LIB 407 Seminar (1-6), variable**

Terms and hours to be arranged.

#### **LIB 409 Practicum (3-9)**

Terms and hours to be arranged.

#### **LIB 410/510 Library Management (3)**

Analysis of library systems such as acquisitions, technical processes, cataloging, and classification, and circulation. An exploration of record keeping, planning and forecasting techniques applied to library management needs.

#### **LIB 420/520 Organization of Library Collections (3)**

Analysis of the organization and management of library collections and operations to accomplish their various functions effectively. A study of the concepts of multiple access, descriptive cataloging, L.C. Dewey and other classification systems, and L.C. Sears and other subject heading lists. Survey of commercial

vendors cataloging services and online cataloging systems.

#### **LIB 430/530 Literature for Children and Young Adults (3)**

Literacy theory appropriate to literature for children and young adults. Information about selection processes, authors, illustrators and books for pupils from pre-school through high school is included.

#### **LIB 436/536 Information Design and Production (3)**

Librarians, media specialists, classroom teachers, and trainers can create instructional graphic materials to meet specific local needs. Develop various skills in creation of graphics and lettering by a variety of methods, techniques of preservation and presentation of graphic audio and video materials, and opportunity to demonstrate skills acquired in materials production and use. *Prerequisite: ED 435/535 or consent of instructor*

#### **LIB 440/540 Information Service and Sources (3)**

Examination of the fundamental concepts of reference service in the school media center and of the use and evaluation of appropriate basic reference materials for school media center users.

#### **LIB 450/550 Collection Development (3)**

Concepts of collection assessment and development. Examination and use of selection tools and criteria for all types of print and non-print materials and equipment. Development of selection policies for both materials and equipment as well as philosophical viewpoints and current issues in censorship and intellectual freedom.

#### **LIB 470/570 Teaching Information Skills (3)**

Exploration of curriculum developments, currently available materials, programs and techniques used to teach information skills. Examination of state and national standards and guidelines for library media programs.

#### **LIB 606 Special Individual Studies (1-9)**

Terms and hours to be arranged.

#### **LIB 607 Seminar (1-6), variable**

Terms and hours to be arranged.

#### **LIB 608 Workshop (1-9)**

Terms and hours to be arranged.

#### **LIB 609 Practicum (3-9)**

Terms and hours to be arranged.

#### **LIB 626 Computer in Library Management (3)**

Performance of needs analysis of library management tasks. Practical experience with spreadsheet, graphing, and database programs provided.

#### **LIB 646 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. *Prerequisite: LIB 540 or consent of instructor*

### **LIB 660 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 670 Library Administration and Leadership (3)**

Course introduces the students to the roles and responsibilities of a library media teacher focusing on all principles of program administration. Students will examine the development of goals, national and state standards, current issues, ethics and laws, and the effective management of resources.

### **LIB 671 Collection Development and Organization (3)**

Course focuses on the evaluation, planning, selecting, purchasing and organizing of the library media collection, including print, non-print, electronic resources and equipment. Students will examine current collection issues, including: intellectual freedom, copyright, and the promotion of materials.

### **LIB 672 Learning & Teaching in the 21st Century Library (3)**

Course introduces students to the roles and responsibilities of a library media teacher focusing on all principles of learning and teaching as outlined in "Information Power, Building Partnerships for Learning" (1998). Students will examine the principles of teaching information literacy, collaboration with teachers and other members of the learning community, and knowledge of curriculum at the building, district and state level.

### **LIB 673 Information Access and Delivery (3)**

Course addresses the principles of information access and delivery. These principles include designing policies and spaces to allow for intellectual, physical and equitable access to information, ideas and resources.

### **LIB 680 Communication Theory (3)**

Examination of theoretical models of communication and their application to various technologies of communication (e.g., print, video, motion picture film, etc.) to enhance training and instruction.

### **LIB 684 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 686 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 136 Academic Discourse for International Students (4)**

Analysis of academic discourse in a variety of disciplines in order to understand the language demands of college-level reading and writing tasks with emphasis on sentence fluency and strategies for reading comprehension and vocabulary development. *Prerequisite: WR 115 for international students*

### **LING 210 Introduction to Linguistics (4)**

An examination of similarities and differences in languages of the world (phonetics, phonology, morphology, syntax and semantics), as well as issues in applied linguistics, child language acquisition, literacy and dialect diversity.

### **LING 312 Language and Society (4)**

A study of the relationship between language and society, including linguistic diversity, bilingualism, multilingualism, ethnography of speaking and social bases for language change. *Prerequisites: LING 210 and 315, or consent of instructor*

### **LING 314 Language Study for Elementary/Middle Teachers (4)**

Detailed study of the linguistic sub-systems of English (phonology, morphology, syntax and semantics/pragmatics) as they directly relate to the background knowledge and skills required for effective elementary teaching. Topics include: language standards and dialect variation, cueing systems in reading, vocabulary development, writing conventions and personal voice, bilingual and second language development. *Prerequisite: LING 210*

### **LING 315 Structure of English I (4)**

Overview of the linguistic structure of English including word structure and the grammar of simple and complex sentences in authentic texts. *Prerequisite: LING 210*

### **LING 370 Discourse and Text (4)**

The study of linguistic structure and function in context, including the analysis of style, genre, register and dialect. *Prerequisite: LING 210 or 315, 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. *Prerequisite: consent of instructor*

### **LING 407/507 Seminar (4)**

### **LING 409 Internship (1-8)**

Terms and hours to be arranged. Eligible for the RP grade option.

### **LING 410 Theories of Foreign Language Acquisition for Adult/Young Adult Learners (4)**

Introduction to adult and young adult foreign language learning (EFL). Will study the principles and processes that govern second language learning in adults and young adults, with attention to the processes of child language acquisition that are both similar to, and different from, foreign language acquisition.

### **LING 415 Strategies in TEFL for Adult/Young Adult Learners (4)**

Overview of past and contemporary methods of teaching English to speakers of other languages and the relationship between methodological trends, theories of language learning and the contexts of teaching. *Prerequisites: LING 210 and LING 315*

### **LING 416 TEFL Certificate Practicum (2)**

Course gives students a supervised practical teaching experience in which theoretical knowledge is integrated with valuable skills and experience in a structured setting with adult second language learners. *Prerequisites: LING 410 and 415*

### **LING 450/550 Linguistic Analysis of Style and Genre (4)**

Analysis of style and genre from a linguistic perspective. Topics to be covered include the history of style/genre in the context of language instruction and writing assessment; sentence fluency and syntactic development in the context of genre-specific texts; stylistic punctuation. *Prerequisites: LING 210 and 315, or consent of instructor*

### **LING 490 History of the English Language (4)**

A study of the historical origins and development of the English language, including the principles and processes of language change. *Prerequisites: LING 210 and 315, or consent of instructor*

### **LING 492 Pedagogical Grammar in TEFL for Adult/Young Adult Learners (4)**

Course, designed for prospective EFL/ESL teachers, examines English syntax in depth, with special emphasis on those aspects of English grammar that present difficulty for EFL/ESL speakers. Topics include, the auxiliary system of English, the tense/aspect system, complementation, reference. *Prerequisites: LING 210 and 315.*

### **LING 496/596 Special Topics in Linguistics (4)**

An exploration of selected topics in linguistics. Specific focus will be identified in each year's schedule of classes. *Prerequisite: consent of instructor*

### **LING 606 Special Individual Studies (1-9)**

Terms and hours to be arranged. Opportunity to study a special or individual area of interest under the guidance of a designated faculty member. *Prerequisite: consent of instructor*

**LING 610 Theories of Grammar (3)**

A survey of grammatical systems (traditional, structural, phrase structure, transformational, case).

**LING 615 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.

## 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 067 Math Prep A (2)**

Computer based self-paced course, offered under the guided instruction of a Mathematics instructor. Students will focus on studying the mathematical topics they need to place into a higher level mathematics course. Offered weeks 1 - 5.

**MTH 068 Math Prep B (2)**

Computer based self-paced course, offered under the guided instruction of a Mathematics instructor. Students will focus on studying the mathematical topics they need to place into a higher level mathematics course. Offered weeks 6 - 10.

**MTH 070 Introductory Algebra (4)**

Basics of algebra, including arithmetic of signed numbers, order of operations, problem solving; linear equations verbally, numerically, graphically and symbolically; linear modeling, regression, inequalities, and systems; and an introduction to functions. Explores topics using a graphing calculator as well as traditional approaches. Credits earned apply for enrollment (eligibility) but do not apply toward a degree; satisfies no university or college requirement. Additional fee applies.

**MTH 072 Supplemental Instruction for Introductory Algebra (1)**

For students taking MTH 070 who are involved in the Student Enrichment Program. Offered to develop a broader and deeper understanding of course concepts.

**MTH 095 Intermediate Algebra (4)**

Arithmetic of polynomials; quadratic equations verbally, numerically, graphically and symbolically; problem solving, factoring techniques, graphing linear, exponential, radical, and quadratic functions; and solving rational, and radical equations. Credits earned

apply for enrollment (eligibility) but do not apply toward a degree; satisfies no university or college requirement. Additional fee applies. *Prerequisite: Math 070 with a grade of C- or better, or satisfactory score on WOU's math placement test*

**MTH 097 Supplemental Instruction for Intermediate Algebra (1)**

For students taking MTH 095 who are involved in the Student Enrichment Program. Offered to develop a broader and deeper understanding of course concepts.

**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 B.A. degree.

**MTH 111 College Algebra (4)**

Study of linear, polynomial, rational, exponential, logarithmic, and power families of functions; representation of these functions symbolically, numerically, graphically, and verbally; develop regression and modeling for these function families; use of inverse functions symbolically, numerically, graphically, and verbally; and a rudimentary study of complex numbers. *Prerequisite: MTH 095 with grade of C- or better, or satisfactory score on WOU's math placement test*

**MTH 112 Elementary Functions (4)**

Triangle trigonometry, trigonometric equations and identities, circular functions and graphs, complex numbers, polar coordinates. *Prerequisite: MTH 111 with grade of C- or better, or satisfactory score on WOU's math placement test*

**MTH 199 Special Studies: Mathematics (1-6)****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, and integer operations. Three hours lecture plus two hours lab. Does not apply toward a math major/minor. *Prerequisite: MTH 095 with grade of C- or better, or satisfactory score on WOU's math placement test*

**MTH 212 Foundations of Elementary Mathematics II (4)**

Intended for prospective elementary or middle school teachers. Operations with fractions and decimals, percents, ratio and proportion, real numbers. Introduction to probability and statistics. Three hours lecture plus two hours lab. Does not apply toward a math major/minor. *Prerequisite: MTH 211 with a grade of C- or better*

**MTH 213 Foundations of Elementary Mathematics III (4)**

Intended for prospective elementary or

middle school teachers. Introduction to geometric figures, congruence and similarity, measurement (area, perimeter, volume and surface area). Three hours lecture plus two hours lab. Does not apply toward a math major/minor. *Prerequisite: MTH 212 with a grade of C- or better*

**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. Does not apply toward a math major/minor. *Prerequisite: MTH 111 with grade of C- or better, or satisfactory score on WOU's math placement test*

**MTH 241 Calculus for Social Science I (4)**

Differential calculus with emphasis on applications and model building in business and social science. Does not apply toward a math major/minor. *Prerequisite: MTH 111 with grade of C- or better*

**MTH 242 Calculus for Social Sciences II (4)**

Integral and multivariate calculus with emphasis on applications and model building in business and social science. Does not apply toward a math major/minor. *Prerequisite: MTH 241 with grade of C- or better*

**MTH 243 Introduction to Probability and Statistics (4)**

Descriptive statistics, discrete and continuous probability models including binomial and normal distributions, sampling distributions; hypothesis testing, point and interval estimation. Does not apply toward a math major/minor. *Prerequisite: MTH 111, or MTH 112, or MTH 251, all with minimum grade of C-, or satisfactory score on WOU's math placement test*

**MTH 251 Calculus I (5)**

Differential calculus of functions of a single variable, including transcendental functions. *Prerequisite: MTH 112 with grade of C- or better, or satisfactory score on WOU's math placement test*

**MTH 252 Calculus II (5)**

Integral calculus of functions of a single variable. The Fundamental Theorem of Calculus. *Prerequisite: MTH 251 with grade of C- or better*

**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. *Prerequisite: MTH 252 with grade of 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. *Prerequisite: MTH 252 with grade of C- or better*



**MTH 280 Introduction to Proof (4)**

An introduction to basic proof strategies and elementary logic. Elementary set and function theory. *Prerequisite: MTH 252 with grade of C- or better*

**MTH 311 Advanced Calculus I (4)**

A rigorous introduction to analysis. The topology of Euclidean spaces. Completeness, compactness. The Bolzano-Weierstrass Theorem. Limits of sequences and functions. Continuity, uniform continuity. Uniform convergence. *Prerequisites: MTH 253, 254, and 280 with grade of C- or better*

**MTH 312 Advanced Calculus II (4)**

A rigorous introduction to differential and integral analysis of functions of one variable. The Mean Value Theorem, Taylor's Theorem, the Riemann integral, and the Fundamental Theorem of Calculus. *Prerequisite: MTH 311 with grade of C- or better*

**MTH 313 Advanced Calculus III (4)**

A rigorous 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. *Prerequisite: MTH 312 with grade of C- or better*

**MTH 314 Differential Equations (4)**

Introduction to methods of solutions of first and second order differential equations. Linear and nonlinear equations, series solutions, applications. *Prerequisites: MTH 253 and 254 with grade of C- or better*

**MTH 337 Geometry (4)**

Selected topics from advanced plane or solid Euclidean, analytic, transformational, spherical geometry. *Prerequisite: MTH 254 with grade of C- or better; recommended: MTH 280*

**MTH 338 Axiomatic Geometry (4)**

A formal development of Euclidean and non-Euclidean geometry from axioms. History of geometry. *Prerequisites: MTH 280 with grade of C- or better*

**MTH 341 Linear Algebra I (4)**

Vector algebra and geometry of 3-space, systems of linear equations, Gaussian elimination, real vector spaces, determinants, linear transformations. *Prerequisite: MTH 252 with grade of C- or better*

**MTH 344 Group Theory (4)**

An introduction to the theory of groups. Lagrange's Theorem, normal subgroups, homomorphisms and the isomorphism theorems. *Prerequisites: MTH 280 and MTH 341 with grade of C- or better*

**MTH 345 Ring Theory (4)**

An introduction to the theory of rings and fields. *Prerequisite: MTH 344 with grade of C- or better*

**MTH 346 Number Theory (4)**

Properties of integers. The division and Euclidean algorithms, Diophantine equations, prime numbers, congruencies and residues. *Prerequisite: MTH 280 with grade of C- or better*

**MTH 351 Introduction to Numerical Analysis (4)**

Computer representation of numbers, error analysis, root finding, interpolation, approximation of functions, numerical integration and differentiation. *Prerequisite: MTH 341 with grade of C- or better*

**MTH 354 Discrete Mathematics for Computer Science (3)**

Enumeration relations, digraphs, trees, graph theory, and related topics for computer science students. Does not apply toward a math major/minor. *Prerequisite: MTH 231*

**MTH 355 Discrete Mathematics (4)**

Sets, relations, functions, enumeration, mathematical induction, graph theory. *Prerequisite: MTH 253 with grade of C- or better; recommended: MTH 280*

**MTH 358 Mathematical Modeling (4)**

Construction, analysis, and interpretation of a variety of mathematical models that arise from real-world problems. *Prerequisite: MTH 254 and MTH 341 with a grade of C- or better*

**MTH 363 Operations Research (4)**

Optimization of functions with linear constraints, convex sets, the simplex method and applications, duality; two person matrix games. *Prerequisite: MTH 341 with grade of C- or better*

**MTH 365 Mathematical Probability (4)**

Probability theory developed through moment generating functions. Random variables, classical probability distributions. *Prerequisite: MTH 253 or MTH 254 with grade of C- or better*

**MTH 366 Mathematical Statistics (4)**

Theory of point and interval estimation, hypothesis and significance testing. *Prerequisite: MTH 365 with grade of C- or better*

**MTH 391 Manipulatives in Mathematics (3)**

Using concrete models to teach mathematics. Learning theory from concrete to abstract. Models include Cuisenaire rods, bean sticks, 2 cm. cubes, geoboards, and multi-base blocks. Two hours of lecture plus two hours of lab. Does not apply toward a math major/minor. *Prerequisite: MTH 213 with a grade of C- or better in MTH 211, 212 and 213 or consent of instructor*

**MTH 392 College Algebra for Elementary and Middle School Teachers (3)**

Enhancement of algebraic skills via problem solving and the visual representation and use of algebraic methods. Integer arrays, algebraic patterns, linear equations, quadratic equations, and graphing. Two hours of lecture plus two hours of lab. Does not apply toward a math major/minor. *Prerequisite: MTH 213 with grade of C- or better in MTH 211, 212, 213*

**MTH 393 Probability & Statistics for Elementary and Middle School Teachers (3)**

Using basic elements of probability and statistics to solve problems involving the organization, description and interpretation of data. Concrete application will be explored. Two hours of lecture plus two hours of lab. Students may not take both MTH 393 and MTH 493 for their undergraduate program. Does not apply toward a math major/minor. *Prerequisite: MTH 213 with a grade of C- or better in MTH 211, 212 and 213*

**MTH 394 Introduction to Geometry for Elementary Teachers (3)**

Examination of intuitive geometry including construction, basic Euclidean geometry, proof, and measure. Two hours of lecture plus two hours of lab. Students may not take both MTH 394 and MTH 494 for their undergraduate program. Does not apply toward a math major/minor. *Prerequisite: MTH 213 with a grade of C- or better in MTH 211, 212 and 213*

**MTH 395 Elementary Integrated Mathematics (3)**

The study of computational skills, geometry, probability and statistics, data collection, and number theory in applied problem solving. Extensive use of group activities, technology, and real-world applications are used to gain an understanding of the underlying mathematics and an appreciation of the utility and value of mathematics. Two hours of lecture plus two hours of lab. Does not apply toward a math major/minor. *Prerequisite: MTH 213 with a grade of C- or better in Math 211, 212 and 213*

**MTH 396 Elementary Problem Solving (3)**

Mathematical problem solving, techniques and materials helpful in improving student problem solving abilities, mentoring of elementary and middle school students in problem solving processes. Two hours lecture plus two hours lab. Does not apply toward a math major/minor. *Prerequisite: MTH 213 with a grade of C- or better in MTH 211, 212 and 213*

**MTH 397 Secondary Problem Solving (3)**

Techniques for posing and solving mathematical problems. Critical analysis of student solutions. Intended for secondary mathematics teachers. Does not apply toward a math major/minor. *Prerequisites: MTH 341, 337*

**MTH 398 Discrete Mathematics for Elementary and Middle School Teachers (3)**

Explores topics in discrete mathematics including set theory, enumeration and graph theory. Techniques in enumeration include the multiplication rule, combinations and permutations. Topics in graph theory include coloring, the traveling salesman problem and spanning trees. Two hours of lecture plus two hours lab. *Prerequisites: MTH 213 with a grade of C- or better in MTH 211, 212 and 213*

**MTH 402/502 Independent Study (1-6)**

Terms and hours to be arranged. May be repeated for credit.

**MTH 403 Senior Project I (2)**

Terms to be arranged during final year of study. Eligible for the RP grade option.

**MTH 404 Senior Project II (2)**

Continuation of MTH 403. Eligible for the RP grade option. *Prerequisite:* MTH 403 with a grade of C- or better

**MTH 407/507 Seminar (1-6)**

Terms and hours to be arranged. May be repeated for credit.

**MTH 409/509 Practicum; Work Experience; Internship (1-6)**

Terms and hours to be arranged. May be repeated for credit.

**MTH 410/510 Special Topics: Analysis (3)**

Topics in analysis for advanced undergraduate students. Students enrolled in MTH 510 will be expected to complete a graduate project. *Prerequisite:* MTH 312 with grade of C- or better

**MTH 411 Mathematics Education Capstone I (2)**

Terms to be arranged before entering the Education Program. May be taken concurrently with MTH 412.

**MTH 412 Mathematics Education Capstone II (2)**

Terms to be arranged before entering the Education program. May be taken concurrently with MTH 411.

**MTH 416 Complex Analysis (4)**

The analysis of functions of a single complex variable. Conformal mappings, Cauchy's Theorem, Cauchy's Integral Formula, power series expansions of analytic functions. *Prerequisite:* MTH 344 with a grade of C- or better, or consent of instructor

**MTH 420/520 Special Topics: Applied Mathematics (3)**

Topics in applied mathematics for undergraduate students. Students enrolled in MTH 520 will be expected to complete a graduate project. *Prerequisite:* consent of instructor

**MTH 430/530 Special Topics: Geometry (3)**

Topics in geometry for advanced undergraduate students. Students enrolled in MTH 530 will be expected to complete a graduate project. *Prerequisite:* consent of instructor

**MTH 440 Special Topics: Algebra (3)**

Topics in modern algebra for advanced undergraduate students. *Prerequisite:* consent of instructor

**MTH 441/541 Linear Algebra II (4)**

Complex vector spaces, linear transformations, canonical forms, the spectral theorem and eigenvalue problems, applications. Students enrolled in MTH 541 will be expected to complete a graduate project. *Prerequisite:* MTH 280 and MTH 341 with a grade of C- or better

**MTH 451 Numerical Analysis (4)**

Introduction to numerical linear algebra, elements of approximation theory including data fitting. Theoretical foundations of numerical analysis. *Prerequisites:* MTH 311, 351 with a grade of C- or better

**MTH 460 Special Topics: Probability and Statistics (3)**

Topics in probability and statistics for advanced undergraduate students. *Prerequisite:* consent of instructor

**MTH 472 History of Mathematics (4)**

The history of mathematics from ancient to modern times. The effect of mathematics on the development of science. The interaction of mathematics with other fields of human endeavor such as philosophy, arts and social values. *Prerequisite:* consent of instructor

**MTH 489/589 Algebraic Structures for Middle School Teachers (3)**

Study of integers and algebraic skills; solving linear and quadratic equations, inequalities, functions, graphing and complex numbers. Connection of visual methods (using Math in the Mind's Eye curriculum) to the NCTM standards with extensive use of group activities and hands-on models. Does not apply toward a math major/minor. *Prerequisite:* MTH 213 with a grade of C- or better in MTH 211, 212 and 213, or consent of instructor

**MTH 491/591 Historical Topics In Mathematics for Middle School Teachers (3)**

Survey of the historical development of topics in mathematics from ancient to modern times, with special emphasis on topics in arithmetic, algebra and informal geometry. Does not apply toward a math major/minor. *Prerequisite:* MTH 213 with a grade of C- or better in MTH 211, 212 and 213, or consent of instructor

**MTH 492/592 Abstract Algebra for Middle School Teachers (3)**

An introduction to abstract mathematics as a structured mathematical systems. This course will explore number sets and properties, and beginning group theory with concrete applications for the elementary and middle school classroom. Two hours of lecture plus two hours of lab. Does not apply toward a math major/minor. *Prerequisite:* MTH 396 with a grade of C- or better, or consent of instructor

**MTH 493/593 Experimental Probability and Statistics for Middle School Teachers (3)**

The study of data collection and hypothesis testing through laboratory experiments, simulations and applications. The use of technology will be an important part of the data collection and analysis. Students may not take both MTH 393 and MTH 493 for their undergraduate program. Does not apply toward a math major/minor. *Prerequisite:* MTH 213 with a grade of C- or better in MTH 211, 212, and 213, or consent of instructor

**MTH 494/594 Geometry for Middle School Teachers (3)**

Selected topics in informal geometry through the use of discovery and technology. The studies in how students learn geometry will be used in the development of geometric ideas. Students may not take both MTH 394 and MTH 494 for their undergraduate program. Does not apply toward a math major/minor. Two hours of lecture plus two hours lab. *Prerequisite:* MTH 396 with a grade of C- or better, or consent of instructor

**MTH 495/595 Calculus Concepts for Middle School Teachers (3)**

An introduction to the theory of functions of one real variable, the derivative and its applications to optimization, integration theory and its applications to areas and volumes, the Fundamental Theorem of Calculus and infinite series. A hands-on approach with applications to the middle school curriculum. Two hours of lecture plus two hours of lab. Does not apply toward a math major/minor. *Prerequisite:* MTH 111 or MTH 392 with a grade of C- or better, and MTH 213 with a grade of C- or better in MTH 211, 212 and 213, or consent of instructor

**MTH 496/596 Problem Solving for Middle School Teachers (3)**

Assists middle school teachers in becoming better mathematical problem solvers. Focuses on general problem solving techniques, introduces techniques and materials helpful in improving student problem solving abilities and suggests ways to organize the curriculum to achieve problem solving goals. Does not apply toward a math major/minor. *Prerequisite:* MTH 213 with a grade of C- or better in MTH 211, 212 and 213, or consent of instructor

**MTH 497/597 Discrete Mathematics for Middle School Teachers (3)**

Explores topics of logical operators and sets, experimental vs theoretical probability, the multiplication rule, permutations and combinations, and an introduction to graph theory. Does not apply toward a math major/minor. *Prerequisite:* MTH 213 with a grade of C- or better in MTH 211, 212 and 213, or consent of instructor

**MTH 499/599 Algebraic Problem Solving for Middle School Teachers (3)**

Assists middle school teachers in becoming better mathematical problem solvers. Focuses on algebraic problem solving techniques, introduces materials helpful in improving student problem solving abilities, and suggests ways to organize the curriculum to achieve problem solving goals. Does not apply toward a math major/minor. *Prerequisite:* MTH 213 with a grade of C- or better in MTH 211, 212 and 213, or consent of instructor

**MTH 601 Research (1-9)**

Terms and hours to be arranged.

**MTH 602 Independent Study (1-3)**

Terms and hours to be arranged.

**MTH 603 Thesis (1-9)**

Terms and hours to be arranged.

**MTH 604 Work Experience Internship (1-9)**

Terms and hours to be arranged.

**MTH 605 Reading and Conference (1-6)**

Terms and hours to be arranged.

**MTH 606 Special Problems/Projects (1-3)**

Terms and hours to be arranged.

**MTH 608 Workshop (1-9)**

Terms and hours to be arranged.

**MTH 609 Practicum (1-4)**

Terms and hours to be arranged.

**MTH 611 Counting and Whole Number Operations: K-8 Learning and Teacher Practices (3)**

Deep exploration into the teaching and learning of counting, whole number operations. Investigation of the learning trajectory of number and operations throughout the K-8 curriculum, and instruction and activities based on effective standards for mathematical practice will be emphasized. Also deepening the candidates understanding of the mathematics and specialized content knowledge related to the teaching of number and operations as outlined in the Common Core State Standards for grades K-8.

**MTH 612 Fractions and Proportions: K-8 Learning and Teacher Practices (3)**

Deep exploration into the teaching and learning of number and operations with fractions and proportions. Investigation of the learning trajectory of fractions and proportions throughout the K-8 curriculum, and instruction and activities based on effective standards for mathematical practice will be emphasized. Also deepening the candidates understanding of the mathematics and specialized content knowledge related to the teaching of fractions and proportions as outlined in the Common Core State Standards for grades K-8.

**MTH 613 Geometry and Measurement: K-8 Learning and Teacher Practices (3)**

Deep exploration into the teaching and learning of geometry and measurement in grades K-8. Investigation of the learning trajectory of geometry and measurement throughout the K-8 curriculum, and instruction and activities based on effective standards for mathematical practice will be emphasized. Also deepening the candidates understanding of the mathematics and specialized content knowledge related to the teaching of geometry and measurement as outlined in the Common Core State Standards for grades K-8.

**MTH 614 Statistics and Probability: K-8 Learning and Teacher Practices (3)**

Deep exploration into the teaching and learning of elementary statistics and

probability in grades K-8. Investigation of the learning trajectory of elementary statistics and probability throughout the K-8 curriculum, and instruction and activities based on effective standards for mathematical practice will be emphasized. Also deepening the candidates understanding of the mathematics and specialized content knowledge related to the teaching of statistics and probability as outlined in the Common Core State Standards for grades K-8.

**MTH 615 Patterns and Algebraic Thinking: K-8 Learning and Teacher Practices (3)**

Deep exploration into the teaching and learning of patterns and algebraic thinking in grades K-8. Investigation of the learning trajectory of patterns and algebraic thinking throughout the K-8 curriculum, and instruction and activities based on effective standards for mathematical practice will be emphasized. Also deepening the candidates understanding of the mathematics and specialized content knowledge related to the teaching of patterns and algebraic thinking as outlined in the Common Core State Standards for grades K-8.

**MTH 616 Algebra and Functions: K-8 Learning and Teacher Practices (3)**

Deep exploration into the teaching and learning of algebraic thinking with an emphasis on functions in grades K-8. Investigation of the learning trajectory of algebra and functions throughout the K-8 curriculum, and instruction and activities based on effective standards for mathematical practice will be emphasized. Also deepening the candidates understanding of the mathematics and specialized content knowledge related to the teaching of algebra and functions as outlined in the Common Core State Standards for grades K-8.

**MTH 617 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. *Prerequisite: consent of instructor*

**MTH 638 Transformational Geometry (3)**

A study of transformations of the plane. Classification of the plane isometries. Crystallographic and frieze groups. *Prerequisite: consent of instructor*

**MTH 647 Abstract Algebra (3)**

Advanced group theory or ring and field theory. *Prerequisite: consent of instructor*

**MTH 652 Numerical Analysis (3)**

Introduction to numerical linear algebra, elements of approximation theory including data fitting. Theoretical foundations of numerical analysis. *Prerequisite: consent of instructor*

**MTH 673 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. *Prerequisite: consent of instructor*

**MTH 681 Foundations of Mathematics (3)**

Selected topics from: axiomatic systems, consistency, completeness, set theory, cardinality. Construction of number systems. *Prerequisite: consent of instructor*

**MTH 690 Advanced Topics: Mathematics Education (3)**

A study of selected topics in the teaching of mathematics. *Prerequisite: consent of instructor*

**Military Science (ROTC)****MS 111 Military Science I: Introduction to ROTC (1)**

Introduction to ROTC, types of jobs available to Army Officers, time and stress management, drill and ceremony, physical fitness, basic rifle marksmanship (includes a familiarization fire with the M16A2 rifle), the use of a magnetic compass with practical exercises.

**MS 112 Military Science I: Land Navigation and Squad Fundamentals (1)**

Introduction to customs and traditions of the U.S. Army, map reading and land navigation I, tactics I and II, field craft, and effective communication with practical exercises. Includes a field training exercise as an integrated member of a squad.

**MS 113 Military Science I: Adventure Training (1)**

Introduction to leadership values and attributes, U.S. weapons, map reading II, with practical exercises. Includes a field training exercise consisting of negotiating a confidence course, rappelling, urban operations and paintball competition.

**MS 118 Military Physical Conditioning (1)**

Designed to prepare Army ROTC students to excel in the Army Physical Fitness Test (APFT). The APFT measures physical endurance in three timed events: two minutes of push ups, two minutes of sit ups, and the two-mile timed run. Other exercises are included to enhance muscular strength, muscular endurance, cardio respiratory endurance, and flexibility. Class is instructed by the Army ROTC Cadre and assisted by the Military Science III Cadets to prepare the MS III's for the Leadership Development and Assessment Course during the summer of their junior year. May be repeated for a total of 12 credit hours. MS 118 for ROTC students. PE 118 for non-ROTC students.

**MS 211 Military Science II: American Military (2)**

Introduction to Army values, principles of war, problem solving, troop leading procedures, basic map reading and land navigation techniques, basic movement techniques at the individual, team and squad levels, battle drills, warrior ethos, effective briefings and commu-

nications, and basic rifle marksmanship. This class includes a familiarization fire with the M16A2 rifle.

**MS 212 Military Science II: Fundamentals of Military Operations (2)**

Introduction to patrolling, terrain analysis, map reading, land navigation, route planning, team building, leadership styles and traits, effective army writing, and consideration of others. This class also includes a field training exercise as an integrated member of a squad.

**MS 213 Military Science II: Military Operations (2)**

Introduction to operations orders, examination of effective leadership styles, methods, and techniques, and offensive and defensive operations. This class includes a field training exercise consisting of squad tactics, military operations in an urban terrain, rappelling, and paintball competition.

**MS 214 Basic Summer Camp: Leader's Training Course (6)**

Six weeks of leadership training at Fort Knox, Kentucky. Substitute for the first two years of the ROTC program. Summer only.

**MS 305 American Military History (3)**

Course prepares ROTC students to employ critical thinking through the study of American military history and the development of the profession of arms. The course covers major military engagements from 1865 through the current operating environment. By analyzing these battles the student will gain an understanding of how the principles of war are applied and how leadership decisions affected the outcome of the battle. *Prerequisite: consent of instructor*

**MS 311, 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. *Prerequisite: consent of instructor*

**MS 314 Advanced Summer Camp: Leader Development and Assessment Course (6)**

Practical and theoretical instruction for six weeks at Fort Lewis, Washington. Practical leadership application and experience in a military environment. *Prerequisites: MS 311, 312 and 313*

**MS 405 Special Topics (3)**

Terms and hours to be arranged. Course may be repeated if title and topic changes. Course

may be taken for a maximum of 15 credits.

*Prerequisite: consent of instructor*

**MS 411, 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 101 First Year Language Study I (4)**

Beginning language study for students to acquire listening, speaking, reading, and writing skills in a non-native language. Emphasis is on effective communication and cultural knowledge. May be repeated for different topics.

**ML 102 First Year Language Study II (4)**

Second term of beginning language series for students to acquire further listening, speaking, reading, and writing skills and cultural knowledge. May be repeated for different topics. *Prerequisite: ML 101 or equivalent*

**ML 103 First Year Language Study III (4)**

Final term of beginning language series for students to develop greater communication skills and cultural knowledge. May be repeated for different topics. *Prerequisite: ML 102 or equivalent*

**ML 199 First Year Foreign Language: Topic (4-12)**

Offers students studying foreign languages which are not currently offered at the university the opportunity to earn credit for their efforts.

**ML 201 Second Year Language Study I (4)**

Emphasis on increasing mastery of the skills taught in first year courses, building vocabulary, and deepening students' understanding of the language and culture. May be repeated for different topics. *Prerequisite: ML 103 or equivalent*

**ML 202 Second Year Language Study II (4)**

Consolidating skills taught/reviewed in ML 201, building vocabulary, and deepening students' understanding of the language, culture and history. May be repeated for different topics. *Prerequisite: ML 201 or equivalent*

**ML 203 Second Year Language Study III (4)**

Final term of second year sequence focuses on building vocabulary, mastery of grammatical structures, and deepening students' understanding of culture and history. Also prepares students for intermediate language study. May be repeated for different topics. *Prerequisite: ML 202 or equivalent*

**ML 299 Second Year Foreign Language: Topic (4-12)**

Offers students studying foreign languages which are not currently offered at the university the opportunity to earn credit for their efforts.

**ML 496 Strategies in Modern Language Teaching (3-4)**

Future public and private school teachers of a modern or second language will have an opportunity to learn about the process of language learning and the various methods of language teaching.

**Music**

**MUS 105 The Magic of Mozart (3)**

Introduces traditional music elements such as: melody, harmony, rhythm and form, explored through three Mozart operas: Don Gioranni, the Marriage of Figaro and the Magic Flute. These operas will be linked to the 18th Century Enlightenment.

**MUS 111 Beginning Musicianship (3)**

Introduction to the elements of musical composition, including chords, scales, rhythm and notation. No previous musical experience required. Recommended for students who wish to take MUE 318 or MUE 320

**MUS 114, 115, 116 Aural Skills I, II, III (1 each)**

Development of abilities to sing notated melodies and execute notated rhythms; to notate melodies, rhythms and harmonies presented aurally; and to recognize basic musical forms based on listening and score analysis.

**MUS 181 Voice Class I (2)**

Essentials of singing, including tone production, diction, style and interpretation.

**MUS 182 Voice Class II (2)**

Essentials of singing, including tone production, diction, style and interpretation. *Prerequisite: MUS 181 or consent of instructor*

**MUS 183 Voice Class III (2)**

Essentials of singing, including tone production, diction, style and interpretation. *Prerequisite: MUS 182 or consent of instructor*

**MUS 189 Piano Proficiency (2)**

Elementary piano course including rhythm, notation, transposition, harmonization, performance of easy repertoire and sight reading. First term of a six-term sequence. Designed for the music major who is preparing for the piano proficiency examination. *Prerequisite: must be declared music major or minor*

**MUS 190 Piano Proficiency (2)**

Elementary piano course including rhythm, notation, transposition, harmonization, performance of easy repertoire and sight reading. Second term of a six-term sequence. Designed for the music major who is preparing for the piano proficiency examination. *Prerequisite: MUS 189*

**MUS 191 Piano Proficiency (2)**

Elementary piano course including rhythm, notation, transposition, harmonization, performance of easy repertoire and sight reading. Third term of a six-term sequence. Designed for the music major who is preparing for the piano proficiency examination. *Prerequisite: MUS 190*

**MUS 199 Special Studies (1-15)**

Terms and hours to be arranged. May be repeated for credit.

**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. Emphasis is placed on listening to music that is popular in concert halls.

**MUS 202 Music of Broadway (3)**

An introduction to the elements and organizing principles of music as they relate to the music of Broadway. Emphasis 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 traditional music of Oceania, South Asia, Southeast Asia, East Asia, Africa, South America, North America, the Middle East and Europe. Students will be able to identify musical traditions and musical instruments.

**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)**

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.

**MUS 208 Popular Music in America (3)**

Survey of popular music in America from 1840 to the present.

**MUS 209 Rock Music: A Social History (3)**

Overview of rock music history (1950-1980) and how the music reflected and influenced societal attitudes and behaviors.

**MUS 210 Music Today (3)**

An investigation of the music of our time. Music from recent recordings and films, on the web, and in live performance, to explore influences and traditions. American pop, jazz, classical, country, bluegrass, and music from South America and other regions of the world may be included.

**MUS 211, 212, 213 Music Theory I, II, III (3 each)**

The study of elements and principles of musical structure: Functional Tonality from the perspective of mid-20th Century American popular song; 16th century counterpoint; and set theory. Includes concept development, analysis and composition. Students must achieve a grade of "C" or higher in all terms of the musicianship core in order to advance in the sequence.

**MUS 214, 215, 216 Aural Skills IV, V, VI (1 each)**

Development of abilities to sing notated melodies and execute notated rhythms; to notate melodies, rhythms and harmonies presented aurally; and to recognize basic musical forms based on listening and score analysis.

**MUS 250 Concert Attendance (0)**

Concert attendance for music majors. Available P/NC only. May be repeated for credit.

**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. *Prerequisite: MUS 191 or consent of instructor*

**MUS 305 Junior Seminar (1)**

Individual topics selected by participating music faculty that focus on integrating knowledge from the various musical sub-disciplines and/or address career preparation issues.

**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 (3 each)**

The study of music through performance, listening, analysis and composing. Ear training and keyboard work included. Topical emphases: counterpoint, harmony, arranging and form. *Prerequisite: MUS 213*

**MUS 314, 315, 316 Aural Skills VII, VIII, IX (1 each)**

Development of abilities to sing notated melodies and execute notated rhythms; to notate melodies, rhythms and harmonies presented aurally; and to recognize basic musical forms based on listening and score analysis.

**MUS 318 Contemporary Composition Techniques I (3)**

Introduction to contemporary strategies, systems, methods, and techniques of composing music for various genre and mediums. Compositions will be performed and critiqued. *Prerequisite: MUS 211*

**MUS 320 Instrumental Conducting (3)**

Techniques of conducting, including analysis of compositions conducted. The class serves as a laboratory for live conducting experiences. *Prerequisite: MUS 213, or consent of instructor*

**MUS 321 Choral Conducting (3)**

Study of techniques in choral conducting including analysis of compositions conducted. Preparation of repertoire with special emphasis on problems and solutions in contemporary music. *Prerequisite: MUS 320*

**MUS 322 American Vernacular Conducting (3)**

Teaches conducting and rehearsal technique for ensembles that perform repertoire which includes a rhythm section and may include American Vernacular improvisation. Styles of music covered will include jazz, rhythm and blues, pop, Afro-Cuban, and several Brazilian genres. *Prerequisite: MUS 320*

**MUS 330 Rhythmic Awareness (3)**

An exploration of the musical components of rhythm in relation to dance. Beat, meter and form are studied and developed in the context of movement and choreography. Potential for collaboration between dancers and musicians, and basic elements of rhythmic notation. *Prerequisite: MUS 213, beginning dance sequence, or consent of instructor*

**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. *Prerequisite: 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. *Prerequisite: 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.

**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 to all elements of vocal production: respiration, phonation, resonance and articulation. Practical application of the methods is required. *Prerequisite: three terms of voice lessons.*

**MUS 343 Voice Culture (3)**

Techniques and singing skills for students with appropriate musical understanding and who are predominantly instrumentalists so they may function effectively in the professional music field

**MUS 345 The Business of Music (3)**

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 History I (3)**

A historical survey of the musical cultures of Western Europe and North America from Ancient Greece to the present. Emphasis is placed on the historical contexts of musical styles and a broad understanding of musical genres in the Western European art music tradition.

**MUS 361 Music History II (3)**

A survey of significant composers, works, and performance practices in the history of Western European art music from Ancient Greece through the end of the Baroque. *Prerequisite: MUS 360*

**MUS 362 Music History III (3)**

A survey of significant composers, works, and performance practices in the history of Western European and American art music from the Enlightenment to the present. *Prerequisite: MUS 361*

**MUS 363 Ethnomusicology I (3)**

Introduction to the discipline of ethnomusicology. Focus on the relationship of music and cultures. Will include specific study of selected world cultures. Offered winter term. *Prerequisite: 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. *Prerequisite: MUS 363. Offered spring term.*

**MUS 365 Jazz Styles and Analysis (3)**

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. Designed for music majors. *Prerequisite: MUS 213 or consent of instructor*

**MUS 366 Music Since 1961 (3)**

Historical investigation of the major compositional styles and performance practices prevalent in North and South America, and Europe since 1961.

**MUS 371 Orchestration I (3)**

Traditional and contemporary orchestration and Instrumentation techniques for brass and woodwind instruments. Emphasis on range, transposition, idiomatic solo writing, idiomatic ensemble writing, and standard practices for various ensembles and genres. Student projects will be performed and critiqued. *Prerequisite: MUS 213 or consent of instructor*

**MUS 372 Orchestration II (3)**

Traditional and contemporary orchestration and instrumentation techniques for string instruments. Emphasis on range, transposition, idiomatic solo writing, idiomatic ensemble writing and standard practices for various ensembles and genres. Student projects will be performed and critiqued. *Prerequisite: MUS 213 or consent of instructor*

**MUS 373 Orchestration III (3)**

Traditional and contemporary orchestration and instrumentation techniques for percussion and voice. Emphasis on range, idiomatic solo writing, idiomatic ensemble writing and standard practices for various ensembles and genres. Student projects will be performed and critiqued. *Prerequisite: MUS 213 or consent of instructor*

**MUS 380 Recording Session Preparation for Performing Musicians (3)**

Course addresses aspects and challenges encountered by musicians performing in the recording studio. Students take part in actual recording sessions and will develop an understanding of how to prepare for recording sessions, as well as the typical protocol of recording their specific instrument. One-hour lecture followed by two hours of recording. Music recorded depends on the type of instrumentalists/singers enrolled in the course.

**MUS 381 Introduction to Audio Production (3)**

Overview of various facets of recording sound and music. Topics include the fundamentals of sound and acoustics, types of microphones, recording mediums, analog vs. digital audio, editing, mixing and mastering. Students receive hands-on training in a modern recording facility.

**MUS 382 Digital Music Production (3)**

Introduction to Apple's Logic Pro 9 software. Students gain a comprehensive understanding of the software's layout and key features. Students also learn specific recording, editing and mixing techniques common to all DAWs (digital audio workstations). Students receive hands-on training in a modern recording facility.

**MUS 383 Advanced Music Production (3)**

Overview of the primary techniques of music production from 1950 to present, as well as an

introduction to some of the most influential record producers and record labels of the past fifty years. Each week a particular era of music production will be discussed, followed by a demonstration of key production techniques. Students receive hands-on training in a modern recording facility.

**MUS 399 Special Studies (1-3)**

May be repeated for credit.

**MUS 404 Capstone Project (0)**

Capstone project designed and completed with faculty approval and supervision. Usually completed during the student's senior year and includes a public presentation. Eligible for the RP grade option.

**MUS 405 Senior Seminar (3)**

Selected topics for study and discussion. Eligible for the RP grade option. *Prerequisite: senior standing in music*

**MUS 406 Special Individual Studies (1-12)**

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. May be repeated for credit.

**MUS 407 Seminar (1-15)**

Terms and hours to be arranged. May be repeated for credit.

**MUS 408 Workshops (1-15)**

Terms and hours to be arranged. May be repeated for credit.

**MUS 409 Practicum (1-12)**

Terms and hours to be arranged. Field experience in areas other than public school teaching. Maximum of 12 hours. May be repeated for credit.

**MUS 414/514 Jazz Theory (3)**

Introduction to the elements of jazz theory and jazz composition, including harmony, scales, modes, rhythms, instrumentation, melodic fluency, voicings, orchestration, ear training, jazz nomenclature, and manuscript. Compositions and arrangements for jazz combos will be performed and critiqued. *Prerequisite: MUS 213 or consent of instructor*

**MUS 415/515 Jazz Arranging I (3)**

Arranging and composing for jazz combo and large ensemble with emphasis on the big band. Topics include: harmonizing melodic lines, voicings, orchestrating for the instrumental sections, and form. Compositions and arrangements for jazz combos and instrumental sections of the big band will be performed and critiqued. *Prerequisite: MUS 414/514 or consent of instructor*

**MUS 416/516 Jazz Arranging II (3)**

Advanced arranging and composition techniques for the big band with emphasis on counterpoint, five-part voicing, extended forms, Latin jazz styles, and advanced orchestration

and instrumentation. Compositions and arrangements for the big band will be performed and critiqued. *Prerequisite: MUS 415/515*

### **MUS 417 Counterpoint (3)**

Study of and experience in writing in various imitative and non-imitative contrapuntal styles, with emphasis on 16th century counterpoint. *Prerequisite: MUS 313*

### **MUS 418/518 Contemporary Composition Techniques II (3)**

Advanced contemporary strategies, systems, methods, and techniques of composing music for various styles, genres and mediums. Compositions will be performed and critiqued. *Prerequisite: MUS 313 and MUS 318*

### **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. *Prerequisites: MTH 111, CS 160 and MUS 213*

### **MUS 421/521 Media Music Production I (3)**

An introduction to media music production techniques with emphasis on midi processing, sound-sample libraries, midi orchestration, digital audio workstations, and preparing music compositions synchronized for various media. This course may be used to satisfy 3 credit hours of the 2nd-year (undergraduate) theory requirement. *Prerequisite: MUS 213 (undergraduate only)*

### **MUS 422/522 Media Music Production II (3)**

Composing music for film and media with emphasis on history dramatic conceptualization, orchestration, styles, and genres. Underscoring projects will be performed, recorded, produced and critiqued. Includes weekly midi lab times for scoring productions, composition, and transcriptions. This course may be used to satisfy 3 credit hours of the 2nd-year (undergraduate) theory requirement. *Prerequisite: MUS 421 (undergraduate); 521 (graduate) or consent of instructor*

### **MUS 423/523 Media Music Production III (3)**

Composing music for media with emphasis on the film, TV, and video game industry, synchronization and timings, spotting, dramatic conceptualization, orchestration, recording techniques, styles and genres. Underscoring projects will be performed, recorded and critiqued. Includes weekly midi lab times for scoring productions, composition and sound track transcriptions. This course may be used to satisfy 3 credit hours of the 2nd-year (undergraduate) theory requirement. *Prerequisite: MUS 422 (undergraduate); MUS 522 (graduate) or consent of instructor*

### **MUS 424/524 Vocal Literature (3)**

An overview of vocal literature from Renaissance lute song through the 20th century

viewed in terms of: melody, harmony, rhythm, accompaniment form and poetry, with consideration of style and performance practice.

### **MUS 425/525 Keyboard Literature (3)**

An overview of keyboard literature from Baroque, Classical, Romantic and 20th century periods. Activities include listening, study of style, performance practices and score identification.

### **MUS 428/528 Choral Literature (3)**

Study of choral music's place, style, and performance practice in each of the major Western European historical style periods. Includes examination of the choral genre in various world musics. Activities include listening, as well as studying representative scores.

### **MUS 429/529 Literature for Instrumental Ensembles (3)**

Research, inventory, and selection of effective repertoire for the successful instrumental ensemble performer. Course concentrates on published music from the late 18th century to the present for modern orchestral and chamber ensembles.

### **MUS 430/530 Advanced Improvisation (3)**

Application of a broad spectrum of theoretical constructs to improvisation in a variety of musical contexts. *Prerequisite: MUS 332 and 333*

### **MUS 440/540 Performance Anxiety for Musicians (3)**

Introduces the causes and effects of performance anxiety among musicians and seeks to provide methods for coping with the stresses of performance. The diverse needs of the participants will be of foremost importance.

### **MUS 455 Lyric Diction (3)**

Essentials of diction for singers in English, Italian, German and French using I.P.A. symbols.

### **MUS 460/560 Special Topics in Music History (2-3)**

A cultural study on a historical, artistic, literary, or philosophical movement using the role of music in that movement. The central topic will change with each offering in order to address the diverse interests and needs of the students. May be repeated for credit.

### **MUS 465/565 Special Topics In Music Theory (2-3)**

Consideration of contemporary, historical, and ethnographic musical practices. Each term will focus on one or more topics such as species counterpoint, orchestration, serial music, minimalism, non-Western structures or cross-cultural influences. May be repeated for credit.

### **MUS 471/571 Songwriting I (3)**

Study of modern songwriting styles and techniques through analysis and composition. Focus on developing a voice as a lyricist. Study of the harmonic language and forms common to songwriters such as Bob Dylan, Hank Williams,

Harlan Howard, John Lennon, Willie Nelson, and Woody Guthrie.

### **MUS 472/572 Songwriting II (3)**

Study of modern songwriting styles and techniques through analysis and composition. Focus on the variety of forms, melodic styles, and harmonic practices found in the music of late 20th-Century songwriters such as Carole King, Elton John, Paul McCartney, Paul Simon, Paulinho Da Viola, and Tracy Chapman.

### **MUS 473/573 Songwriting III (3)**

Study of modern songwriting styles and techniques through analysis and composition. Developing a distinctive voice as a songwriter. Focus on the dense harmonic language of songwriters such as Richard Rodgers, Cole Porter, Jerome Kern, Harold Arlen, Duke Ellington, and Antonio Carlos Jobim.

### **MUS 606 Special Individual Studies (1-3)**

This course is designed for graduate advanced individual study under the guidance of a designated faculty member. May be repeated for credit.

### **MUS 607 Seminar (1-9)**

Terms and hours to be arranged. May be repeated for credit.

### **MUS 608 Workshop (1-9)**

Terms and hours to be arranged. May be repeated for credit.

### **MUS 640 College Pedagogy in Music (1-6)**

Curricular development, learning assessment, philosophical perspectives and practical issues studied through observation of and collaboration with WOU faculty in the delivery of undergraduate coursework. Course may be repeated for credit when taken in conjunction with different undergraduate courses. May be repeated for credit. *Prerequisite: consent of instructor*

### **MUS 650 Concert Attendance (0)**

Concert attendance for graduate music majors. Available as a P/NC grading option only. May be repeated.

### **MUS 675 Introduction to Graduate Research (3)**

Introduces students to formal and informal scholarly communication and research in music. Finding resources, reading and interpreting research, and understanding and applying the principles of objective investigation will be the focus.

### **MUS 680 Special Topics in Contemporary Musicology (3)**

A musicology seminar designed to provide graduate students with an intense one-term examination of a musical style, period, or philosophy from the last 125 years. The topic will change with each offering in order to address the diverse interests and needs of the student body.

**MUS 685 Contemporary Readings in Music (3)**

An investigation of contemporary writings in areas such as music criticism, comparative musicology, musical semiology and cognitive science.

**MUS 690 Recording and Media Production (1)**

Overview of technical and business concerns involved in professional recording. Course objectives include understanding the roles of recording engineers and producers, understanding basic technical processes to translate aesthetic intent to effective technical language, and understanding expectations in the recording process. Degree candidates must take three consecutive terms of MUS 690. A maximum of three credits can be applied to the degree.

**Music Education****MUE 318 Music for the Classroom Teacher (3)**

Music activities, materials and curriculum for the early childhood and elementary classroom teacher. No previous musical training is required; however, skills such as those developed in musicianship (MUS 111 or 211), class piano or class voice will enable students to gain greater insight into the processes discussed and practiced in this class. *Prerequisite: 2.6 GPA and declared education major*

**MUE 320 Introduction to Orff-Schulwerk (3)**

An introduction to teaching music to children using ideas and instruments developed by composer Carl Orff. This comprehensive approach is useful for classroom teachers as well as music specialists, and focuses on experiential learning. Previous music experience is helpful but not required.

**MUE 399 Special Studies (1-3)****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 M.S. in Education students with a content area in creative arts or interdisciplinary studies. *Prerequisites: MUS 111, 211, or the ability to read music notation*

**MUE 427/527 Choral Methods (3)**

For those planning a career in choral music education. Addresses rehearsal planning and pacing, age-and-ability-specific repertoire, historically accurate performance practice, authentic performance practice in a variety of ethnic and regional styles, sight-reading, vocal production, all aspects of concert planning, and budget preparation.

**MUE 451/551 Woodwind Pedagogy (3)**

Focus on learning how to teach woodwind instruments at the beginning and intermediate levels. Topics include proper embouchure, basic fingerings, published teaching materials and

rehearsal techniques. *Prerequisite: successful completion of three terms of MUP at 200-level on any instrument, or equivalent skill*

**MUE 452/552 Brass Techniques (3)**

Learn basic playing and teaching techniques on brass instruments. Provide basic information and skills for students who anticipate pursuing licensure to teach band or orchestra. Students will learn to play trumpet, horn, trombone and tuba with emphasis on correct fundamental concepts embouchure, tone and hand position. Successful completion of this course and MUE 451/551, MUE 453/553 and MUE 454/554 will constitute approval to enter the MAT program.

**MUE 453/553 Percussion Techniques (3)**

Learn basic playing and teaching techniques on percussion instruments. Provide basic information and skills for students who anticipate pursuing licensure to teach band. Students will learn to play snare drum, timpani, marimba and traps with emphasis on correct fundamental concepts, tone and hand position. Successful completion of this course and MUE 451/551, MUE 452/552 and MUE 454/554 will constitute approval to enter the MAT program.

**MUE 454/554 String Techniques (3)**

Learn basic playing and teaching techniques on string instruments. Provide basic information and skills for students who anticipate pursuing licensure to teach band or orchestra. Students will learn to play violin, viola, cello and bass with emphasis on correct fundamental concepts, tone and hand position. Successful completion of this course and MUE 451/551, MUE 452/552 and MUE 453/553 will constitute approval to enter the MAT program.

**Music Ensembles**

A maximum of 12 hours of music ensemble may be counted toward graduation.

**MUEN 100/300 Pep Band (1)**

Plays at home football games and select home basketball games. Freshmen and sophomores register for MUEN 100; juniors and seniors register for MUEN 300. No audition required. May be repeated for credit. Offered fall and winter terms only.

**MUEN 101/301/501 Concert Choir (1)**

WOU's largest choir. Studies and performs a wide variety of choral literature from all historic periods and styles. One concert performance with different repertoire each term. Freshmen and sophomores register for MUEN 101; juniors and seniors register for MUEN 301; graduate students register for MUEN 501. Open to singers with previous choral experience. May be repeated for credit.

**MUEN 102/302/502 Chamber Singers (1)**

Highly select group of 28 to 32 singers who perform an extensive repertoire of choral chamber works ranging from madrigals to newly composed pieces. Performs in choral

concert each term, appears frequently on campus, and travels extensively. Freshmen and sophomores register for MUEN 102; juniors and seniors register for MUEN 302; graduate students register for MUEN 502. Open by audition only to singers with high level of experience. May be repeated for credit.

**MUEN 103/303 University Band (1)**

Rehearses and performs music of superior artistic quality but moderate technical demands. Presents a concert near the end of each term. No audition required. Freshmen and sophomores register for MUEN 103. Juniors and seniors register for MUEN 303. May be repeated for credit.

**MUEN 111/311/511 Western Oregon Symphony (1)**

Fully instrumented symphony orchestra including strings, woodwinds, brass and percussion. Performance literature is drawn from the standard symphonic repertoire and the best contemporary works, including newly composed and commissioned works. Presents a concert each term. Freshmen and sophomores register for MUEN 111; juniors and seniors register for MUEN 311; graduate students register for MUEN 511. Open by audition only. May be repeated for credit.

**MUEN 112/312/512 Wind Ensemble (1)**

Most advanced symphonic woodwind, brass and percussion group. Repertoire includes the best contemporary and traditional literature for symphonic band, wind ensemble and wind symphony, including newly composed and commissioned works. Presents a concert each term. Freshmen and sophomores register for MUEN 112; juniors and seniors register for MUEN 312; graduate students register for MUEN 512. Open by audition only. May be repeated for credit.

**MUEN 113/313/513 Early Music Consort (1)**

Made up of vocalists and instrumentalists who perform Western European Art Music from the Middle Ages through the Enlightenment. Freshmen and sophomores register for MUEN 113; juniors and seniors register for MUEN 313; graduate students register for MUEN 513. May be repeated for credit.

**MUEN 120/320/520 Chamber Ensemble (1)**

A small ensemble of like or mixed instruments dedicated to a particular repertoire. Freshmen and sophomores register for MUEN 120; juniors and seniors register for MUEN 320; graduate students register for MUEN 520. May be repeated for credit.

**MUEN 121/321/521 Brass Chamber Ensemble (1)**

Performs standard repertoire for various brass chamber groups, including brass quintet and octet. Freshmen and sophomores register for MUEN 121; juniors and seniors register for MUEN 321; graduate students register for MUEN 521. Audition and consent of instructor required. May be repeated for credit.



**MUEN 122/322/522 String Chamber Ensemble (1)**

A small ensemble of string instruments, such as string quartet, violin trio or string orchestra. Freshmen and sophomores register for MUEN 122; juniors and seniors register for MUEN 322; graduate students register for MUEN 522. May be repeated for credit.

**MUEN 123/323/523 Woodwind Chamber Ensemble (1)**

Focuses on music for a standard small woodwind ensemble, such as woodwind quintet, saxophone quartet, clarinet choir or flute choir. Freshmen and sophomores register for MUEN 123; juniors and seniors register for MUEN 323; graduate students register for MUEN 523. May be repeated for credit.

**MUEN 124/324/524 Piano Chamber Ensemble (1)**

A small ensemble with piano that may include any combination of instruments and/or vocalists. Freshmen and sophomores register for MUEN 120; juniors and seniors register for MUEN 320; graduate students register for MUEN 520. May be repeated for credit.

**MUEN 141/341/541 Percussion Ensemble (1)**

Studies and performs contemporary works written for orchestral percussion instruments. It also addresses vernacular traditions such as Afro-Cuban drumming, Caribbean steel drums and hand drums. Freshmen and sophomores register for MUEN 141; juniors and seniors register for MUEN 341; graduate students register for MUEN 541. May be repeated for credit.

**MUEN 142/342/542 New Music Ensemble (1)**

Performs new works by living composers with special emphasis on works by WOU composition students. The ensemble is comprised of acoustic and electronic instruments and incorporates vocal and inter-media elements. Freshmen and sophomores register for MUEN 142; juniors and seniors register for MUEN 342; graduate students register for MUEN 542. May be repeated for credit.

**MUEN 143/343/543 Guitar Ensemble (1)**

Performs a variety of musical styles ranging from 21st century improvisational music to Black Sabbath. This ensemble is for advanced players only. Freshmen and sophomores register for MUEN 143; juniors and seniors register for MUEN 343; graduate students register for MUEN 543. May be repeated for credit.

**MUEN 151/351/551 Opera Scenes: Vocal (1-3)**

Vocal students may participate in productions of scenes from great operas. Freshmen and sophomores register for MUEN 151; juniors and seniors register for MUEN 351; graduate students register for MUEN 551. May be repeated for credit.

**MUEN 152/352/552 Opera Scenes: Instrumental (1-3)**

Instrumental students may participate in

productions of scenes from great operas. Freshmen and sophomores register for MUEN 152; juniors and seniors register for MUEN 352; graduate students register for MUEN 552. May be repeated for credit.

**MUEN 153/353/553 Musical Theatre: Vocal (1-3)**

Musical theater production. Evening rehearsals during winter term, performances at conclusion of term. Freshmen and sophomores register for MUEN 153; juniors and seniors register for MUEN 353; graduate students register for MUEN 553. May be repeated for credit.

**MUEN 154/354/554 Musical Theatre: Instrumental (1-3)**

Selection by professor recommendation to pit orchestra for winter term musical. Freshmen and sophomore register for MUEN 154, juniors and seniors register for MUEN 354; graduate students register for MUEN 554. May be repeated for credit. Audition required.

**MUEN 161/361/561 Western Hemisphere Voices (1)**

The Western Hemisphere Voices is a group of vocalists, with the addition of rhythm, horn, and string sections as needed to accommodate each term's featured repertoire. The group performs and records vocal ensemble music from various American Vernacular Music styles including Jazz, Pop, Rock, Rhythm and Blues, Soul, Motown, and American Popular Song. Freshmen and sophomore register for MUEN 161, juniors and seniors register for MUEN 361; graduate students register for MUEN 561. May be repeated for credit. Audition required.

**MUEN 162/362/562 Western Hemisphere Orchestra (1)**

Dedicated to performing and recording improvised and written music from the vernacular styles of North and South America. Concerts range from dixieland to fusion, from jump blues to funk and from choro to samba. Freshmen and sophomores register for MUEN 162; juniors and seniors register for MUEN 362; graduate students register for MUEN 562. May be repeated for credit.

**MUEN 163/363/563 Orquestra Brasil (1)**

Ensemble dedicated to the performance of Brazilian music. Concerts may focus on a particular artist, such as Pixinguinha, Cartola, Jobim, or Ivan Lins; a single musical genre, such as choro, samba, bossa nova, or MPB; or a historical period. Freshmen and sophomore register for MUEN 163, juniors and seniors register for MUEN 363; graduate students register for MUEN 563. May be repeated for credit.

**MUEN 170/370/570 Combo (1)**

A small ensemble that typically includes a rhythm section and one or more single-line instruments or singers. Freshmen and sophomore register for MUEN 170, juniors and seniors register for MUEN 370; graduate students register for MUEN 570. May be repeated for credit.

**MUEN 171/371/571 Jazz Repertoire Combo (1)**

Course studies material from the rich repertoire of jazz literature from 1930 to the present, with an emphasis on memorization and live performance. Analysis of performance practice and historical context is included. Freshmen and sophomore register for MUEN 171, juniors and seniors register for MUEN 371; graduate students register for MUEN 571. May be repeated for credit.

**MUEN 172/372/572 Hemisphere Combo (1)**

Focuses on the performance of original compositions, as well as arrangements that fit the theme of the Western Hemisphere Orchestra concert each term. Freshmen and sophomore register for MUEN 172, juniors and seniors register for MUEN 372; graduate students register for MUEN 572. May be repeated for credit.

**MUEN 173/373/573 Singer/Songwriter Combo (1)**

Designed for students who sing, write songs, and/or wish to develop their ability to make music in a small group that includes a singer. Repertoire may include original works, jazz standards, country music selections and/or songs from other popular music genres. Freshmen and sophomore register for MUEN 173, juniors and seniors register for MUEN 373; graduate students register for MUEN 573. May be repeated for credit.

**MUEN 190/390/590 Ensemble (1)**

Ad-hoc ensemble formulated for a particular term and/or a particular project that cannot be obtained through established ensembles. Freshmen and sophomore register for MUEN 190, juniors and seniors register for MUEN 390; graduate students register for MUEN 590. May be repeated for credit.

**MUEN 191/391/591 Ensemble Recording Engineer (1)**

Students with advanced engineering skills may gain ensemble credit by serving as a recording engineer for ensembles requiring their services. Appointment is by permission of the ensemble instructor and upon recommendation of student's music technology instructor. Freshmen and sophomore register for MUEN 191, juniors and seniors register for MUEN 391; graduate students register for MUEN 591. May be repeated for credit.

**MUEN 192/392/592 Staff Composer/Arranger (1)**

Students with advanced composition skills may gain ensemble credit by serving as staff composer/arranger for ensembles requiring their services. Staff composers/arrangers will coordinate term projects with ensemble director and composition instructor at the beginning of the term. Appointment is by permission of the ensemble instructor and upon recommendation of student's composition instructor. Freshmen and sophomore register for MUEN 192, juniors and seniors register for MUEN 392;

graduate students register for MUEN 592. May be repeated for credit.

### Music Performance

Students who register for private lessons will be required to attend a seminar in addition to their regular lessons. See instructor for further details.

#### MUP 170/270/370/470/670 Performance Studies: American Vernacular Music (2-4 each term)

Performance studies for students whose interests lie in the fields of popular music, jazz, and related genres. Students perform, compose, transcribe, and arrange music from a broad spectrum of American vernacular genres.

#### MUP 171-199 Performance Studies (2-4 each term)

Individual instruction in voice, keyboard, wind, string and percussion instruments; composition, conducting and recording engineering. First level of lower-division study. For details see MUP 371-399. May be repeated for credit. *Prerequisite: consent of instructor*

#### MUP 271-299 Performance Studies (2-4 each term)

Second level of lower-division study. For details see MUP 371-399. May be repeated for credit. *Prerequisites: 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. May be repeated for credit. *Prerequisite: 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 366	Recording Engineering
MUP 367	Recording Studio
MUP 369	Miscellaneous

#### MUP 371-399 Performance Studies (2-4 each)

Upper-division study for students who have passed the jury audition. May be repeated for credit. *Prerequisites: three terms of MUP 271-299, successful audition, and consent of instructor*

MUP 371	Piano
MUP 372	Harpsichord
MUP 373	Organ
MUP 374	Voice
MUP 375	Violin
MUP 376	Viola
MUP 377	Cello
MUP 378	Bass
MUP 379	Jazz Piano
MUP 380	Guitar
MUP 381	Flute
MUP 382	Oboe
MUP 383	Clarinet
MUP 384	Saxophone
MUP 385	Bassoon
MUP 386	Trumpet
MUP 387	Horn
MUP 388	Trombone
MUP 389	Euphonium
MUP 390	Tuba
MUP 391	Percussion
MUP 392	Composition
MUP 393	Jazz Guitar
MUP 394	Jazz Bass
MUP 395	Conducting
MUP 396	Recording Engineering
MUP 397	Recording Studio
MUP 399	Miscellaneous

#### MUP 471-499 Performance Studies (2-4 each)

Second level of upper-division study. For details, see MUP 371-399. May be repeated for credit. *Prerequisites: three terms of MUP 371-399, successful audition and consent of instructor*

#### MUP 641-669 Performance Studies (2-4 each)

Individual instruction in a student's secondary performance area at the graduate level. For specific discipline, see MUP 341-369. May be repeated for credit. *Prerequisite: acceptance to the Master of Music program and consent of instructor*

#### MUP 671-699 Performance Studies (2-4 each)

Individual instruction in a student's primary performance area at the graduate level. For specific discipline, see MUP 371-399. May be repeated for credit. *Prerequisite: acceptance to the Master of Music program, successful audition, and consent of instructor*

### Philosophy

#### PHL 101 Introduction to Philosophy: Knowledge and Reality (3)

An introduction to philosophical reflection on the fundamental nature of reality, on our knowledge of it and on the justification of that knowledge.

#### PHL 102 Introduction to Philosophy: Personal Morality and Social Justice (3)

An introduction to philosophical reflection on the nature of morality and justice and to basic principles of practical moral reasoning in private and public life, business, medicine, etc.

#### PHL 103 Introduction to Logic (3)

Introduction to both informal and formal logic. Informal topics include analysis and evaluation of techniques of reasoning, problem solving, and judgment and decision-making. Formal logic will examine techniques of deductive reasoning.

#### PHL 199 Philosophy Discussion (1)

Weekly philosophy discussion group meeting: Terms and hours to be arranged. Repeatable for up to 15 credits. P/NC.

#### PHL 207H Philosophy in the Western World: Ancient to Medieval (3)

Examines the most important surviving works of the two principal ancient philosophers, Plato and Aristotle. May include works of Pre-Socratics, Epicureans, the Stoics, Skeptics, or Cynics, medieval philosophers such as Augustine or Aquinas. Topics include both ancient metaphysics and ancient ethics. *Prerequisite: participation in WOU's Honors Program, or consent of instructor*

#### PHL 208H Philosophy in the Western World: Medieval to Enlightenment (3)

History of European philosophy from the dawn of modern science in the 16th Century through the early 19th Century. Will cover some of the major Rationalists: Descartes, Spinoza, or Leibniz, and some of the major Empiricists: Locke, Berkeley, or Hume. May include works by Malebranche, Reid, or Immanuel Kant. Main topics are epistemology and metaphysics. *Prerequisite: participation in WOU's Honors Program, or consent of instructor*

#### 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.

#### PHL 252 Medical Ethics (3)

Examines and critically evaluates a number of contemporary issues in medical ethics. Will provide a scholarly overview and discussion of both theoretical and applied issues. Possible issues to be addressed include: patients' rights, privacy of personal medical information, problems surrounding death and dying including the issues of physician assisted suicide, and medical research including issues of human cloning and stem cell research.

#### PHL 255 Environmental Ethics (3)

Comprises a study of the unique moral relationship and responsibilities that humans have to the non-human environment. It involves both a theoretical and practical

component. Topics may include: global warming, endangered species, pollution, food production, and consumption, limited resources and energy.

**PHL 261 Metaphysics: Theory of Being (3)**

Survey of representative issues and theories regarding the fundamental principles and structure of reality, including such topics as mind-body relation, mind-brain relation, nature of life, nature of matter, reality as a whole, etc.

**PHL 262 Epistemology: Theory of Knowledge (3)**

Survey of representative issues and theories in the philosophical study of human knowledge and its foundations.

**PHL 263 Philosophy of Mind (3)**

Exploration of philosophical questions about the mind, mental states and its relation of mind and brain. Main topics are dualism and various forms of materialism, behaviorism, mind-body identity theories, and functionalism; the nature and content of mental states (e.g. belief, desire, meaning).

**PHL 282 Philosophy of Art (3)**

Introduction to theories of beauty and art and interpretations of the meaning and value of aesthetic experience.

**PHL 283 Philosophy of Religion (3)**

Introduction to theories of religion and basic philosophical issues relating to religion, such as the nature and existence of an ultimate reality, the problem of evil, the interpretation of religious language and symbols, and the nature of mystical experience. *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 321 Existentialism (3)**

Covers major thinkers of philosophical existen-

tialism, which may include French existentialists, German Existentialists, or religious existentialists. May also cover the work of either of the two main progenitors of existentialism: Soren Kierkegaard and Friedrich Nietzsche. The course may also include study of literary works.

**PHL 322 19th Century Philosophy (3)**

Covers major figures of 19th Century Philosophy. Contact instructor for precise syllabus. The course may be taken twice for credit if content is not repeated.

**PHL 323 Continental Philosophy (3)**

Covers major schools, figures, and topics of 20th century European Philosophy. Contact instructor for precise syllabus. Course may be taken twice for credit if content is not repeated.

**PHL 350 Social and Political Philosophy (3)**

Philosophical exploration of basic topics and problems of social, political and economic life, together with theories that indicate how these topics and problems should be understood and handled. Special attention given to principles involved in criticism and justification of institutionalized distributions of power and resources.

**PHL 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 382 Philosophy of Music (3)**

Application of general theories in aesthetics to the specific artistic genre of music, as well as examination of philosophical problems raised by music. Topics include: the nature and definition of music, the nature of aesthetic musical experience, the issue of the objectivity or subjectivity of aesthetic value of musical works and musical performances, metaphysical issues about what a musical work is, and the issue of authenticity in musical performance.

**PHL 398 Special Studies A (1-6)**

Course covering areas in ethics, value theory, aesthetics, and related areas. It is offered from

time to time as a regular three 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 12 hours without repeating a topic.

**PHL 399 Special Studies B (1-6)**

Course covering areas of metaphysics, epistemology, language, science, logic, and related areas. It is offered from time to time as a regular three hour course with a special topic. May include study of the work of a specific philosopher or school. Terms and hours to be arranged. Course may be taken up to 12 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 a major or minor in philosophy, or a major in humanities with a concentration in philosophy.

**PHL 406 Special Individual Studies (1-15)**

Terms and hours to be arranged. Individual or special studies in a specific area of interest, under the guidance of a designated faculty member.

**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. Limit of 20 students. *Prerequisite: consent of instructor; course may be retaken up to a maximum of nine hours if content is not repeated*

**PHL 607 Seminar (3)**

One of a variety of topics in philosophy as announced in the schedule of classes.

**Physical Education**

**PE 111 Beginning Weight Training (2)**

May be repeated for credit up to six credits.

**PE 112 Jogging/Walking (2)**

May be repeated for credit up to six credits.

**PE 113 Intermediate Weight Training (2)**

May be repeated for credit up to six credits.

**PE 114 Aerobic Dance (2)**

May be repeated for credit up to six credits.

**PE 115 Aerobic Kickboxing (2)**

Course involves participation in kickboxing and martial arts-related movements combined with other aerobic movements and performed in sequences and routines to increase cardio-respiratory (aerobic) endurance. Positive lifestyle and behavior changes related to

fitness, health, and wellness will be emphasized throughout the course. May be repeated for credit up to six credits.

#### **PE 116 Beginning Pilates (2)**

Introduction to the Pilates method of body conditioning. Pilates principles of breath, concentration, control centering, precision, and flow/rhythm will be practiced while performing a learned series of preparatory and beginning level mat exercises. Exercises focus on postural awareness, proper use of breathing, stabilizing the core, and increasing muscular strength and flexibility. Exercise modifications are provided to work at individualized levels. May be repeated for credit up to six credits.

#### **PE 117 Body Conditioning (2)**

Course involves participation in a non-aerobic, well-rounded, muscular conditioning exercise program consisting of high repetition, low resistance exercises to increase muscular strength and endurance and stretching exercises to increase flexibility for enhanced personal health. The knowledge, skills, and behaviors developed in this course will provide students with the basis for continuing a muscular conditioning program at home for life. May be repeated for credit up to six credits.

#### **PE 118 Military Physical Conditioning (1)**

Designed to prepare Army ROTC students to excel in the Army Physical Fitness Test (APFT). The APFT measures physical endurance in three timed events: two minutes of push ups, two minutes of sit ups, and the two-mile timed run. Class is instructed by the Army ROTC Cadre and assisted by the Military Science III Cadets to prepare the MS III's for the Leadership Development and Assessment Course during the summer of their junior year. May be repeated for a total of 3 credit hours. PE 118 for non-ROTC students. MS 118 for ROTC students. May be repeated for credit up to six credits.

#### **PE 119 Zumba (2)**

Contemporary form of aerobic exercise that enhances cardio-respiratory endurance and muscular fitness using dance styles and rhythms from a variety of international countries, including Latin and South America, Africa, the Middle East, and Polynesia. Students will learn multiple dance steps/movements and improve overall body conditioning, coordination, and motor development. May be repeated for credit up to six credits.

#### **PE 120 Intermediate Pilates (2)**

Provides students with prior experience in Pilates the opportunity to extend their knowledge and performance of Pilates mat exercises. Intermediate and advanced level exercises as well as anatomical foundations of exercises will be emphasized. Students will enhance their ability to integrate Pilates principles and concepts into their work and further develop their mind-body awareness, postural alignment, core stability, balance, and overall muscular strength and flexibility. May be repeated for credit up to six credits. *Prerequisite: PE 116 or consent of instructor*

#### **PE 121 Multicultural Dance (2)**

Basic movements and rhythmic techniques for performing a variety of multicultural dances to enhance their health and well-being, learn about other cultures, and experience the joy of dancing in a positive, social atmosphere. May be repeated for credit up to six credits.

#### **PE 122 Social Dance I (2)**

Basic techniques and variations for performing a variety of social dances to enhance their health and well-being. Dance styles will include ballroom (smooth, rhythm, and Latin) and country-western partner and line dances. May be repeated for credit up to six credits.

#### **PE 123 Social Dance II (2)**

Course allows students to continue their learning and experience in social dance. May be repeated for credit up to 6 credits. *Prerequisite: PE 122*

#### **PE 131 Individual Health and Fitness (2)**

Health values of physical fitness, components and measurements of physical fitness, conditioning programs, designing an individual fitness program, weight control and exercise, nutrition and exercise, disease and exercise, adapted fitness activities, 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 132 Badminton (2)**

May be repeated for credit up to six credits.

#### **PE 133 Bowling (2)**

May be repeated for credit up to six credits.

#### **PE 134 Golf (2)**

May be repeated for credit up to six credits.

#### **PE 135 Intermediate Golf (2)**

Provides intermediate golfers the opportunity to develop their abilities through instruction, assignments and practice. May be repeated for credit up to six credits. *Prerequisite: PE 134 or instructor approval*

#### **PE 139 Tennis (2)**

May be repeated for credit up to six credits.

#### **PE 143 Yoga (2)**

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. May be repeated for credit up to six credits.

#### **PE 144 Energy Yoga (2)**

A multi-level (begin/inter/adv) course focused in the energy arts of Eastern Yoga and Asian Qi

Gong. Introduces student to basic philosophy, concepts, principles and physical forms associated with the practice of Ashtanga (Hatha) Yoga and Badaunjin Qi Gong. May be repeated for credit up to six credits.

#### **PE 145 Tai Chi (2)**

Beginning level course in the ancient Chinese art of Taiji Quan. Introduces participant to the basic physical movements and principles associated with the five major styles of Taiji Quan currently being practiced throughout the world today. The Yang style, twenty-four posture form (also called simplified form), will be promoted here. May be repeated for credit up to six credits.

#### **PE 146 Intermediate Tai Chi (2)**

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. May be repeated for credit up to six credits.

#### **PE 147 Karate (2)**

Beginning level course in the Korean martial art of Tang Soo Do karate. Introduces student to the basic philosophy, concepts, physical forms, and principles associated with, and common to, all major Asian styles of karate. May be repeated for credit up to six credits.

#### **PE 150 Basketball (2)**

May be repeated for credit up to six credits.

#### **PE 152 Indoor Soccer (2)**

Introduction to the basic skills and strategies of indoor soccer/futsal. Individual skills of kicking, passing, shooting, receiving the ball, advancing the ball, dribbling, heading, and defensive techniques will be covered as well as playing rules, team formation, set plays/restarts, attacking, and defensive concepts. May be repeated for credit up to six credits.

#### **PE 154 Soccer (2)**

May be repeated for credit up to six credits.

#### **PE 155 Softball (2)**

May be repeated for credit up to six credits.

#### **PE 156 Volleyball (2)**

May be repeated for credit up to six credits.

#### **PE 157 Intermediate Volleyball (2)**

May be repeated for credit up to six credits.

#### **PE 160 Aquatics I (2)**

May be repeated for credit up to six credits.

#### **PE 161 Aquatics II (2)**

May be repeated for credit up to six credits.

#### **PE 162 Fitness Swim (2)**

Students will learn and practice competitive swim strokes and participate in water aerobic workouts. Student will also learn personal

water safety skills in order to develop confidence, coordination and relaxation in the water. May be repeated for credit up to six credits.

### **PE 173 Alpine Skiing and Snowboarding (2)**

Course provides the student with instruction in the proper techniques of alpine skiing and/or snowboarding with skill development and progression compatible with the ability level of the participant. Various equipment trends and safety concerns will be addressed. The course content rests primarily with extended day trips. May be repeated for credit up to six credits.

### **PE 175 Nordic Skiing and Snowshoeing (2)**

Course provides the student with instruction in the proper techniques of Nordic skiing and/or snowshoeing with skill development and progression compatible with the ability level of the participant. The course content rests primarily with extended day trips. May be repeated for credit up to six credits.

### **PE 176 Beginning Rock Climbing (2)**

Introduction to sport climbing in an indoor climbing facility. Emphasis will be placed on safety, belay systems, climbing movement, training techniques, anchoring, repelling, and taking responsibility for a safe climbing community. Instruction will primarily consist of skill introduction, demonstration, and discussion followed by an hour or more of each class dedicated to practicing new techniques and challenging yourself. May be repeated for credit up to six credits.

### **PE 180 Introduction to Challenge Course (2)**

Course is experiential in nature using group discussions, team building activities and problem solving initiatives to provide educational opportunities and promote personal and professional growth. A challenge course is a series of activities designed to promote teamwork, problem solving and communication skills, and enhance self-confidence. May be repeated for credit up to six credits.

### **PE 182 Backpacking (2)**

Provides student exposure to the fundamental concepts and guidelines of hiking and backpacking. Course will discuss minimizing the impact on the environment, safety and orienteering. Also examines equipment and new trends. Emphasis rests primarily with extended day hikes and overnight excursions. May be repeated for credit up to six credits.

### **PE 183 Advanced Backpacking (2)**

Trains individuals to plan and lead backpacking expeditions. Trail selection and profiling, orienteering, safety, and trip planning will be discussed and demonstrated in the field. Main focus is on a four to seven day backpacking experience in a wilderness environment. Course presupposes basic knowledge of backpacking issues (leave no trace principles, safety, and equipment). May be repeated for credit up to six credits.

### **PE 184 Cycling (2)**

Course introduces students to cycling (road) as a method to achieving health and fitness levels relative to personal goals. Students will be introduced to health related physical fitness concepts, develop personal health and fitness goals, and learn the principles behind basic fitness programming, all through the medium of cycling. Students will also be introduced to basic bicycle terminology and maintenance, riding technique and safety. May be repeated for credit up to six credits.

### **PE 185 Fishing (2)**

Exposes student to fundamental concepts, guidelines and varieties of sport fishing. Course will discuss proper care and conservation of the outdoors, examine equipment, rules and regulations associated with the sport and offer practical skill experience in casting and baiting techniques. May be repeated for credit up to six credits.

### **PE 186 The Art and Science of Fly Fishing (2)**

General overview of fly fishing. Equipment evaluation, casting skills, what fish eat, fish habitat, methods of pursuit, entomology, knot theory, safety and fishing etiquette are study topics for the course. May be repeated for credit up to six credits.

### **PE 188 Indoor Cycling (2)**

Training using stationary indoor cycling to develop cardio respiratory endurance and muscular fitness. Instructor guidance in warm up, steady up-tempo cadences, sprints, climbs, endurance trials, and cool-down using proper body alignment and movement mechanics. May be repeated for credit up to six credits.

### **PE 199 Special Studies (1-15)**

Terms and hours to be arranged. May be repeated for credit up to six credits.

### **PE 230 Foundations of Exercise Science (4)**

Introduction to the field of exercise science and its various professional applications. An overview of the sub-disciplines of exercise science will be provided as well as career tracks and opportunities and related professional organizations. From this study, students are motivated to develop their own philosophies and select a program/career track.

### **PE 238 Teaching Educational Gymnastics (2)**

Designed for physical education and elementary education majors and those in related fields who may teach physical activities to students. Students will have the opportunity to learn how to perform, teach and spot beginning and intermediate gymnastics and tumbling skills and activities.

### **PE 239 Teaching Movement Education (3)**

Course involves students in learning how to teach movement concepts, fundamental motor skills, and physical activity to children. Emphasis will be placed on learning developmentally appropriate physical activities for children (K-6), motor skill analysis and assessment, methods

for task variation, movement progression development, and teaching strategies.

*Co-requisite: PE 330*

### **PE 240 Teaching Dance in Physical Education (3)**

Course provides students with the pedagogical content knowledge for teaching creative and recreational forms of dance within the K-12 physical education curriculum.

### **PE 241 Teaching Games I (3)**

Activity and theory designed to experience, examine and develop a non-traditional curriculum for K-12 physical education following the Teaching Games for Understanding model. Various physical activities included that can be part of the TGfU model in physical education.

### **PE 242 Teaching Games II (3)**

Activity and theory designed to experience, examine and develop a non-traditional curriculum for K-12 physical education following the Sport Education model. Various physical activities included that can be part of the Sport Education model in physical education.

### **PE 243 Teaching Outdoor and Adventure Education (3)**

Activity and theory designed to experience, examine and develop a non-traditional curriculum for K-12 physical education. Various outdoor and adventure activities included that can be part of an alternative curriculum in physical education.

### **PE 244 Teaching Aerobic Fitness (3)**

Course provides students with the pedagogical content knowledge for teaching aerobic fitness and related conditioning activities within the K-12 physical education curriculum and various venues in the fitness industry.

### **PE 245 Teaching Strength Training and Conditioning (3)**

Designed to expose students to a variety of training methodologies, philosophies and applications. Emphasis is to prepare students with an adequate knowledge base in the area of resistance exercise and conditioning so they may write prescriptive training regimens for specific performance areas.

### **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 (2)**

### **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 Science (4)**

Designed to acquaint the student with basic principles of exercise physiology, kinesiology/ biomechanics, and motor development. Emphasis is on application of these principles to younger populations. The course assumes limited background in anatomy, physiology, and physics.

**PE 310 Motor Learning (4)**

Study of principles of motor learning and their influence on the learning, retention and performance of motor skills.

**PE 320 Fitness Programming for General Populations (4)**

Organization and implementation of fitness activities and programs for general populations in fitness clubs, community centers, clinics, and private corporations. Special emphasis given to job opportunities and professional certifications (ACSM, NSCA).

**PE 330 Teaching Methods in Physical Education I (4)**

Course provides pre-service physical education specialists with an introduction to the theory and practice of teaching physical education to children. Students will be actively involved in a comprehensive, service learning, teaching practicum with local home schooled children throughout the course. *Prerequisite: PE 230, PE 310, PE 371. Co-requisite: PE 239*

**PE 335 Field Experience in Physical Education (1)**

A physical education field-based experience within a K-12 school setting, under the guidance of a cooperating teacher and university supervisor. *Prerequisite: PE 330, 3 classes from the PE 239-245 series and instructor approval*

**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 and 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. Three lectures and one two-hour lab each week.

**PE 361 Coaching Youth Sports (3)**

Examination of the practices and philosophies involved in coaching and administering youth sports with emphasis on developing practical materials and philosophical goals and strategies.

**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.

*Prerequisite: 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. *Prerequisite: 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. *Prerequisite: 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. *Prerequisite: activity course in volleyball*

**PE 371 Kinesiology (4)**

Students will study the structure and function of the human musculoskeletal system, and will apply movement analysis techniques to a wide range of fundamental and activity specific movement patterns. *Prerequisite: BI 234; MTH 105 or MTH 111 (or higher). All prereqs with a grade of C- or better*

**PE 373 Recreational Sport Management (3)**

Introduces students into sport 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 376 Introduction to Sport Management (3)**

Explores aspects of the changing world of sport management and reviews the latest business trends and career opportunities that may

exist for the student both domestically and internationally.

**PE 377 Sport Management: Issues and Strategies for Collegiate Athletics (3)**

Identifies many issues facing intercollegiate athletics. Evaluation of current trends in the governing and operations of college athletics departments. Comprehensive overview of the NCAA's constitution, operating bylaws and administrative bylaws.

**PE 378 Sport Management: Issues and Strategies for Professional Athletics (3)**

Provides students with an understanding of different professional sport leagues and franchises and issues facing professional sports. Students will be expected to attend a professional sport contest and evaluate the business strategies involved with game-day operations.

**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 nine credit hours.

**PE 407 Seminar (1-4)**

Credit for PE 406, 407 and 408, singly or combined, may not exceed nine credit hours.

**PE 408 Workshop (1-4)**

Credit for PE 406, 407 and 408, singly or combined, may not exceed nine credit hours.

**PE 409 Practicum (1-12)**

Terms and hours to be arranged. Eligible for the RP grade option.

**PE 410/510 Sport Ethics (4)**

A study of theories of ethical behavior, moral philosophy and education, and their application to issues in sport and athletics.

**PE 415 Lifespan Motor Development (4)**

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.

*Prerequisite: PE 230, BI 234, 235, 236, each with a grade of C- or better*

**PE 419 Internship in Exercise Science (4)**

Supervised field experience, completed in cooperation with a qualified, partnering agency. The experience is designed to allow the Exercise Science major to demonstrate the professional skills and competencies appropriate to their chosen career path.

*Prerequisite: senior standing, completion of the Exercise Science major required core courses, and consent of instructor*

**PE 420/520 Motor Learning for Coaches (4)**

Study of conditions and factors which influence the learning and performance of motor skills with particular attention to those skills having

relevance for the coach as orchestrator of learning and retention.

#### **PE 423/523 Sport in Film (4)**

Focuses on ways a person can “read” a movie and apply sport film topics and themes to one’s cultural, societal, individual, and professional issues.

#### **PE 430 Teaching Methods in Physical Education II (4)**

Current best practices in teaching strategies and teacher effectiveness for secondary physical education with the intent to maximize student learning and physical activity. Development and analysis of teaching skills with a focus on NASPE K-12 content and beginning teacher standards. *Co-requisite: PE 431. Prerequisite: PE 335 and five classes from PE 239-245 series*

#### **PE 431 Assessment Strategies In Physical Education (4)**

Examination of assessment and evaluation tools in physical education by which to gauge student learning in all learning domains. Will enable students to align and embed assessment with instruction in the design and delivery of physical education programs. *Co-requisite: PE 430. Prerequisites: PE 335 and five classes from the PE 239-245 series*

#### **PE 433 Physical Education in the Elementary School (4)**

Experiential course provides elementary classroom teachers with an overview of theory and practice for teaching physical education to children in the elementary school (K-6). Methods for integrating physical activity with other disciplines, in the classroom, and as part of a healthy school and community environment will be explored.

#### **PE 434 Elementary Physical Education Teaching Practicum (3)**

Course involves students teaching small groups of local home schooled children (pre-K through 6) a series of elementary physical education content and activities. *Prerequisite: PE 433*

#### **PE 440 Legal Issues in PE and Sport (3)**

Familiarizes the students with legal aspects relating to physical education and sport. Student’s constitutional rights in the public school setting, as they relate to physical education and sport, with specific attention given to the First, Fourth and Fourteenth Amendments. *Prerequisite: junior, senior or post-baccalaureate standing*

#### **PE 444 Lifespan Adapted Physical Activity (4)**

Study of problems as they relate to philosophy, procedures, and practices in Adapted Physical Education, and the organization and administration of Adapted Physical Education and Recreation programs for people in all age groups who have disabilities. *Prerequisite: PE 230, PE 310, PE 371*

#### **PE 445/545 Curricular Issues in Physical Education (4)**

Constructing a curriculum for K-12 physical education will be examined from two main perspectives; 1) curriculum as content and 2) curriculum as teacher. Various curricular and instructional models will be explored from a theoretical basis, using the NASPE K-12 content standards as a framework. *Prerequisite: PE 430 and 431 and six classes from PE 239-245 series*

#### **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. *Prerequisite: 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. *Prerequisite: PE 359*

#### **PE 461 Evaluation and 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. *Prerequisite: 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. *Prerequisite: senior standing*

#### **PE 470 Sociological and Psychological Aspects of Physical Activity (4)**

This course will focus on social and psychological factors associated with physical activity and sport experiences across the lifespan. *Prerequisite: PE 230, PE 310, PE 371*

#### **PE 473 Physiology of Exercise (4)**

Human physiological response and adaptation to the effects of physical activity, conditioning, and training programs. Exercise implications for both health and human performance. *Prerequisites: BI 234, 235, 236, all with a C- or better; MTH 105 or MTH 111 (or higher level math course) with a grade of C- or better; PE 230*

#### **PE 480/580 Adventure in Education (3)**

Class is experiential in nature using group discussion, team-building activities, and problem solving initiatives to provide opportunities for personal and professional growth. Class is appropriate for all.

#### **PE 483 Biomechanics (4)**

Principles from physics will be presented with application in understanding the

physical constraints on human movement, and in evaluating various aspects of human performance and injury risk assessment.

*Prerequisites: MTH 105 or MTH 111 (or higher level math course) with a grade of C- or better; PE 230, PE 371*

#### **PE 484 Advanced Topics in Biomechanics (4)**

In depth examination of research and practice in biomechanics. Discussion and research topics will vary by term. *Prerequisite: PE 483 or consent of instructor*

#### **PE 485 Exercise Testing and Prescription (4)**

Methods and protocols for screening, evaluating and prescribing exercise programs for healthy adults. Emphasis is on exercise testing procedures and interpretation of results to promote a healthy physically active lifestyle. *Prerequisites: HE 325 and PE 473*

#### **PE 486/586 Advanced Topics in Motor Behavior (4)**

In depth examination of research and practice in Motor Behavior/Motor Learning. Discussion and research topics will vary by term. Topics may include areas such as: dynamic systems, motor control in learning or rehabilitation, program planning, etc. *Prerequisites: PE 310 or consent of instructor*

#### **PE 487 Advanced Topics in Physiology of Exercise (4)**

In depth examination of the human physiological response to the acute and chronic effects of exercise. Research and discussion topics will vary by term. *Prerequisites: BI 234, 235, 236*

#### **PE 488 Exercise Motivation and Adherence (4)**

Social/psychological aspects of self-perceptions and cognitions in explaining motivated behavior in exercise and fitness settings. Focus is on theories and application of strategies for facilitating individual behavior change.

#### **PE 499 Capstone (4)**

Demonstration of professional competencies through the development of an electronic portfolio. *Prerequisite: senior standing.*

#### **PE 606 Special Individual Studies (1-9)**

Terms and hours to be arranged.

#### **PE 607 Seminar (1-9)**

Terms and hours to be arranged.

#### **PE 608 Workshop (1-9)**

Terms and hours to be arranged.

#### **PE 609 Practicum (1-9)**

Terms and hours to be arranged.

#### **PE 650 Musculoskeletal Health (4)**

Students will examine the impact certain health conditions have on the musculoskeletal system, and the role of movement and exercise in prevention and intervention programs.

**PE 659 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. *Prerequisite: 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 each)**

Fundamental principles and applications of classical mechanics, heat, electricity and magnetism, wave motion and optics. For students in pre-engineering and the natural sciences. Three lectures and one three-hour laboratory period. *Prerequisite: 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. *Prerequisite: 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 681, 682 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. *Prerequisites: one year each of college mathematics and physics; offered during summer session*

**Political Science****PS 193 Introduction to Model United Nations (3)**

An introduction to Model United Nations, international issues, policy making and the activities of the United Nations. Students will also develop public speaking, research and writing, negotiation, interpersonal and leadership skills while role playing United Nations delegates at MUN conferences locally and regionally.

**PS 199 Special Studies (1-6)**

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 204 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, authority and democratization.

**PS 325 Democracy: Theory and Practice (3)**

This course integrates political philosophy and modern social science research to examine the nature and relationship between democratic ideals and practices.

**PS 350 Introduction to Public Policy (3)**

An investigation of the political processes and substantive content of American public policy, patterns of problem identification, policy creation, approval, implementation, and evaluation. Consideration of selected contemporary national, state and local policies.

**PS 351 Introduction to Public Administration (3)**

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 375 Scope and Methods of Political Science (3)**

An introduction to the history, nature and methods of political science as a discipline. Examines a variety of conceptual tools used to study politics, including qualitative and quantitative research methods.

**PS 393 Advanced Model United Nations (1-3)**

An advanced orientation to Model United Nations, international issues, policy making and the activities of the United Nations. Students will also improve public speaking, research and writing, negotiation, interpersonal and leadership skills while role playing United Nations delegates at MUN conferences locally, nationally and internationally. Course may be repeated up to 12 credits. *Prerequisite: PS 193 or consent of instructor*

**PS 399 Special Studies (1-3)**

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. *Prerequisite: 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. *Prerequisite: 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. Provides opportunities for practical experience in the administrative processes of federal, state and local government agencies and public or nonprofit organizations. Eligible for the RP grade option. *Prerequisite: consent of instructor and at least 3.00 GPA*

**PS 410 Political Science Internship (3-12)**

Provides opportunities for practical experience with the Oregon State Legislature, city councils, legal offices, political campaign or interest group activities. Eligible for the RP grade option. *Prerequisite: consent of instructor and at least 3.00 GPA*

**PS 414 Political Parties, Pressure Groups and Elections (3)**

An analysis of the nature, organization and operation of political parties, pressure groups and elections with special attention to their functions in the American political process. A consideration of current problems and reforms in the area. *Prerequisite: PS 201 or consent of instructor*

**PS 415 Politics and Psychology (3)**

An analysis of the motivations for various forms of political behavior (apathy, voting, revolution) and the creation of political belief systems with emphasis on psychological theories and the socialization process. *Prerequisite: PS 201 or consent of instructor*

**PS 416 Politics and Communication (3)**

An examination of the relationship between politics and communication and how it affects American society. Emphasis is on the politics of communication, the ways in which institutions of mass media, particularly television, help create, advance and reinforce public opinion and political agendas. *Prerequisite: PS 201 or consent of instructor*

**PS 419 American Presidential Elections (3)**

Examination of the processes and outcomes of American presidential elections with emphasis on the period from 1952 to the present. *Prerequisite: PS 201 or consent of instructor*



**PS 423 Issues in National Policy (3)**

A detailed analysis of the functions and policies of American national government with emphasis on selected contemporary problems and issues. *Prerequisite: PS 201 or consent of instructor*

**PS 424 Policy-making in the States (3)**

An examination and analysis of selected key issues and characteristics of contemporary state government. *Prerequisite: PS 201 or consent of instructor*

**PS 425 Native American Politics and Policy (3)**

Course explores the history and current dynamics of Native American politics and public policy. The political and policy elements that all tribes share are considered, as well as the variation among them. The situations and challenges of Oregon tribes receive specific attention.

**PS 426 Federalism and Intergovernmental Relations (3)**

An investigation of the constitutional, political, financial, and administrative patterns that operate within the American federal system and a comparison of those patterns with ones from selected non-American federal systems. *Prerequisites: PS 201 and 202, or consent of instructor*

**PS 430/530 The Aging Society (3)**

Analyzes the demographic, economic, social, and political dimensions of our aging population. The unique nature, needs and policy implications of the growing elderly population receive particular attention.

**PS 432 Global Health Policy (3)**

Examines a range of transnational health issues, including the global AIDS pandemic, malaria and malnutrition. Students will learn about the major international institutions and programs designed to improve global health, such as the World Health Organization, the World Food Program, UNICEF and the United Nations Millennium Development Goals.

**PS 433 Health Care Politics and Policy (3)**

Course examines the fundamentals of health care access in the United States. Specific topics include: the Medicare and Medicaid systems; the evolving nature of private health care insurance systems; the concerns and influence of interest groups and political parties in this field; and the prospects of reform.

**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. *Prerequisites: PS 201 and 202, or consent of instructor*

**PS 436/536 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 440 Causes of War (3)**

A theoretical and empirical overview of the causes of war and conflict. Students will learn the main international relations theories, specific causes of war from the causes of war literature and analysis of case studies including World War II, the Iraqi wars and the Israeli conflicts. *Prerequisites: PS 203*

**PS 441 Causes of Peace (3)**

A theoretical and empirical overview of the causes of peace, as opposed to the causes of war, in the world. Students will study ways of achieving peace at the individual, community, national and international levels. The lives and writings of prominent pacifists will be examined.

**PS 444 National Security (3)**

Introduction to national security with an emphasis on theoretical background, and historical and contextual influences upon national and human security issues. Will include an introduction to the U.S. national security policy making establishment, and examination of traditional and newly emerging issues in national and human security.

**PS 445 Introduction to Policy Analysis (3)**

A study of the process and problem of policy analysis with a focus on the limitations and proper use of analytical techniques. *Prerequisite: PS 201 or consent of instructor*

**PS 446 Land Resource Politics and Policy (3)**

A broad examination of the development and present nature of land use policies, particularly the management of national lands.

**PS 447 Environmental Politics and Policy (3)**

An analysis of the history, politics and implementation of national environmental policy and the most important environmental laws and organizations.

**PS 449 Environmental Values and Political Action (3)**

Surveys the values and philosophies 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 451 Political Theory: Plato to Marx (3)**

An examination of the history of political thought from Plato, Aristotle, Cicero and Aquinas to Machiavelli, Hobbes, Locke, Rousseau, Wallstonecraft, Mill and Marx.

**PS 452 Political Theory: Marx to Habermas (3)**

An examination of Modern political thought from Marx, Nietzsche, Weber and Freud to Arendt, Fanon, Rawls and Habermas.

**PS 454/554 Public Personnel Administration (3)**

A study of governmental personnel systems. Topics include the underlying values of public personnel administration, classification, pay, and benefits, evaluation, recruitment, training, affirmative action, and collective bargaining. *Prerequisites: PS 350 and 351, or consent of instructor*

**PS 459 Government and Politics of Latin America (3)**

Explores the history, politics and political economy of Latin America in general and select Latin American countries in particular.

**PS 460 Government and Politics of Asia (3)**

A comparative study of political cultures, ideologies, governments and contemporary issues in selected Asian nations. *Prerequisites: PS 203 and 204, or consent of instructor*

**PS 461 Politics and Government of Post-Communist States (3)**

A comparative study of political cultures, ideologies, governments and contemporary issues in selected post-communist nations. *Prerequisites: PS 203 and 204, or consent of instructor*

**PS 462 Politics and Government of Europe (3)**

A comparative study of political cultures, ideologies, governments and contemporary issues in selected European nations. A consideration of the problems and possibilities of regional integration. *Prerequisites: PS 204 or consent of instructor*

**PS 463 Government and Politics of Developing Nations (3)**

A comparative study of political cultures, ideologies, governments and contemporary issues in selected developing nations. *Prerequisite: PS 203 and PS 204, or consent of instructor*

**PS 464 Government and Politics of Africa (3)**

Examines South African politics within a wider sub-Saharan and African context. South Africa's most pressing problems and challenges, such as the AIDS pandemic, economic inequality, race relations, land redistribution, health care, environmental degradation and immigration are explored.

**PS 465 Government and Politics of the Middle East (3)**

A survey of the major social and political issues in the Middle East, such as the role of Islam, pan-Arabism, nationalism, democratization, gender and society, relations with the West, the Israeli-Palestinian conflict, and the Iraq wars.

**PS 466/566 Governmental Budgeting (3)**

A study of the political, fiscal, policy and management aspects of budget formation and

implementation in American state and national governments. *Prerequisites: PS 350 and 351, or consent of instructor*

**PS 469 Congress and the Presidency (3)**

An investigation of the structures, powers, operations, politics and problems of the American congress and the presidency with emphasis on the functioning of separation of powers. *Prerequisite: PS 201 or consent of instructor*

**PS 471 Immigration Politics and Policy (3)**

An introduction to the politics, policies, concepts, theories and issues surrounding immigration to the United States. Topics include the history of immigration to America, settlement patterns, push and pull forces, assimilation, national identity and national security in the post 9/11 age of globalization.

**PS 473 Globalization Issues (3)**

A study of the political, social, economic and cultural forces that are transforming the modern world. Considers the ways in which people and countries are increasingly interconnected by technology, immigration, culture, the environment, international trade and economics.

**PS 477 International Environmental Politics (3)**

An introduction to the issues, processes and actors of international environmental politics. Issues to be covered will be the creation and evolution of international environmental actions including domestic and international processes and in-depth examinations of cases.

**PS 478 Political Fiction and Film (3)**

A study of political belief systems, behaviors, relationships and concepts (justice, moral choice, liberty) in various cultures and time periods through the medium of the political novel and film.

**PS 479/579 American Constitutional Law (3)**

An introduction to the study of American constitutional law that involves a detailed case-study approach in which the students prepare briefs on case law. *Prerequisite: PS 201*

**PS 480/580 Administrative Law (3)**

An advanced review of the legal context of public administration. The legal process within the bureaucracy and the duties and responsibilities of the individual administrator receive particular attention. *Prerequisites: PS 350 and 351, or consent of instructor*

**PS 481 International Law (3)**

An introduction to the principles, sources, and basic concepts of international law. Issues to be covered will be the creation and evolution of international law, its nature and sources, and its relation with states, individuals and international organizations. *Prerequisite: PS 203 or consent of instructor*

**PS 484 American Jurisprudence (3)**

Course improves understanding of how the

law works and of legal reasoning through reading and discussion of cases and essays. It covers both concrete legal principles and more abstract reflection on the sources and functions of the law. *Prerequisites: PS 201 or consent of instructor and at least junior standing*

**PS 485 Legal Reasoning and Writing (3)**

Course for those considering a career in the law. Training in the use of legal research sources, briefing cases, writing legal briefs and arguing cases in topical areas in both civil and criminal law. *Prerequisites: PS 201 or consent of instructor and at least junior standing*

**PS 490 Community Politics (3)**

An analysis of political processes, institutions, problems, and issues at the local level with emphasis on metropolitan areas, city management and federal/state/urban relations. *Prerequisite: PS 202 or consent of instructor*

**PS 492 Political Ideologies (3)**

Capitalism, liberalism, conservatism, communism, socialism and fascism considered as world views and politico-economic systems in various cultures, with emphasis on comparative values and methods. *Prerequisite: PS 203 or consent of instructor*

**PS 493 International Organizations (3)**

An advanced study of global problems (war, human rights, economic development) and organizations designed to alleviate them. *Prerequisite: PS 203 or consent of instructor*

**PS 494 Human Rights (3)**

Introduction to the historical, substantive and theoretical evolution of human rights, the actors involved in producing, implementing and enforcing human rights, and several human rights cases.

**PS 495 Public Sector Labor Relations (3)**

Introduction to labor relations in the public sector. Topics include the historical background and legal environment of public sector unions, the fundamentals of collective bargaining, including processes, politics, and methods of resolving impasses, the implementation of collective bargaining agreements, including grievance procedures and the impact of unions on public personnel policies.

**PS 497 U.S. Foreign Policy (3)**

A consideration of the origin, character and consequences of American foreign policy with an emphasis on policy-making and issues since 1945. *Prerequisites: PS 201, PS 203 or consent of instructor*

**PS 601 Research (1-6)**

Terms and hours to be arranged.

**PS 603 Thesis or Field Study (1-6)**

Terms and hours to be arranged.

**PS 605 Reading and Conference (1-6)**

Terms and hours to be arranged.

**PS 607 Seminar (3)**

**PS 608 Workshop (1-6)**

**PS 609 Practicum: Internship (1-9)**

**PS 615 Social Policy Case Studies (3)**

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 M.S. in social policy are especially encouraged to take this course.

**PS 640 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 675 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.

**Psychology**

**PSY 199 Special Studies (1-3)**

Terms and hours to be arranged. Course may be repeated for credit if content is different.

**PSY 201 General Psychology (4)**

A study of the science of human behavior and experience. Areas covered may include: research methods, biological bases of behavior, learning, memory, perception, cognition and development.

**PSY 202 General Psychology (4)**

A study of the science of human behavior and experience. Areas covered may include: consciousness, personality, health psychology, motivation, intelligence, abnormal behavior, psychotherapy and social psychology.

**PSY 218 Psychological Foundations of Education (3)**

A survey of psychological topics relevant to educational settings. These topics may include child and adolescent development, learning, memory, cognitive processes, motivation, assessment and behavioral management. This course is designed for Education majors. Psychology majors should not take this course.

**PSY 300 Introduction to the Major: Careers and Opportunities (4)**

Introduces students to the psychology major and explores career opportunities and graduate school. Professional and career development theory will be reviewed. Students are encouraged to apply class material to personal decision making.

**PSY 301 Introduction to Research Methods (4)**

An exploration of psychological research including topics of design, methodology, statistical analysis and report writing. Course activities include a significant student research project, and may include meetings with the instructor outside of regularly scheduled class meeting times. *Prerequisites: PSY 201 and 202, or equivalent*

**PSY 311 Developmental Psychology (4)**

The psychological study of human development from conception to death. Stages and issues of development throughout the life-span are identified and examined. *Prerequisite: PSY 201 or 218, or equivalent*

**PSY 328 Mental Health (4)**

A survey of theories of adequate and optimal psychological functioning. A study of processes 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. *Prerequisites: PSY 201 and 202, or equivalent*

**PSY 334 Social Psychology (4)**

Interdisciplinary field that examines the function and mechanisms underlying how people think about, influence, and relate to one another. A central theme is the continual interaction between the person and the situation. Social psychological research has broad applications, extending from law to health and beyond. Topics covered: formation and changing of attitudes; strategies of social influence; intricacies of close relationships; interpersonal conflict and aggression; helping behavior; and group productivity and decision-making. *Prerequisite: PSY 201 or 218, or equivalent*

**PSY 349 Introduction to Behavior Modification (4)**

A survey of behavior modification topics including principles of learning and relevant methodology. An exploration of practical applications. *Prerequisite: PSY 201 or 218, or equivalent*

**PSY 350 Evolutionary Psychology (4)**

Introduction to the study of psychology from an evolutionary perspective. We will apply to humans the same adaptationist lens that evolutionary biologists apply to other species. The evolved function of various psychological mechanisms will be considered. Course will begin with an in-depth introduction to evolution by natural selection, followed by a survey of more specific psychological phenomena studied from an evolutionary perspective. *Prerequisite: PSY 201 and PSY 202 or equivalent, or consent of instructor*

**PSY 360 Cognitive Psychology (4)**

This class provides an overview of basic topics in cognitive psychology including learning, memory, attention, sensation, perception, language/phonology and problem solving. *Prerequisites: PSY 201 or equivalent*

**PSY 390 Theories of Learning (4)**

Survey of fundamental concepts of learning including classical, instrumental, and operant conditioning. Investigates the spectrum of learning and human behavior from reflexes and simple learning to thinking and language. *Prerequisite: PSY 201 or 218, or equivalent*

**PSY 398 Graduate Study in Psychology: Exploration and Preparation (4)**

Graduate school application process will be explored in detail. Various professional opportunities and roles resulting from graduate study in psychology will be explored. Students will complete the required materials for graduate applications. *Prerequisite: PSY 201 and 202, or equivalent and consent of instructor*

**PSY 399 Special Studies (1-4)**

Terms and hours to be arranged. Course may be repeated for credit if content is different.

**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. Course may be repeated for credit if content is different.

**PSY 407 Seminar (1-12)**

Terms and hours to be arranged. Course may be repeated for credit if content is different.

**PSY 408 Workshop (1-12)**

Terms and hours to be arranged. Course may be repeated for credit if content is different.

**PSY 409 Practicum (1-9)**

Field experience in applied psychology. Course may be repeated for credit if content is different. *Prerequisite: consent of instructor*

**PSY 410 Mentoring I (1-4)**

Student will serve as a mentor for an "at risk" middle school or high school student. Mentors help students develop skills for academic success, emotional and social growth, and provide a forum for developing problem solving approaches to concerns and issues. Students receive training on the mentoring process, goal setting and communication. *Prerequisite: consent of instructor*

**PSY 411 Mentoring II (1-4)**

Students continue to mentor, collect, analyze and present data on mentoring progress towards goals. *Prerequisite: PSY 410*

**PSY 415/515 Psychology of Sports (4)**

This course will survey the current state of the psychology of sports. Psychological theory and research findings will provide the basis for suggestions about applications to sport situations. A central focus will be on the critical and empirical evaluation of the common knowledge in this area. *Prerequisites: PSY 201 and 202, or equivalent*

**PSY 420 Advanced Topics in Geropsychology (4)**

Each time course is offered a single special

topic in geropsychology or gerontology will be studied in-depth. Topics may include diseases of older adulthood, applied applications of gerontology, social aspects of aging, long-term care issues, regulatory issues, brain health, or the effects of positive lifestyles on the aging process. May be repeated if subject matter is not repeated. *Prerequisites: PSY 201 and 311, or equivalent*

**PSY 423 Interviewing and Appraisal (4)**

Exploration of the interview as a method of information gathering and interpersonal influence. Topics include training in specific interviewing skills, multicultural considerations in interviewing, ethical practice of interviewing, and the application of interviewing skills. Examples will be drawn from any areas of human interaction including the helping professions and business. *Prerequisite: PSY 201 and 202, or equivalent*

**PSY 426 History of Psychology (4)**

Historical study of psychologists, basic psychological concepts and theories. *Prerequisites: PSY 201 and 202, or equivalent*

**PSY 435/535 Theories of Personality (4)**

Exploration of major historical and contemporary theories of personality development and functioning and their relation to current issues in psychology. Research resulting from the theories, as well as personal application of the theories, will be emphasized. *Prerequisite: PSY 201 and 202, or equivalent*

**PSY 436 Introduction to Forensic Psychology (4)**

Explores the relationship between the study of psychology and law. Specifically, how psychological practice and theory can be utilized by law enforcement, courts, and others involved with the justice system to help arrive at appropriate decisions regarding such issues as incarceration, treatment, guilt and innocence. In addition, topics related to expert testimony, psychopathic deviance, child sexual abuse and custody determination, as well as criminal investigation techniques are some of the areas that may be covered. *Prerequisites: PSY 201 and 202*

**PSY 437/537 Advanced Social Psychology (4)**

An in-depth study of several social-psychological theories and their application to social issues and interactions. Topics may include small group interaction and functioning, social cognition, attitudes and persuasion, social influence and social relations. *Prerequisite: PSY 334 or equivalent*

**PSY 439 Positive Psychology (4)**

Examines psychological factors and principles that help explain positive outcomes, well-being and personal growth in humans. Areas of focus will include positive emotional experiences and appraisals such as happiness, life satisfaction, well-being, positive personal characteristics, interests and values, and positive institutions as they promote growth and fulfilling experiences. There will be a significant applied component

of the class in which students will explore their own reactions and personal qualities. *Prerequisites: PSY 201 and 202 or equivalent*

#### **PSY 443 Psychology of Teamwork (4)**

Provides students with opportunity to increase self-awareness of their existing teamwork skills, develop stronger teamwork skills, as well as learn and apply social psychological principles aimed at increasing group effectiveness. Topics covered include: group development, social interdependence, group communication and decision making, managing conflict, enhancing group creativity, and leveraging diversity. Course activities may include several large scale group projects and meetings with other students in their groups outside of regularly scheduled class time. *Prerequisites: PSY 201 and 202 or equivalent, or consent of instructor. PSY 334 recommended*

#### **PSY 445 Introduction to Industrial/Organizational Psychology (4)**

Students will examine how psychology is applied to workplace in settings such as industry, business, government, and social service. Topics include trends in organizational and job design, personnel selection and placement, training, performance appraisal, work motivation, job satisfaction and leadership. Course activities include weekly quizzes, several projects interviewing members of various organizations, keeping a work journal and in-class participation in the form of analyzing case studies. *Prerequisites: PSY 201 and 202 or equivalent, or consent of instructor. PSY 334 recommended*

#### **PSY 446 Psychology of Leadership (4)**

Introduction to leadership, focusing on what it means to be a good leader. Emphasizes the practice of leadership. Examines topics such as: the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, handling conflict, overcoming obstacles, and addressing ethics in leadership. Helping students understand and improve their own leadership performance. Activities may include a service learning component with a community organization, analyzing case studies, and developing individual leadership portfolios. *Prerequisites: PSY 201 and 202 or equivalent, or consent of instructor. PSY 334 recommended*

#### **PSY 447 Introduction to Organizational Development (4)**

Explores the art and science of Organizational Development (OD) which is a series of planned interventions by which human resources are identified, utilized, and developed in ways that strengthen organizational effectiveness by increasing problem solving capacities and planning. Examines topics such as: models of organizational change; diagnosis and feedback of organizational challenges; evidence-based intervention strategies at the individual, group, inter-group, and organizational level; and minimizing resistance to change. Attention will also be given to helping students understand

and improve their skills for effective managing/consulting. *Prerequisites: PSY 201 and 202 or equivalent, or consent of instructor. PSY 445 recommended*

#### **PSY 448 Topics in Organizational Psychology (4)**

Topics may include at different times: strategic planning and implementation; productivity issues; career development with organizations; managerial participative management programs, negotiation, mediation and arbitration processes; occupational safety and health. May be repeated with different topics. *Prerequisites: PSY 201 and 202 or equivalent, or consent of instructor. PSY 334 recommended*

#### **PSY 449 Psychology of Creativity (4)**

Examines and integrates a broad range of creativity research in psychology and related scientific fields including anthropology, sociology, and cognitive neuroscience. Topics include individual creativity as well as the social and cultural contexts of creativity, including the role of collaboration in the creative process. *Prerequisites: PSY 201 and 202 or equivalent, or consent of instructor.*

#### **PSY 450/550 Abnormal Psychology (4)**

Exploration of the nature, causes and treatment of various forms of mental health concerns and disorders in adults. A range of abnormality will be examined from reactions to stressful events to psychosis. The criteria for the various mental disorders as defined by the Diagnostic and Statistical Manual of the American Psychiatric Association will be reviewed. Course will integrate perspectives generated from the biopsychosocial perspective. *Prerequisites: PSY 201 and 202, or equivalent*

#### **PSY 451/551 Behavioral Neuroscience (4)**

A study of the ways that the physiology of the brain and body are related to behavior. Sub-topics may include sleep and dreaming, learning and memory, pain, sexual behavior, disordered emotional states and psychopharmacologic agents. *Prerequisites: PSY 201 and 202, or equivalent*

#### **PSY 458 Language Development (4)**

Overview of contemporary theory, research, and issues related to language development. Topics include phonological, semantic, syntactic and morphological development, communicative competence and the underlying physiological and cognitive mechanisms of language acquisition. *Prerequisites: PSY 201 and 202, or equivalent. PSY 311 recommended*

#### **PSY 460 Cognitive Neuroscience Seminar (1-4)**

This class covers advanced topics in cognitive science including cognitive development, cerebral localization of function, hemispheric interaction/differences, individual differences in cognition, object recognition, face recognition, spatial perception and neuropsychological disorders. Course may be repeated for credit if content is different. *Prerequisite: PSY 360 or 451*

#### **PSY 461/561 Psychopharmacology (4)**

Designed to acquaint students with the fundamentals of psychotropic drugs and their action within the nervous system. Basics of pharmacology, adverse effects, indications, and drug interactions will be discussed.

#### **PSY 463/563 Childhood Psychopathology (4)**

Examination of the nature, causes and treatment of emotional and social challenges in children and adolescents. A broad range of issues will be examined from minor problems in living to psychotic breaks with reality and self-destructiveness. The home, school and cultural environments will be examined as well as possible genetic and biological determinations of the mental health of children and youth. *Prerequisites: PSY 201 or 218, and PSY 311; or equivalent*

#### **PSY 465/565 Motivation (4)**

Deals primarily with human motivation. Topics such as stress, conflict, learned motives, arousal, and unconscious determinants will be considered. *Prerequisite: three or more hours of 300-level psychology*

#### **PSY 467 Quantitative Methods (4)**

Methods which psychologists use to describe, summarize and make inferences about measurements made on people, things or events. Course activities include a significant student research project, and may include meetings with the instructor outside of regularly scheduled class meeting times. *Prerequisites: PSY 301, and MTH 105 or higher (Students completing a BA or AB take MTH 105 or higher. Students completing a BS take MTH 111 or higher)*

#### **PSY 468 Advanced Research Methods (4)**

Experimental, correlational, and survey methods employed in psychological research with an emphasis on statistical analysis. Course activities include a significant student research project and may include meetings with the instructor outside of regularly scheduled class meeting times. *Prerequisite: PSY 467 with a grade of C- or better*

#### **PSY 473 Sensation and Perception (4)**

Principles and theories relating to sensory stimulation and perceptual processes will be explored. Psychophysical methods will be used to demonstrate human visual and auditory processes. *Prerequisites: PSY 201 and PSY 202 or equivalent*

#### **PSY 480/580 Infancy and Childhood (4)**

Theory and research related to prenatal, infancy, and early childhood phases. Includes study of the motor, emotional, cognitive, social and linguistic domains with emphasis on applications for professionals offering services to young children and their families. *Prerequisites: PSY 201 or 218, and PSY 311 or equivalent*

**PSY 481/581 Middle and Late Childhood (3)**

Theory and research related to children who are between school age and adolescence. Emphasis on socialization, cognitive development and deviations from typical development. *Prerequisites: PSY 201 or 218 and 311; or equivalent*

**PSY 482/582 Adolescence (4)**

Study of the transitions and issues of adolescence. Includes an overview of theory and research with an emphasis on applications for parents, teachers and professionals offering services to adolescents and youth. *Prerequisites: PSY 201 or 218 and 311; or equivalent*

**PSY 483/583 Adulthood and Aging (4)**

Examination of current models of aging. Includes theory and research relevant to early, middle and late adulthood. Emphasis on applications of information concerning the issues of adulthood. *Prerequisites: PSY 201, 202 and 311; or equivalent*

**PSY 484/584 Death, Dying and Grief (4)**

Focuses on numerous topics related to the developmental processes of death, dying and grief throughout the life-span. Course activities will include significant in-class written and oral projects as well as out of class excursions. *Prerequisites: PSY 201, 202 and 311; or equivalent*

**PSY 487/587 Cross-Cultural Psychology (4)**

Study of the relationship between culture and psychological functioning. *Prerequisites: PSY 201 and 202*

**PSY 488/588 Theories of Development (4)**

Theories of human development across the 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. *Prerequisites: PSY 201, 202 and 311; or equivalent*

**PSY 489/589 Special Topics in Developmental Psychology (1-9)**

Single special topic in development will be studied in-depth. Topics may include the development of sex roles, moral development or social skills training. Course may be repeated for credit if content is different. *Prerequisites: PSY 201, 202 and 311; or equivalent*

**PSY 492/592 Psychology of Women (4)**

Application of psychological methods to the study of women's roles and behavior. Sub-topics may include development, sexuality, achievement, aptitudes and work. *Prerequisites: PSY 201 and 202, or equivalent*

**PSY 606 Special Individual Studies (1-6)**

Terms and hours to be arranged. Course may be repeated for credit if content is different.

**PSY 607 Seminar (1-9)**

Terms and hours to be arranged. Course may be repeated for credit if content is different.

**PSY 608 Workshop (1-9)**

Terms and hours to be arranged. Course may be repeated for credit if content is different.

**PSY 609 Practicum (1-9)**

Terms and hours to be arranged. Course may be repeated for credit if content is different.

**PSY 620 Learning & Memory for Instruction (3)**

A survey of contemporary theories of learning and memory. An emphasis will be placed on research involving cognitive, social, motivational, and biological aspects of learning and memory. Applications will focus on instructional settings.

**PSY 621 Developmental Psychology: Concepts and Applications (3)**

An overview of developmental psychology with an emphasis on theories and classroom applications. Assumptions of major contemporary theories of development are studied, including a review of related research findings and consideration of practical applications.

**PSY 622 Adolescent Development for Educators (3)**

A course focusing on transitions and issues of normative development from early to late adolescence. Includes an overview of theory and research with an emphasis on applications for middle school and high school teachers.

## Rehabilitation Counseling

**RC 209 Practicum I (1-3)**

First supervised field experience designed for undergraduate students exploring the rehabilitation counseling profession. *Prerequisite: consent of program coordinator*

**RC 309 Intermediate Practicum II (1-3)**

Second supervised field experience designed for undergraduate students exploring the rehabilitation counseling profession. *Prerequisite: consent of program coordinator*

**RC 407/507 Seminar (1-9)**

Terms and hours to be arranged.

**RC 409 Advanced Practicum III (1-3)**

Third or advanced supervised field experience designed for undergraduate students exploring the rehabilitation counseling profession. *Prerequisite: consent of program coordinator*

**RC 422/522 Medical and Functional Aspects of Disability in Rehabilitation (3)**

Overview of both medical and functional aspects of disability in rehabilitation. Examines the most common illnesses and disabilities encountered for case management in rehabilitation-related settings. Included is an overview of environmental/attitudinal barriers of various disabling conditions, focusing on young adult through mature adult populations; basic medical terminology, etiology, symptoms, diagnosis and treatment of various diseases and health issues resulting in disability, and

medical information needed to facilitate service delivery for persons with disabilities. Students will be introduced to the functional aspects of disability and possible resources for an individual who may need rehabilitation engineering and/or technology services.

**RC 432 Psychosocial and Environmental Aspects of Disability (3)**

Analysis of the psychological and social impact of disability from an individual, family, community and environmental perspective. Developmental issues (e.g. childhood to adulthood lifespan) related to disability will be explored. Influence of the family and helping professions will also be presented.

**RC 475/575 Hearing Loss and Assistive Technology (1)**

Provides students with an understanding of the impact of hearing loss on access to oral/aural communication, and exposes students to a wide range of technology that can improve communication access for individuals experiencing hearing loss across a variety of settings (e.g., employment, education, postsecondary, home, and recreation). Samples of assistive listening, speech-to-text, telecommunication, alerting devices will be demonstrated. Use of interpreters will also be discussed

**RC 476/576 Professional Identity in Rehabilitation Counseling (1)**

Provides an overall orientation to graduate studies in the rehabilitation counseling education (RCE) program at WOU. Students will have opportunity to learn about both state and national professional organizations as well as counselor licensure and certification programs.

**RC 490/590 Professional Issues: Rehabilitation Counseling with Deaf Clients (3)**

Course will assist students in becoming aware of the specialized issues found in doing vocational (and related) counseling with Deaf, Deaf-Blind and Hard of Hearing individuals. Upon completing this course, students will have an understand of the psychological, social and vocational implications of having a hearing loss and will have experienced an extensive review of the rehabilitation service system's response to the unique needs of people who are deaf or hard of hearing. Students will also be familiar with legal, governmental and online resources related to service provision with this population.

**RC 606 Special Projects (1-9)**

Terms and hours to be arranged.

**RC 607 Seminar (1-9)**

Terms and hours to be arranged.

**RC 608 Workshop (1-6)**

Terms and hours to be arranged.

**RC 609 Practicum (3)**

Provides an opportunity to apply basic counseling skills in a relatively safe environment. Will meet weekly and includes analysis and feedback regarding students' counseling skills development as well as peer review. *Prerequisite: admission to RCE program or consent of instructor*

**RC 610 Internship (18 minimum)**

Students perform two full-terms (9 credits per term) of on-site placement with a state or community rehabilitation counseling agency or social service agency charged with meeting the specific rehabilitation needs of clients. Total internship will consist of a minimum of 18 credit hours which includes 600 hours of counselor-in-training experience and 240 hours of direct client contact. CRC supervision is a required portion of internship experience. *Prerequisites: admission to RCE program or consent of instructor*

**RC 611 Introduction to the Helping Profession (3)**

First in a series of three courses that present theories and techniques for effective counseling in the field of rehabilitation. This course designed to provide an in-depth study of problem-management counseling approach to counseling that can be applied to numerous disciplines in rehabilitation counseling when working with clients who are Deaf or who have disabilities. Formation of general interpersonal skills and basic helping relationships is stressed. Students will begin to develop an understanding of his or her own personality and belief system and how it may affect the provision of professional services to individuals who are Deaf or who have disabilities. *Prerequisite: admission to RCE program or consent of instructor*

**RC 612 Theory and Techniques of Counseling (3)**

Overview of a variety of contrasting theoretical counseling models underlying both individual and group practice in counseling. Second of three courses that present theories and techniques used in effective rehabilitation counseling. Emphasis is placed on the appropriateness of selected theories when counseling persons with disabilities. *Prerequisite: admission to RCE program or consent of instructor*

**RC 613 Lifestyle and Career Development (3)**

Explores the foundational issues of work, principles of human and career development, and major career counseling theories as applied to different stages in life (early childhood to senior adult). Course will address the significance of lifestyle and career decision-making processes. The integration of career development and counseling theories will be considered for a "whole person" approach to persons with disabilities. Special attention will be given to the impact of developmental, environmental, and attitudinal barriers faced by persons with disabilities in the career

development process. Ethnic, racial, social, and gender issues related to career development will be considered. *Prerequisite: admission to RCE program or consent of instructor*

**RC 620 Professional Orientation to Rehabilitation Services and Resources (3)**

Introductory overview of the professional field of rehabilitation counseling. A historical context is used as a foundation for the way service is currently delivered. The steps involved in the development of the Vocational Rehabilitation case file and various philosophical and service delivery models are reviewed. Additional, the roles and perspectives of various members in the rehabilitation, counseling field are explored. Practical tools and resources are taught and developed along with projects aimed at hands on application. *Prerequisite: admission to RCE program or consent of instructor*

**RC 621 Job Development, Placement and Retention (3)**

Examines job development and placement techniques that assist individuals with disabilities in achieving and retaining meaningful employment. Relevant factors to be explored include: transferable skills analysis, work site modification, job readiness, job search skills, job coaching, and work hardening. Job placement strategies discussed will include effective employer consultation and networking strategies with community agencies. The placement process presented will include focus on guiding persons with disabilities toward informed choice and personal vocational goal attainment. *Prerequisite: admission to RCE program or consent of instructor*

**RC 625 Rehabilitation Counseling Research (3)**

Course will assist the rehabilitation counseling student in developing the required skills in the area of research that are needed for evidence-based practice. Students are expected to gain knowledge and skills in the following areas: literature review; research critique; basic statistics; research methods; and ethical, legal, and cultural issues related to research and evaluation. *Prerequisite: admission to RCE program or consent of instructor*

**RC 630 Group Work (2)**

The primary objective in this course is to increase student knowledge of background, theory and processes in groups. In addition, the student concurrently takes RC 630L to experience practical application of group theory and techniques by participating as a member in 10 hours of group sessions. *Prerequisite: admission to RCE program or consent of instructor*

**RC 630L Group Work Lab (1)**

Group counseling lab, to be taken concurrently with RC 630, offers students an opportunity to experience group theories, observe techniques, and enter into self-introspection in a group setting. All discussion and personal sharing will be kept strictly confidential within the group. *Prerequisite: admission to RCE program or consent of instructor*

**RC 631 Family, Disability, and Life Span Development (3)**

Provides an understanding of the nature and needs of individuals at all developmental levels, from birth to old age. Family systems and families who have members who are Deaf or who have disabilities will be explored. Topics will include: (a) a general overview of the expanded family life cycle; (b) an explanation of Erikson's psychosocial developmental stages; (c) introduction of family counseling theories and clinical application; (d) use of genograms to track family history through the family life cycle; and (e) understanding of how diverse characteristics including gender, spirituality, age, ethnic or cultural background, sexual orientation, and socio-economic status impact the family throughout the life span. *Prerequisite: admission to RCE program or consent of instructor*

**RC 632 Psychosocial and Environmental Aspects of Disability (3)**

Analysis of the psychological and social impact of disability from an individual, family, community perspective. Experiential class activities will focus on building understanding and empathy while considering what influence Rehabilitation Counselors have on people who are Deaf and/or have disabilities. It will include analysis of how persons with disabilities are affected by the psychosocial influences, cultural and spiritual beliefs, attitudes, values and environmental factors, as well as the diversity issues of their environment. *Prerequisite: admission to RCE program or consent of instructor*

**RC 633 Social and Cultural Diversity Issues in Rehabilitation Counseling (3)**

Intended to increase student's understanding of issues and dynamics 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. Emphasis is placed on students examining their own cultural identity, attitudes, and biases. Attention will be given to developing understanding of gender, class, race, ethnicity, disability, family structure, roles and values, and various lifestyles. *Prerequisite: admission to RCE program or consent of instructor*

**RC 634 Diagnosis and Treatment of Mental Illness in Rehabilitation (3)**

Designed to help broaden students' knowledge and conceptual understanding of diagnosis and treatment of mental illness in a rehabilitation setting. Students will be introduced to how to read a psychological evaluation and make general diagnostic decisions using the current DSM. Course will focus on the diagnosis of prevalent mental illness disorders encountered by rehabilitation counselors including how to compose short and long-term treatment plans. Emphasis will be on culturally competent and gender

specific interventions, and special mental health issues for groups who have been subject to oppression such as those with other physical, sensory, or mental disabilities. *Prerequisite: admission to REC program or consent of instructor*

### **RC 650 Ethics and Issues in Rehabilitation Counseling (3)**

Overview of the professional and ethical principals applied to rehabilitation casework, organization policy, and disability law. A counselor's responsibilities and duties will be explored in the context of the CRCC and other codes of ethics specific to the rehabilitation counseling field. Ethical decision making models will be reviewed and applied. Relevant factors to be explore include: managing boundaries, confidentiality, professional training, supervision, advocacy, and multicultural competency. *Prerequisite: admission to RCE program or consent of instructor*

### **RC 660 Caseload Management in Rehabilitation Counseling (3)**

Examines strategies for providing effective and efficient case management services for persons with disabilities in a rehabilitation agency. Case and caseload management principles and systems within rehabilitation services will be explored. Contemporary issues faced by the rehabilitation counselor managing a caseload of clients who are Deaf and/or have disabilities will be discussed and practiced, e.g. counselor preparedness, client intake, eligibility determination, financial participation, vocational assessment, and individualized plan development; maintaining confidential file information; counselor certification and ethics; and case management with specialized client caseloads (e.g. clients with hearing loss or clients who have mental illness). Crisis management tools and conflict resolution strategies as well as time management principles will be examined in promoting the counselors' ability to successfully manage a full caseload of clients with severe disabilities. *Prerequisite: admission to RCE program or consent of instructor*

### **RC 662 Measurement and Assessment Procedures in Deafness and in Rehabilitation (3)**

Examines the selection, administration and interpretation of various psychological, achievement and interest instruments used with persons who have disabilities or who are Deaf or hard of hearing. Students will also become aware of various resources that are available in the rehabilitation community. *Prerequisite: admission to RCE program or consent of instructor*

## **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). This

course is comparative and taught from a broad historical and sociological perspective, and does not endorse any particular faith tradition.

### **R 204 Introduction to the World's Religions: Western (3)**

An introduction to the major religions of the West: Judaism, Christianity and Islam, and Zoroastrianism. This course is comparative and taught from a broad historical and sociological perspective, and does not endorse any particular faith tradition.

### **R 315 Interpreting Religious Phenomena (3)**

Approaches to interpretation of the meaning of diverse religious phenomena, both theoretical and practical. Of use to persons who seek to handle religion in the public classroom as well as those who wish to understand religion for its own sake. *Prerequisites: R 201, R 204 or equivalent, required as background*

### **R 399 Special Studies (1-15)**

Terms and hours to be arranged.

### **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.

### **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 601 Research (3-9)**

Terms and hours to be arranged.

### **SSC 603 Thesis or Field Study (3-9)**

Terms and hours to be arranged.

### **SSC 606 Special Individual Studies (1-9)**

Terms and hours to be arranged.

### **SSC 607 Seminar (1-9)**

Terms and hours to be arranged.

### **SSC 609 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 611 Contemporary Developments in the Social Sciences (3)**

A study of contemporary literature in the various social science areas for elementary teachers.

### **SSC 612 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 613 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 615 Political Problems in American Democracy (3)**

A study of current domestic political problems.

## **Sociology**

### **SOC 223 Introduction to Sociology: Theory (3)**

A broad introduction to the discipline of sociology, synthesizing the contributions of classical authors and applying their insights to core concerns of the discipline. Focus is on the theoretical and historical dimensions of sociology in a multicultural context.

### **SOC 224 Introduction to Sociology: Research (3)**

An introduction to the empirical practice of sociology, emphasizing research methods, applied perspectives and critical analysis.

### **SOC 225 Social Problems (3)**

Critical analysis of contemporary U.S. society and selected social problems such as poverty, racism, sexism, environmental degradation and globalization. Causes and consequences of problems are examined.

**SOC 290 World Population and Social Structure (3)**

Introduction to the general field of population studies, provided within a sociological framework and analysis of historical, contemporary and anticipated population conditions and trends as these are related to social situations and the organization of society.

**SOC 300 Proseminar (3)**

Advanced (required for majors) introduction to sociology as an academic and professional pursuit. Includes preparation for senior thesis. *Prerequisites: sociology major, junior standing*

**SOC 309 American Society (3)**

A critical overview of the development of U.S. society. Major changes in American society and selected contemporary problems are examined in their relation to major institutions.

**SOC 310 Service Learning and Community Praxis (3-4)**

Course will develop and examine the use of student volunteer projects in community service activities. Includes class discussions of various concepts of service learning and coordination of a student volunteer project.

**SOC 312 History and Anthropology of the Little Big Horn (3)**

Course explores the causes and consequences of Battle of the Little Big Horn. Course also includes short ethnographies of the Lakota and Cheyenne as well as selected biographies of Custer, Crazy Horse and Sitting Bull.

**SOC 315 Social Stratification and Inequality (3)**

Introduction to the social bases of stratification and inequality in capitalist societies. Focus on critical examination of the causes and consequences of poverty and the unequal distribution of resources. 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. Focus on: development of the labor process and industrial bureaucracy; corporate form; social and political history of labor; and relevance for contemporary economic development.

**SOC 321 Labor Studies (3)**

Introduction to selected topics in labor studies: labor history, unions, labor politics, globalization and working class cultures. Class will include the participation of union leaders from the area. Films and field trips included.

**SOC 325 Participant Observation and Qualitative Research Methods (3)**

Survey of qualitative research methods with focus on participant observation. Students will be required to conduct field research as a means of developing the following research tools: surveys, interviews and observation. Skill in basic archival work will also be developed.

**SOC 327 Social Research Methods (3)**

The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative studies from the standpoint of methodology; the utilization of basic skills.

**SOC 328 Introduction to Social Data Analysis (3)**

Introduction to quantitative statistical analysis techniques employed in the social sciences; emphasis on probability theory and the general linear model. *Prerequisite: SOC 327 or equivalent*

**SOC 330 Urban Sociology (3)**

An introduction to urban development. Includes a historical and contemporary analysis of the rise of towns and cities with consideration given to the role of cities in the development of capitalism. Attention given to special topics such as urban redevelopment, urban government, fiscal crisis, housing and gentrification.

**SOC 334 Self and Society (3)**

A distinctly sociological approach to the analysis of the individual in the context of larger social structures.

**SOC 338 Sociology of the Family (4)**

An analysis of family in both public and private spheres. This course will emphasize how mechanisms of gender/race/class shape the family as an institution.

**SOC 340 Community Organizing (3)**

A review and analysis of the history and practice of grass roots community organizing, especially labor unions, tenant groups and neighborhood associations. 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 341 Community Action (3)**

Practical application of community organizing strategies and skills. Requires extensive time outside of classroom working on community project organized for positive social change. *Prerequisite: SOC 340*

**SOC 350 Food and Hunger (4)**

Analysis of the production and distribution of food on a world scale. Examination of food shortages and famines in the underdeveloped world. Political-economy of agriculture is included. Alternative production and distribution systems are examined.

**SOC 354 Sociology of Deviant Behavior (4)**

Examines the historical, cultural, political and economic forces that contribute to the social construction of deviance. Particular attention is given to strategies of social control deployed by those with power.

**SOC 360 Sociology of Gender (3)**

Explores the analytic concept of gender from a sociological perspective. Theories and empirical conditions that address gender differences and gender inequalities will be examined within

the institutional structures of the economy, the state and the family. An exploration of topics concerning the formation of gender identity, the symbolic representation of gender and the relationship between gender/crime/violence is included.

**SOC 390 Critique of Education and Critical Pedagogy (3)**

Sociological analysis and critique of education in the United States. Special attention given to consideration of education as part of a larger, capitalist society. Critical pedagogy and counter-hegemony are key concepts developed as a means of restructuring education and society.

**SOC 399 Sociology Internship (1-12)**

Supervised internship with a professional organization that employs sociological knowledge and skills. Placement is determined in consultation with instructor. Possible sites include governmental agencies, labor unions, social service organizations, advocacy groups, educational institutions, and private companies.

**SOC 400 Globalization and Development (3)**

Introduction to the problematics of development and underdevelopment in the global political-economy. Social, economic and political dimensions of the core and periphery are examined.

**SOC 406 Special Individual Studies (1-12)****SOC 407 Seminar: Special Topics in Sociology (3)****SOC 409 Practicum: Latino/a Ed Mentor (1-6)**

This class has two goals:

1. Reduce the high school dropout rate for Latino/a students at McKay High School;
2. Increase the college participation rate for Latino/a graduates from McKay High School. This class will implement these goals by providing personal resources and communication to the Latino/a student, the mentee. The WOU student will act as mentor in providing these goals.

**SOC 410 Historical Sociology: Origins of Capitalism (3)**

Historical and theoretical analysis of the emergence of capitalism in the West. Consideration of the transition from feudalism to capitalism is included. Historical analysis of the Industrial Revolution is also included.

**SOC 420 Political Sociology: Theories of the State (3)**

Critical introduction to theories of power and the state. Versions of elitism, pluralism, Weberianism, Marxism and Neo-Marxism are presented. Attention is also given to the development of the modern welfare state.

**SOC 427 Revolutionary Social Movements (3)**

Description and analysis of revolutionary movements around the world. Special attention given to the French, Russian and Chinese Revolutions. Forms, causes and consequences



of revolutions are considered as part of an effort to develop a theory of revolution. Course includes the development and critical examination of the concepts of class and class struggle.

**SOC 430 Political-Economy as Social Theory (3)**

Survey of classical political-economy as a form of social (sociological) theory. Writings of Marx, Adam Smith, Ricardo, Weber, Keynes, and others are introduced and critically evaluated.

**SOC 434 African American Studies: Social Issues, Social Movements (3)**

Introduction to the theoretical perspectives and social science research used to analyze the experience of African Americans in the U.S. Special emphasis will be placed on the emergence and consolidation of the Civil Rights Movement. Also examines the specific organizations that provided leadership during this period.

**SOC 435 Chicano/a/Latino/a Studies: Social Issues, Social Movements (3)**

Examines the structural factors that shape socioeconomic conditions for people of Mexican descent living in the U.S. Addresses the grass-roots perspectives in which social movements were constructed.

**SOC 436 Native American/Asian American Studies: Social Issues, Social Movements (3)**

Overview of structural conditions that define social reality of Native American and Asian American populations in current U.S. society; confrontations at Wounded Knee; and the formation of the American Indian Movement (AIM).

**SOC 437 Sociology of Race/Ethnic Relations (3)**

Introduction to the history of problems that racial and ethnic groups have confronted in the U.S., including immigration. Analysis will include an overview of the social movements that have emerged to confront forms of oppression and discrimination.

**SOC 440 Women and Development (3)**

Historical and contemporary analysis of women in the development and underdevelopment of the world political economy.

**SOC 450 Latin American Society (3)**

Analysis of current social issues in Latin America. Topics include economic restructuring, state transformation, gender and family relations.

**SOC 460 Feminist Theory (3)**

Provides an introduction to major themes of feminist thought. A wide range of representative works of theorists from the first and second wave feminist movements will be included.

**SOC 465 Introduction to LGBTQ Studies (3)**

Introduction to contemporary lesbian, gay, bisexual and transgender issues. Examines the history, culture, social mobility, as well as institutionalized discrimination and eventual acceptance of civil equality. Readings, media

and guest presenters from the national and regional LGBT movement will highlight diverse perspectives on liberty, visibility and acceptance. Covers issues of gender, sexuality, coming out, history religion/faith, queer/transgender diversity, intersectionality of identity, media, legal cases and rights.

**SOC 471 Classical Sociological Theory (3)**

An examination of the concepts and theories of some of the most renowned social thinkers of the 19th and early 20th centuries. *Prerequisites:* SOC 223 and 224

**SOC 472 Contemporary Sociological Theory (3)**

Study of significant sociological theories and concepts from the early 20th century to the present. *Prerequisite:* SOC 223, 224 and 471

**SOC 492 Senior Seminar I (3)**

A research-oriented seminar.

**SOC 493 Senior Seminar II (3)**

A research-oriented seminar.

**SOC 494 Senior Seminar III (3)**

A research-oriented seminar.

**SOC 507 Seminar in Social Policy (3)**

A topical seminar on current issues in social policy. Special attention will be given to readings and discussion that focuses on social problems and policy evaluation.

**SOC 537 Sociology of Race/Ethnic Relations (3)**

Introduction to the history and problems that racial and ethnic groups have confronted in the United States. Overview of the social movements that have emerged to confront forms of oppression and discrimination.

**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.

**SOC 610 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.

**SOC 625 Social Problems and Policy (3)**

An advanced introduction to contemporary social problems and related public policies. The causes and consequences of problems are considered.

**SOC 627 Social Movements & Social Policy (3)**

A survey of social movements in the United States. 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.

**SOC 628 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 629 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 640 Urban Development (3)**

A survey of urban development. Focus on "political economy" of the city; the role of government in the development of the "built environment; urban problems and related government programs; urban planning.

**SOC 650 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. Analysis of the New Deal and the rise of the "welfare state."

**Spanish (B.A. only)**

**SPAN 101 First Year Spanish I (4)**

Fast-paced introduction to the four communication skills: listening, speaking, reading, and writing. Basic Spanish grammar, simple tense conjugations and vocabulary. Proficiency developed through activities within the contexts of the Hispanic cultures of Latin America and Spain. Conducted in Spanish.

**SPAN 102 First Year Spanish II (4)**

Accelerated development of the four skills with essential Spanish grammar, simple conjugations and further vocabulary. Develop writing skills through compositions, and learn to apply concepts within a variety of social and cultural contexts. *Prerequisite:* SPAN 101, or equivalent, or consent of instructor

**SPAN 103 First Year Spanish III (4)**

Builds on Span 101/102 skills, with further instruction in grammar, vocabulary, pronunciation and conversation, and deeper study of Hispanic culture. Emphasis on contrast of preterite/imperfect tenses, commands, and overview of the subjunctive mood. *Prerequisite:* SPAN 102, or equivalent, or consent of instructor

**SPAN 199 Special Studies (1-15)**

Terms and hours to be arranged.

**SPAN 201 Second Year Spanish I (4)**

Improve ability to speak, listen to, read, and write Spanish, with new material and review of first year. Special attention placed on mastery of Spanish verbal system, and increased vocabulary and fluency through practice. *Prerequisite:* SPAN 103 or consent of instructor. *Recommended SPAN 199*

**SPAN 202 Second Year Spanish II (4)**

Reinforce prior material, including vocabulary, verb conjugation and question formation, and

new material, allowing students to increase their knowledge and fluency through opportunities to speak, listen to and understand, read and write Spanish. *Prerequisite: SPAN 201 or consent of instructor; recommended SPAN 299*

#### **SPAN 203 Second Year Spanish III (4)**

Consolidate and improve abilities to communicate orally and using the written word, continuing study of the language, cultures and literatures of the Spanish-speaking world. *Prerequisite: SPAN 202 or consent of instructor; recommended SPAN 299*

#### **SPAN 299 Special Studies in Language (1-15)**

Terms and hours to be arranged.

#### **SPAN 301 Third Year Spanish I (4)**

Emphasis on in-depth review of Spanish skills acquired in the first two years of study, making sure the students master these skills through reading of original texts, oral practice, listening exercises and composition writing. Conducted in Spanish. *Prerequisite: SPAN 203 or equivalent; or consent of instructor*

#### **SPAN 302 Third Year Spanish II (4)**

Continues the in-depth review, focusing further on intensive practice of the four skills: reading of original texts, oral practice, listening experiences and original writing. *Prerequisite: SPAN 301, or equivalent; or consent of instructor*

#### **SPAN 303 Third Year Spanish III (4)**

Finishes preparing students so that they master Spanish, and its nuances, to succeed in higher-level academic study and professional communication. Intensive practice of the four skills: reading of original texts, oral/aural exercises, and writing. *Prerequisite: SPAN 302 or equivalent; or consent of instructor*

#### **SPAN 317 Intermediate Spanish for Bilingual/Heritage Speakers I (4)**

Intensive review of grammar and composition for bilingual/heritage Spanish speakers to enable them to engage in communication in an accurate, effective, and informed manner within a variety of sociocultural situations. *Prerequisite: SPAN 203 or equivalent; or consent of instructor*

#### **SPAN 318 Intermediate Spanish for Bilingual/Heritage Speakers II (4)**

Focus on improving speaking, listening, reading, and writing skills in Spanish; build vocabulary, learn advanced grammatical rules and terminology of Spanish grammar, and gain a deeper understanding of Hispanic cultures. *Prerequisite: SPAN 317 or equivalent; or consent of instructor*

#### **SPAN 319 Intermediate Spanish for Bilingual/Heritage Speakers III (4)**

Hone language skills through reading modern texts, discussion of major ideas, vocabulary expansion, and writing essays. Analytical review of literary genres. Prepares students to communicate within a variety of registers and situations. *Prerequisite: SPAN 318 or equivalent; or consent of instructor*

#### **SPAN 320 Business Spanish (3)**

Introduction to the Spanish business world, with focus on relevant communication and language skills for the global marketplace using essential business etiquette, vocabulary and communication models. *Prerequisite: SPAN 303 or 319, or equivalent; or consent of instructor*

#### **SPAN 321 Spanish for Health Care Professionals (3)**

Develop skills in correct medical terminology and explaining tests, procedures, diagnosis, and prognosis in a culturally appropriate way. *Prerequisite: SPAN 203 or consent of instructor*

#### **SPAN 328 Introduction to Chicano/a Literature (3)**

Introduction to texts representative of the Chicano/a literary heritage. Sampling of genres, as well as historical and geographical settings and perspectives, characteristic of work written by Chicanos during the 20th century. *Prerequisite: 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 335 Contemporary Spanish Society Through Film (4)**

Students will analyze Spanish cinema from the past forty years, along with critical readings about historical events and current issues in Spanish society. They will study experiences of war and violence; women's roles and chauvinism (el machismo); immigration and racism; and the changing family. Will examine how and why film genre and aesthetics facilitate the representation of those themes. *Prerequisite: one 300-level Spanish course, or consent of instructor*

#### **SPAN 338 Hispanic Culture and Civilization: Spain (3)**

A cultural survey of Spain, including geography, history, politics, economics, religion and contemporary civilization. Conducted in Spanish. *Prerequisite: two years of college Spanish or equivalent; recommended: SPAN 301, 302, 303*

#### **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. *Prerequisite: two years of college Spanish or equivalent; recommended: SPAN 301, 302, and 303*

#### **SPAN 340 Civilization and 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. *Prerequisite: two years college Spanish or equivalent. Recommended: SPAN 301, 302, and 303*

#### **SPAN 342 Introduction to Chicano/a Life and Culture (3)**

A cultural survey of the Chicano/a presence in the Southwest, including art, geography, history, folklore, politics, and current trends in the contemporary period. *Prerequisite: recommended SPAN 203 or consent of instructor*

#### **SPAN 350 Spanish Pronunciation and Phonetics (3)**

Study of the sound system of Spanish, with individual attention to each student's difficulties. *Prerequisite: two years college Spanish or equivalent*

#### **SPAN 361 Hispanic Poetry (3)**

Introduction to careful textual analysis of poetry with attention given to the poetic voice, metric forms and other poetic techniques. Poetry selected may vary but will likely include texts from both Spain and Latin America. Conducted in Spanish. *Prerequisite: SPAN 203 or equivalent; highly recommended: SPAN 301, 302, 303 and ENG 218*

#### **SPAN 362 Hispanic Drama (3)**

Introduction to careful textual analysis of drama with attention given to the dramatic recourses available to the playwright and their effect on the collective consciousness of the audience. Plays selected may vary and will likely include texts from both Spain and Latin America. Conducted in Spanish. *Prerequisite: SPAN 203 or equivalent; highly recommended: SPAN 301, 302, 303 and ENG 218*

#### **SPAN 363 Hispanic Novel (3)**

Introduction to textual analysis of the novel with attention given to the narrator, point of view, and other recourses. Novels selected may vary but will likely include texts from both Spain and Latin America. Conducted in Spanish. *Prerequisite: SPAN 203 or equivalent; highly recommended: SPAN 301, 302, and 303, and ENG 218*

#### **SPAN 370 Introduction to Latin American Literature I (3)**

Overview of major currents and influential voices of Latin American literature from pre-columbian period to end of 19th Century through reading and analysis of representative literary selections. *Prerequisite: SPAN 203 or equivalent; highly recommended: SPAN 303 and ENG 218*

#### **SPAN 371 Introduction to Latin American Literature II (3)**

Overview of major movements and significant concerns expressed in literature of Latin America from end of 19th Century to the present through reading and analysis of representative literary selections. *Prerequisite: SPAN 203 or equivalent; highly recommended: SPAN 303, SPAN 370, and ENG 218*

#### **SPAN 379 Introduction to Spanish Linguistics (3)**

Introduction to basic concepts and analytical techniques of linguistics, applied specifically to the Spanish language. Will cover phonology, morphology, syntax, and semantics; also issues in applied linguistics, language acquisition, literacy

and dialect diversity within the Spanish-speaking world. *Prerequisite: SPAN 303/319; or consent of instructor; highly recommended: LING 210*

**SPAN 380 Applied Linguistics: Spanish (3)**

Application of linguistic science in the foreign language classroom. Emphasis on comparing and contrasting sound systems and the grammars of English and Spanish. *Recommended: SPAN 350*

**SPAN 399 Special Studies (1-3)**

**SPAN 401 Advanced Spanish Composition and Conversation I (3)**

Develop writing abilities for academic purposes, emphasis on descriptive and narrative writing, with review of specific grammar, morphology and lexical areas. Work with reading selections to improve skills in writing, analysis and discussion. *Prerequisite: SPAN 303 or 319, or equivalent; or consent of instructor*

**SPAN 402 Advanced Spanish Composition and Conversation II (3)**

Improve writing skills, punctuation, and review difficult grammar to effectively convey ideas within the academic and professional world. Special attention will be placed on classification and cause-effect essays along with idiomatic expressions. *Prerequisite: SPAN 401 or equivalent; or consent of instructor*

**SPAN 403 Advanced Spanish Composition and Conversation III (3)**

Read/write about Hispanic literature and learn the language of literary study (similes, metaphors, personification, plot, point of view, theme, etc). Special emphasis placed on comparison/contrast and argumentative writing strategies. *Prerequisite: SPAN 402 or equivalent; or consent of instructor*

**SPAN 405 Reading and Conference (1-6)**

Topics and hours to be arranged.

**SPAN 407 Seminar (1-6)**

Topics and hours to be arranged.

**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. *Prerequisite: 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. *Prerequisite: 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.

*Prerequisite: 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. *Prerequisite: 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. *Prerequisite: 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 six hours. *Prerequisite: 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. *Prerequisite: 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. 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. *Prerequisite: SPAN 303 and 350*

**SPAN 485 Introduction to Translation and Interpreting (4)**

Course combines an introduction to theories in translation and interpreting with exercises and hands-on activities that will teach the student the basic skills necessary to effectively translate and interpret. Students taking the course must be proficient in both English and Spanish. *Prerequisite: SPAN 402 or consent of instructor; strongly recommended: SPAN 401 and 403*

**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 on-line course schedule. Students may repeat the course for a total of 6 credit hours if the

subject content is not repeated. Conducted in Spanish. *Prerequisite: SPAN 303; highly recommended: SPAN 361, 362, and 363*

**SPAN 491 Studies in Latin American Literature (3)**

An in-depth study of a significant Latin American literary figure or topic, as identified in each year's online course schedule. Students may repeat the course for a total of 6 credit hours if the subject content is not repeated. Conducted in Spanish. *Prerequisite: SPAN 303; highly recommended: SPAN 361, 362, and 363*

**SPAN 499 Special Studies in Language, Culture and Literature (1-12)**

Terms and hours to be arranged.

**Special Education**

**SPED 104 ASL Enhancement for Experienced Signers (3)**

Intensive ASL course for working interpreters focusing on receptive and expressive development in the use of ASL, including sentence types, advanced vocabulary, grammatical structures, non-manual grammatical markers, conversational behaviors and cultural appropriateness. *Prerequisite: by application only*

**SPED 105 ASL Enhancement for Fluent Signers (3)**

Intensive ASL course for working interpreters focusing on development of advanced ASL communication skills, including complex sentence types, inflection and registers. Emphasis on grammatical sophistication and production fluency. Includes cultural values and beliefs that impact communication and appropriate bilingual/bicultural interaction. *Prerequisite: by application only*

**SPED 200 Careers in Human Services (3)**

Survey of career opportunities in special education and rehabilitation. Content will include examination of educational programs and rehabilitation services which support individuals having disabilities. A special focus will be the various roles of persons employed in special education and rehabilitation.

**SPED 206 Introduction to the Process of Interpreting (3)**

Introduces students to the profession and process of interpreting. Includes historical and contemporary perspectives of interpreting and bilingual/ bicultural interpreting and strategies to accurately receive, analyze, understand, compose and produce interpreted messages. *Prerequisite: by application only*

**SPED 207 Introduction to the Professional Aspects of Interpreting (3)**

Introduces students to ethics and professional practices of interpreting, group theory, legal aspects, problem solving, conflict resolution, and educational theory, child placement procedure, and a collaborative approach to service delivery in educational settings. *Prerequisite: by application only*

**SPED 221 Interpreting Practice I (3)**

Introduces students to the production aspects of interpretation. Introduces pre-interpreting exercises, group translations of ASL and English texts and consecutively-interpreted dialogues and monologues. Students are introduced to team interpreting. *Prerequisite: by application only*

**SPED 222 Interpreting Practice II (3)**

Production aspects of spontaneous interpreting/transliterating. Students incorporate linguistic and functional analyses into consecutive and simultaneous interpretations/transliterations. Students are introduced to relay and oral interpreting. *Prerequisite: by application only*

**SPED 250 Introduction to Comparative Linguistics (3)**

Students will use a comparative/contrastive approach to the study of English and ASL, and will focus on grammatically-acceptable ASL productions. Students will be introduced to the linguistic and culturally-based communication issues that influence the interpreting process. *Prerequisite: by application only*

**SPED 257 Introduction to Discourse Analysis (3)**

Specialized discourse and vocabulary of specific content areas that appear in educational settings, including mathematics, science and computers. *Prerequisite: by application only*

**SPED 261 Preparation for Mentorship (2)**

Skills and knowledge to become mentors and resources for less experienced or entry-level interpreters. Focuses on theoretical models of mentorship and interpretation; materials available for skill and knowledge upgrading, and the tasks of interpretation. *Prerequisite: 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. *Prerequisite: by application only*

**SPED 263 Preparation for Mentorship III (2)**

Prepares experienced interpreters with skills and knowledge to become mentors and resources for less experienced or entry-level interpreters. Third course in a series of three, traces history of ASL and English use in educational settings. *Prerequisite: by application only*

**SPED 270 Educational Interpreting: Classroom Theory and Techniques I (3)**

Prepares instructional aides to serve hearing impaired students in both mainstreamed and residential settings. First of a two-term sequence covering adaptation of environmental conditions and classroom activities for students experiencing communication and language related challenges due to a hearing loss. *Prerequisite: admission to Educational Interpreting program or consent of instructor*

**SPED 271 Educational Interpreting Skills I (3)**

Introduces specialized techniques of application to interpreting within the educational setting. *Prerequisite: admission to Educational Interpreting program or consent of instructor*

**SPED 275 Educational Interpreting: Classroom Theory and Techniques II (3)**

Presents information to prepare instructional aides to serve hearing impaired students in both mainstreamed and residential settings. Second of a two-term sequence covering adaptation of content-related classroom activities and materials and basic tutoring and classroom management techniques. *Prerequisite: SPED 270*

**SPED 281 Teaching American Sign Language (2)**

Introduction to linguistic features of ASL as a base for second language instruction. Students study ASL on the levels of phonology, morphology, syntax, semantics, and discourse. Includes a comparison of visual-gestural and vocal-auditory languages and the implications for teaching ASL to hearing students. *Prerequisite: by application only*

**SPED 282 Teaching American Sign Language II (2)**

Second in a series of three, focuses on theories of second language acquisition, the relationship of language to culture, strategies for second language instruction and current approaches to ASL teaching. *Prerequisite: by application only*

**SPED 283 Teaching American Sign Language III (2)**

Third in a series of three, focuses on the functions of assessment and evaluation principles in language learning. Students will investigate use and factors involved in designing assessment instruments, current approaches to language assessment, available instruments for the assessment of ASL skills, and diagnostic strategies to guide students toward more effective language learning. *Prerequisite: by application only*

**SPED 401/501 ASD Practicum: Evidence-based Teaching Methods and Strategies (1)**

Field experience designed to follow completion of SPED 487/587. Students will demonstrate ability to apply teaching strategies. Students receive training in the prescribed teaching methods, and demonstrate basic competency in the application of methods. Eligible for the RP grade option. *Prerequisite: SPED 487/587 and consent of instructor*

**SPED 402/502 ASD Practicum: Supporting Students with High Functioning Autism and Asperger Disorder (1)**

Implementation of strategies learned in SPED 488/588. Strategies will be implemented with a student or with a small group of students with high functioning autism and/or Asperger Disorder. Students will complete a minimum of 30 total hours in an educational setting

with students. Eligible for the RP grade option. *Prerequisite: SPED 488/588 and consent of instructor*

**SPED 403/503 ASD Practicum: Middle School/High School/Transition and Community-Based Instruction (1)**

Students will demonstrate a) the ability to apply visual behavior support strategies and approaches, b) to assess and support secondary and transition age students in vocational settings, c) to use the FACTER Secondary Level curriculum with secondary and transition age students. Students will complete a minimum of 30 hours in an educational setting for students with Autism Spectrum Disorders (ASD). Eligible for the RP grade option. *Prerequisite: SPED 489/589 and consent of instructor*

**SPED 406 Special Individual Studies (1-15)**

Terms and hours to be arranged. Designed for individual or special studies in a limited area of interest under the guidance of a designated faculty member. Eligible for the RP grade option. *Prerequisite: 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 (1-12)**

Training. Eligible for the RP grade option. *Prerequisite: consent of instructor*

**SPED 412 Laboratory Experience (1-6)**

Practicum to acquaint pre-service and in service teachers with programs for children and youth in various societal and educational agencies; summer practicums in preschool and elementary education; practicums in addition to student teaching in subject matter areas to meet certification requirements. Limited to six hours.

**SPED 417/517 Inclusive Practices in Education (3)**

For students who are completing a minor in special education and/or those who may plan to enter a special education program at the graduate level. Includes the history of general and special education in North America.

**SPED 418/518 Survey of Special Education (3)**

Survey of models, theories and philosophies that form the basis for special education practice. An overview of the aspects of disabilities including legal, social and educational issues in the provision of education and related services from early intervention through transition to adulthood.

**SPED 447/547 Partnerships in Special Education (3)**

Examines family systems and the unique challenges and concerns faced by parents of children having disabilities. Family rights and effective advocacy are presented. Strategies

for communicating and collaborating with parents, family members and other professionals are presented. *Prerequisite: SPED 418/518 or consent of instructor*

**SPED 486/586 ASD: Foundations and Strategies (3)**

Current knowledge and practices in the education of children and youth with Autism Spectrum Disorders (ASD) will be presented. Systems of identifying and prioritizing educational goals, curriculum design, instructional strategies, and communication techniques will be reviewed. Social integration and family involvement will also be addressed.

**SPED 487/587 ASD: Evidence Based Teaching Methods and Strategies (3)**

Research based teaching methods for students with Autism Spectrum Disorders (ASD) will be presented. Teaching methods to be covered include Discrete Trial, Pivotal Response Training, Structured Teaching and Picture Exchange Communication System (PECS). Practical application of these methods in the context of behavior management, cognitive development, and daily living skills will also be discussed. *Prerequisite: SPED 486/586 or concurrent enrollment or consent of instructor*

**SPED 488/588 ASD: Supporting Students with High Functioning Autism & Asperger Disorder (3)**

Identifying and supporting the needs of students with High Functioning Autism/Asperger Disorder in young children through high school. Assessment of individual strengths and challenges, instructional strategies and supports used for teaching students with High Functioning Autism or Asperger Disorder. Students will use functional behavioral assessments and develop positive behavioral approaches; will learn about the social impact, review curriculum and research regarding evidence based practices for teaching social cognition and strategies for teaching social skills. *Prerequisite: SPED 487/587*

**SPED 489/589 ASD: MS/HS/Transition and Community Based Instruction (3)**

Provides students with information transition-related activities, curriculum, and teaching strategies for students who experience Autism Spectrum Disorder in middle/high/post-high programs. Participants will be able to identify, describe, and implement educational strategies aimed at helping students to achieve success in community-based settings and a variety of daily routines. *Prerequisite: SPED 488/588*

**SPED 490/590 ASD: Eligibility, Assessment & Effective Consultation (3)**

Prepares the participant to better understand the educational evaluation and eligibility process for identifying children and students with Autism Spectrum Disorders (ASD). Participants will review a variety of assessments and evaluation tools used for

identification of Autism Spectrum Disorders used in the evaluation process. Will learn about differential diagnosis and team considerations; will learn components of effective consultation including communication, working with and teaching adult learners, time management and organizational systems. *Prerequisite: SPED 489/589*

**SPED 603 Thesis or Field Study (3-9)**

Eligible for the RP grade option. *Prerequisite: consent of instructor*

**SPED 604 ASD Practicum: Assessment, Eligibility and Effective Consultation (2)**

Follows completion of SPED 590, and is designed to meet selected TSPC Specialization Autism Spectrum Disorder (ASD) standards and competencies. Candidates demonstrate competency in the application of instructional strategies learned in class, including understanding of the evaluation process by assisting in the completion of the required components for the assessment for the identification of an individual with ASD; providing feedback to adults serving individuals with ASD; training and coaching skills. Candidates will complete a minimum of 60 total hours in an educational setting with student/adult learners. Eligible for the RP grade option. *Prerequisite: SPED 590 and consent of instructor*

**SPED 607 Seminar (1-3)**

**SPED 608 Workshop (1-9)**

Terms and hours to be arranged.

**SPED 609 Practicum: Field Experience (1-9)**

Eligible for the RP grade option. *Prerequisite: consent of instructor/advisor/chair*

**SPED 610 Internship (2-12)**

Supervised work experience with professional level responsibilities in public school, community college, or higher education. On-site supervision by appropriately trained and certified professionals. Supplementary conferences, reading and reports. Eligible for the RP grade option. *Prerequisites: consent of instructor/advisor/chair*

**SPED 616 Evaluating Special Education Research (3)**

Designed to prepare special educators for graduate course work, portfolio, thesis/project, comprehensive exams, Praxis exams, and for practicing evidence-based practice as a teacher. Prepares students to be informed consumers of research rather than actually conducting research themselves and prepares teachers to apply research principles to their practice as teachers.

**SPED 620 Content Reading and Instructional Planning (3)**

Designed for students who are preparing to teach students with learning problems. Content will include instructional planning theory and application, and best practices theory and strategies for teaching written expression,

spelling and content reading. *Prerequisite: SPED 418/518 or concurrent enrollment or consent of instructor*

**SPED 622 Reading Remediation (3)**

Remedial techniques and strategies in the language arts, particularly reading (decoding skills, word recognition, fluency, comprehension) and written expression (planning, organizing, outlining, sentence and paragraph writing, spelling, and proofing skills), monitoring student progress and making decisions about instruction and curriculum in the language arts for students with learning problems. *Prerequisite: SPED 418/518, or concurrent enrollment, or consent of instructor*

**SPED 623 Behavior Support (3)**

Examines literature and practice in planning and implementing school-wide systems of positive support for K-12 students. Emphasis on effective behavior management strategies for assisting students with special educational needs. *Prerequisite: SPED 418/518, or concurrent enrollment or consent of instructor*

**SPED 625 Assessment for Instruction (3)**

Basic assessment theory, assessment planning, criterion-referenced testing, curriculum-based assessment, formative and summative assessment, data collection and display, and use of assessment data for instructional decision making. *Prerequisite: SPED 622, or concurrent enrollment, or consent of instructor*

**SPED 628 Mathematics Remediation (3)**

Techniques and strategies to remediate deficits in mathematics and content areas, study skills, accommodating students with special educational needs in the general education classroom. *Prerequisites: SPED 625 or concurrent enrollment, passing grade on program mathematics proficiency test or consent of instructor*

**SPED 634 Medical Aspects & Low Incidence Methods (3)**

Physical and medical aspects of major disabilities will be presented. Course prepares students to use a variety of assessment and instructional strategies with students who have moderate to severe disabilities. Includes design and implementation of individualized curricula for students having severe disabilities, identification of instructional priorities, task analysis, instructional strategies, and data systems. *Prerequisites: SPED 418/518 or consent of instructor*

**SPED 636 Managing Communication Systems (3)**

Design and implementation of communication systems for individuals with severe disabilities: oral and non-oral techniques. Focusing on design and implementation, and technical skills necessary for assessment, program design, intervention strategies and data systems. *Prerequisites: SPED 671, or concurrent enrollment, or consent of instructor*

**SPED 639 Final Supervised Field Experience (3-9)**

Full-time placement for one term in either an early intervention, elementary, middle or high school setting. Under the direction of a mentor teacher and a WOU supervisor, the student assumes responsibility for the learning activities of children with disabilities. Eligible for the RP grade option. *Prerequisites: consent of instructor/advisor/chair.*

**SPED 642 Standardized Assessment (3)**

Provides instruction in the selection, administration and scoring of appropriate standardized assessment tools for children with learning problems. Course addresses the use of standardized assessment for determining special education eligibility and for developing IEPs. *Prerequisite: SPED 625 or consent of instructor*

**SPED 646 Law and Special Education (3)**

Examines the complex Web of federal and state laws governing special education. Students learn to apply relevant legal principles to hypothetical situations typical of those that occur in schools. *Prerequisite: completion of at least 30 credit hours in M.S. program or consent of instructor*

**SPED 671 Foundations of Early Intervention/Early Childhood Special Education (Birth-8 yr) (3)**

Introduction to services for infants, toddlers and young children (birth-8 years) with disabilities or at risk, and their families. Historical, philosophical and legal foundations of services in early childhood. Emphasis on family systems theory, Individualized Family Service Plans, family-focused intervention, multicultural environments and poverty. *Prerequisite: SPED 418/518, or concurrent enrollment, or consent of instructor*

**SPED 672 Transition and Self-Determination (3)**

Focuses on the transition of students with disabilities from high school to adult life. Emphases on best practices related to transition planning and self-determination. *Prerequisites: SPED 418/518 or RC 620 or consent of instructor*

**SPED 677 Collaborative Services in Early Intervention/Early Childhood Special Education (Birth-8 yr) (3)**

Strategies for infant and child assessment to determine eligibility for EI/ECSE; plan, implement and monitor services, including development of Individual Family Service Plans, Individual Education Plans and Transition plans. Strategies for designing instruction in early childhood settings (3-8 years), program evaluation and collaborative partnerships are discussed and practiced. *Prerequisites: SPED 418/518 and SPED 671 or consent of instructor*

**SPED 682 Contemporary Issues in Special Education (2)**

Introduction to policy analysis in special education. Students explore, analyze and synthesize available knowledge and research on a wide range of perplexing or controversial issues relating to disability. *Prerequisites: completion of all SPED courses and ED 632, ED 611 or PSY 620/621 or consent of instructor*

**SPED 684 Emotional and Behavioral Disabilities (3)**

Theory and application of techniques for managing the classroom environment and behavior problems of students with disabilities, particularly students with more severe emotional and behavioral disabilities (E/BD). *Prerequisite: SPED 623 or consent of instructor*

**SPED 690 Intelligence Testing and Reporting (3)**

Training for administering and scoring individual intelligence scales and initial aspects of test interpretation and reporting. Social, cultural socioeconomic, and affective factors that can influence test results will be discussed along with the decision-making process regarding appropriateness of testing and test use. *Prerequisite: SPED 642 or consent of instructor*

**Teacher Preparation: Deaf Education**

**Announcement:** The Teacher Preparation: Deaf Education Program will reopen in Fall 2015 as the Deaf and Hard of Hearing Educator program. Inquiries regarding the new program should be directed to the chair of the Division of Special Education, Cheryl Davis (davic@wou.edu).

**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. *Prerequisite: ASL 303 and INT 353 with a B or better or instructor approval*

**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. Student will examine 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 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 603 Thesis or Professional Project (3-9)**

Terms and hours to be arranged. *Prerequisite: consent of instructor*

**TPD 607 Seminar (1-3)****TPD 609 Practicum: Field Experience Deaf and Hard of Hearing Studies (1-3)****TPD 639 Student Teaching: Deaf and Hard of Hearing (3-15)**

Terms and hours to be arranged.

**TPD 640 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.

**TPD 641 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.

**TPD 642 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 657 American Sign Language and English Teaching Methods: Deaf and Hard of Hearing (3)**

Focuses on teaching of content area in dual language mode. 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 child.

**TPD 658 Bilingual/Multicultural Theory and Application: Deaf and Hard of Hearing (3)**

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. *Prerequisites: TPD 456/556 and TPD 657*

**TPD 662 Assessment Procedures: Deaf and Hard of Hearing K-12 (3)**

Course examines the selection, administration and interpretation of various psychological instruments 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 will be discussed.

**TPD 676 Past and Present Issues in Deaf Education (3)**

In-depth examination of past and current issues surrounding education of Deaf and Hard of Hearing students. Course content will vary.

**TPD 678 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. Student will tutor two or more Deaf or Hard of Hearing students in speech.

**TPD 679 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.

**TPD 680 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. Students will learn how to adapt commercially available materials and develop supplementary reading/language activities.

**TPD 693 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.

**TPD 694 Working with Hard of Hearing Pupils and Cochlear Implant Users (2)**

Provides candidates with practical knowledge and skills needed to maximally facilitate effective listening and spoken communication skills for hard of hearing students and cochlear implant users who will be enrolled in their future classrooms. *Prerequisites: TPD 678 and TPD 693*

## Theatre Arts

**TA 110 Introduction to the Theatre Arts (3)**

An introductory study of the theatre arts including theatre history, play analysis, and production.

**TA 111 Introduction to Entertainment Technology (4)**

Explores the field of Entertainment Technology. Students will become familiar with traditional and contemporary technologies used for the production of live entertainment events. Both design and production processes will be examined across a variety of entertainment industry segments.

**TA 112 Introduction to Film (3)**

Introductory study of the history and process by which films are made, including general history, production planning, process, and a basic understanding of the components that are synthesized to produce films.

**TA 115 Introduction to Scenic Arts (4)**

Lecture, reading, discussion on projects in the basic principles of scenecraft- the process of creating environments in which theatrical performances occur.

**TA 165 Production Dynamics (3)**

Introduces all the elements involved in modern theatre production. Concerned with acquainting majors with the opportunities, expectations and requirements within the theatre program. Required for all freshman theatre majors.

**TA 166 Text Analysis (3)**

Concentration in the process of reading, understanding, analyzing and interpreting play texts for production. Required for all freshman theatre majors.

**TA 167 Play Reading (3)**

Students apply critical and analytical methods learned in TA 165 and TA 166 to analyze classic and modern dramatic literature. Required for all freshman theatre majors.

**TA 199 Special Studies**

Terms and hours to be arranged. May be repeated for credit.

**TA 205 Stage Speech I (3)**

Exploration of the essential components of voice and speech. Detailed concentration on the types of sounds in spoken English, the International Phonetic Alphabet and mastering standard American stage speech.

**TA 210 Oral Expression Through Theatre (3)**

Experience in stage diction. Concentrated study of speaking skills for use on the stage.

**TA 220 Production Participation (0)**

Production participation for theatre majors and minors. Available P/NC only. May be repeated for credit.

**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 (2)**

Lecture, demonstration and studio practice in the basic principles and process of theatrical scenecraft.

**TA 245 Technical Theatre: Lighting (2)**

Lecture, reading and discussion in the basic principles and process of theatrical lighting, with suitable opportunity for practical application.

**TA 246 Technical Theatre: Costuming (2)**

Lecture, reading and discussion in the basic principles and process of theatrical costuming and design with suitable opportunity for practical application.

**TA 247 Technical Theatre: Sound (2)**

Lecture, reading and discussion in the basic principles and process of theatrical sound, with suitable opportunity for practical applications.

**TA 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.

**TA 252 Technical Theatre: Makeup (3)**

Basic principles and processes of theatrical makeup, including demonstrations and daily practice.

**TA 253 Production Workshop (1-3)**

Provides students with lower division credit for participating in acting or technical work for the theatre program. May be repeated for credit. *Prerequisite: consent of instructor*

**TA 255 Movement I (3)**

Introduction to the principles of movement for the stage with a focus on developing dexterity, strength and coordination.

**TA 261 Movement II (3)**

In depth, practical study of advanced movement techniques for actors. Actors will explore character development from a physical level and apply all of the above in performance.

**TA 265 Acting I (3)**

A rigorous study of modern acting technique that explores the basic tools of the actor and introduces the fundamentals of the Stanislavsky system.

**TA 271 Acting II (3)**

An in-depth application of theories learned in TA 265 and explored through rigorous scene and monologue work. *Prerequisite: TA 265*

**TA 290 Voice I (3)**

Introduction to the principles of Fitzmaurice Voicework with an emphasis on deconstructing the breathing process.

**TA 305 Stage Speech II: Dialects (3)**

Students apply theories learned in TA 205 to mastering European and American stage dialects. *Prerequisite: TA 205*

**TA 308 History of Fashion (4)**

A course in the development of fashion from earliest times to the present with an emphasis on western world culture.

**TA 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 315 Musical Theatre Studio I (4)**

An introduction to musical theatre performance with emphasis on musical theatre acting techniques, score reading, and text analysis.

**TA 316 Musical Theatre Studio II (4)**

Continuation of study in musical theatre performance with emphasis on lyric study, characterization, storytelling and song mapping.

**TA 320 Dramaturgy (3)**

An exploration of the role of the production dramaturgy, including research skills, the dramaturgy's relationship with other members of the creative team, and special emphasis on theatre-specific dramaturgical writing.

**TA 321 Performance Art (3)**

Introduction to the field of performance art, through an examination of the history and practitioners of performance art, and the practical creation and development of a performance art piece.

**TA 328 Stage Combat Studio (2)**

Course covers the history and practical application of Stage Combat as regulated by the Society of American Fight Directors (SAFD). The focus of this course is threefold: foremost is safety, followed by technical proficiency, and emotional investment in the acting of stage violence. Each term course will focus on one of the weapon styles recognized by the SAFD. Course may be repeated for credit.

**TA 330 Script Writing (4)**

Concentrates on the basic skills of writing scripts for the theatre: plotting, character development, form and structure.

**TA 334 Stage Management (4)**

Basic principles and procedures of stage management. This course is strongly suggested for all students desiring to stage manage departmental productions.

**TA 336 Stage Properties (4)**

Principles and techniques of stage properties design and production. Includes script analysis, construction techniques and organizational strategies.

**TA 338 History of Architecture and Decor (4)**

A study of architecture, furniture and decorative arts from early Greek to modern, focusing on those eras that most commonly influence theatrical production styles.

**TA 343 Costume Design (4)**

Basic principles and studio practice in costume design.

**TA 344 Costume Crafts (4)**

Concentrates on special materials and techniques used in the costume shop, including mold-making/casting, thermoplastics, dyes, paints and printing.

**TA 345 Scenic Painting I (4)**

Basic principles and studio practice in scene painting.

**TA 346 Scenic Design (4)**

Basic principles and studio practice in scene design. *Prerequisite: TA 244 or consent of instructor*

**TA 347 Drafting for Theatre (4)**

A studio course dealing with basic drafting techniques and practices used for theatrical design.

**TA 348 Lighting Design (4)**

Basic principles and studio practice in lighting design. *Prerequisite: TA 245 or consent of instructor*

**TA 349 Scenic Design Studio (3)**

Advanced studio course dealing with design analysis, composition and drawing/rendering techniques. *Prerequisite: TA 346 or consent of instructor*

**TA 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 351 Voice II (3)**

Continues the exploration of Fitzmaurice Voicework with an emphasis on restructuring the breathing process and connecting the voicework to the text.

**TA 353 Advanced Production Workshop (1-3)**

Provides students with upper-division credit for participating in acting or technical work for the theatre program. May be repeated for credit. *Prerequisite: consent of instructor*

**TA 354/454 Production Design (1-3)**

Scenic, lighting, costume or sound design for main stage or studio theatre productions. May be repeated for credit. Eligible for the RP grade option. *Prerequisite: consent of instructor*

**TA 355/455 Production Management (1-3)**

Stage management, shop supervision or other leadership roles in theatre production. May be repeated for credit. Eligible for the RP grade option. *Prerequisite: consent of instructor*

**TA 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. *Prerequisites: TA 250 and 251 or consent of instructor*

**TA 357 Production Performance (1-4)**

Performance in main stage or studio theatre productions. May be repeated for credit. Eligible for the RP grade option. *Prerequisite: consent of instructor*

**A 358 Production Direction (1-4)**

Students work as director, assistant director, choreographer or dramaturgy for main stage or studio theatre productions. May be repeated for credit. Eligible for the RP grade option. *Prerequisite: consent of instructor*

**A 359 Production Fabrication (1-4)**

Scenery, costume or properties construction and scenic painting for main stage or studio theatre productions. May be repeated for credit. Eligible for the RP grade option. *Prerequisite: consent of instructor*

**TA 360 Contemporary Audition (3)**

Involves the practical study and application of developing modern audition techniques and career development for the stage. *Prerequisite: TA 251 or TA 265 or consent of instructor*

**TA 364 Play Direction (4)**

Introduction to dramatic theories and techniques and their application to play direction.

**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 Masks (3)**

Intermediate movement dynamics are explored through intensive character mask work in a conservatory/lab setting.

**TA 370 Acting For The Camera (3)**

By performing and viewing work on camera everyday, students will learn how to temper their acting from the broadness required for the theatre to the intimacy of the camera. Audition techniques, acting in commercials, acting in film and acting in television will be covered.

**TA 371 Acting Meisner I (4)**

Intermediate exploration of modern acting with a focus on the theories of The Sanford Meisner Technique.

**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 381 Theatre History I (4)**

An integrated examination of the history, literature, theory, and criticism of the theatre from the Greeks through the Renaissance.

**TA 382 Theatre History II (4)**

An integrated examination of the history, literature, theory, and criticism from the Restoration to the beginning of the 20th century.

**TA 383 Theatre History II (4)**

An integrated examination of the history, literature, theory, and criticism of the theatre from the beginning of the 20th century to the present.

**TA 384 European Theatre 1875-Present (3)**

An integrated examination of the history, literature, theory, and criticism of the theatre in Europe from 1875 to the present.

**TA 385 American Theatre (3)**

An integrated examination of the history, literature, theory, and criticism of the theatre in America from the Revolutionary War to the present.

**TA 386 International Theatre (3)**

An integrated examination of the history, literature, theory, and criticism of the theatre around the world. The focus will include theatre from Asian, Latin American, African and others.

**TA 390 Performance Studies in Acting (3)**

Individual study of a character in the context of performing a character in a play before an audience. *Prerequisites:* TA 250, TA 251, TA 356

**TA 394 Acting Meisner II (4)**

A continuation of Sanford Meisner's work with a focus on achieving emotional freedom on stage. *Prerequisites:* TA 371

**TA 395, 396, 397 Special Studies: Plays in Performance (2 each)**

B.F.A. students only. The study of plays through performance; viewing, analyzing, critically assessing. Students attend six professional performances per year and complete associated written work assigned by faculty advisor.

**TA 399 Special Studies (1-3)**

Terms and hours to be arranged. May be repeated for credit.

**TA 405 Acting Shakespeare (3)**

Concentration in the process of acting Shakespeare for the stage. Verse speaking, text analysis, antithesis, and a view to the ever-changing world of the Elizabethan acting style. *Prerequisite:* TA 251 or TA 265 or consent of instructor

**TA 406 Independent Study (1-15)**

Terms and hours to be arranged. May be repeated for credit.

**TA 406 Independent Study: Capstone Thesis (3)**

Involves preparation and presentation of a theatrical production or appropriate theatre project. B.F.A. candidates only.

**TA 407 Seminar (1-15)**

Terms and hours to be arranged. May be repeated for credit.

**TA 408 Workshop (1-15)**

Terms and hours to be arranged. May be repeated for credit.

**TA 409 Practicum (1-15)**

Terms and hours to be arranged. May be repeated for credit.

**TA 412 Portfolio Review (2)**

Portfolio and resume refinement, interview skills for technical theatre, and a survey of the job market. *Prerequisite:* consent of instructor

**TA 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 415 Musical Theatre Studio III (4)**

Continuation of study in Musical Theatre performance with emphasis on relationships, staging, and live performance.

**TA 420 Acting: Scene Study (3)**

Intermediate acting technique with emphasis on Sanford Meisner's approach to the text/script. *Prerequisites:* TA 251 or TA 265 or consent of instructor

**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, Stringberg, O'Neil and others. Explores the world view of the plays and performance traditions. *Prerequisite:* TA 371

**TA 432 Acting Styles I: Modernism (3)**

Intensive study of the skills required when acting various modern acting styles and traditions. Explores world views of the plays and performance traditions. *Prerequisite:* TA 251 or TA 265 or consent of instructor

**TA 433 Acting Styles II: Restoration/Manners (3)**

Intensive study of the skills required when acting various classical acting styles tradition. Explores world views of the plays and performance traditions. *Prerequisite:* TA 251 or TA 265 or consent of instructor

**TA 434/534 Advanced Scenecraft (3)**

Advanced work in scenic techniques and processes. *Prerequisites:* TA 244 or consent of instructor

**TA 436/536 Advanced Costume Techniques (3)**

Advanced work in the area of costuming. *Prerequisite:* TA 246 or consent of instructor

**TA 437 Acting Shakespeare II (3)**

Advanced techniques of acting Shakespeare and approaching heightened language and verse. *Prerequisite:* 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 to High School levels. (K-12). *Prerequisite:* upper-division or graduate standing

**TA 443 Advanced Costume Design (4)**

Advanced principles and studio practices in costume design.

**TA 445 Scenic Painting II (3)**

Advanced principles and studio practice in scenic painting. *Prerequisite:* TA 345 or consent of instructor

**TA 446 Advanced Scene Design: CAD (4)**

Advanced principles and studio practice in scenic design, using computers for drafting and painting. *Prerequisite:* TA 346 or consent of instructor

**TA 447 Digital Imagery for Theatre (4)**

Advanced studio class dealing with the creation, manipulation and use of digital images in theatre production.

**TA 448 Advanced Lighting Design (4)**

Continued study and practice of lighting design.  
*Prerequisite:* TA 348 or consent of instructor.

**TA 453 Capstone Experience (1-3)**

Capstone independent study to be determined for all majors by faculty advisor. Eligible for the RP grade option.

**TA 457/557 Advanced Directing (3)**

Study of the practical processes of directing by which plays are produced in the theatre.  
*Prerequisite:* TA 364 or consent of instructor

**TA 606 Special Individual Studies (1-3)**

Designed for graduate advanced individual study in some aspects of the theatre arts.  
*Prerequisite:* consent of instructor

**TA 607 Seminar (1-9)**

Terms and hours to be arranged. Designed for graduate students as a supplemental enrichment course of study in the theatrical literature and history, or production techniques, of a specific nation, culture or the work of a particular theatrical artist of contemporary or historical significance.  
*Prerequisite:* consent of instructor

**TA 608 Workshop (1-3)**

Terms and hours to be arranged.

**TA 609 Practicum (1-9)**

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

**WR 222 Writing for the Sciences (4)**

Combines instruction in writing on issues in the sciences with strategies for researching scientific material. Focus is placed on finding, evaluating, and utilizing library and electronic resources along with developing strategies for understanding, analyzing, and making scientific arguments. Students will also become familiar with documentation styles used in science writing.  
*Prerequisite:* WR 135 or equivalent

**WR 223 Research and Composition (4)**

Combines instruction in research skills with the production of essays utilizing research, including traditional library research, documentation styles, and forms of researched writing.  
*Prerequisite:* WR 135 or equivalent

**WR 230 Introduction to Writing Studies (4)**

Introduction to composition theory and upper-division writing concentrations: composition and rhetoric, creative writing, and professional writing. Includes the development of a digital portfolio for archiving written artifacts.  
*Prerequisites:* WR 135 or equivalent

**WR 321 Business Writing (4)**

Instruction and practice in writing business reports, memos, and letters. Particularly appropriate for students in business and related areas.  
*Prerequisite:* WR 135 or equivalent

**WR 322 Technical Writing (4)**

Instruction and practice in writing technical reports, proposals, and other technical writing forms. Particularly appropriate for students in health, science, and technical fields.  
*Prerequisite:* WR 135 or equivalent

**WR 323 Intermediate Exposition (4)**

Intermediate expository writing.  
*Prerequisite:* WR 135 or equivalent

**WR 350 News Writing (4)**

Course introduces students to the basics of news reporting; developing, researching, and writing news stories. The course will also cover interviewing skills, research techniques, and different news writing styles, as well as a discussion on libel law and journalistic ethics.  
*Prerequisite:* WR 135 or equivalent

**WR 360 Fiction Workshop (4)**

First course in fiction writing, emphasizing technique and critical appreciation of fiction writing. Workshop.  
*Prerequisite:* WR 135 or equivalent

**WR 361 Poetry Workshop (4)**

First course in poetry writing, emphasizing technique and critical appreciation of poetry writing. Workshop.  
*Prerequisite:* WR 135 or equivalent

**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.  
*Prerequisite:* WR 135 or equivalent

**WR 399 Special Studies (4)****WR 406 Special Individual Studies (1-15)**

Terms and hours to be arranged. Individual or special studies in a limited area of interest under the guidance of a designated faculty member.  
*Prerequisite:* consent of instructor

**WR 409 Internship (1-8)**

Terms and hours to be arranged. Eligible for the RP grade option.

**WR 412/512 Writing Center Internship (1-6)**

Professional development in writing center theory and practice.

**WR 414 Advanced Composition (4)**

Advanced instruction and practice in the principles of writing. May be taken twice.  
*Prerequisite:* 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.  
*Prerequisite:* WR 135 (or equivalent), or consent of instructor

**WR 440/540 Writing Theory and Pedagogy (4)**

Study of current theories and practices in teaching writing for grades 5-12 and college. Provides an introduction to writing process, assignment design, and assessment. Recommended for students planning to attend graduate school (English or MAT).  
*Prerequisite:* WR 135 (or equivalent) and LING 315 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.  
*Prerequisite:* WR 360 or consent of instructor

**WR 461 Advanced Poetry Workshop (4)**

Advanced study of poetry writing technique. May be repeated once for credit. Workshop.  
*Prerequisite:* WR 361 or consent of instructor

**WR 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.  
*Prerequisite:* one upper-division writing course or consent of instructor

**WR 606 Special Individual Studies (1-6)**

Individual or special writing instruction in a specific form of writing under the guidance of a designated faculty member.

**WR 610 Forms of Expository Prose (3)**

Intensive study and practice in analyzing and writing expository prose. Recommended for secondary teachers.

**WR 642 Writing Across the Curriculum (3)**

Introduces students to the theories and techniques in teaching writing, and teaching via writing, relevant to content knowledge courses.

## Professional Development

### 807 Professional Development Seminar (1-6)

Professional Development Seminar courses are lecture courses designed for practicing professionals in a particular discipline and cannot be applied to an graduate or undergraduate degree. Generally each credit requires 10 clock hours of in-class instruction, additional study or writing outside of lecture may be required.

### 808 Professional Development Workshop (1-6)

Professional Development Workshop courses are lecture courses designed for practicing professionals in a particular discipline and cannot be applied to an graduate or undergraduate degree. Generally each credit requires 10 clock hours of in-class instruction, additional study or writing outside of lecture may be required.

### ASL 805 Professional Development Seminar (1-6)

Open to graduate and undergraduate students, these courses are lecture courses designed for practicing professionals in a particular discipline and cannot be applied to any graduate or undergraduate degree at WOU. \*

### ED 805 Professional Development Seminar (1-6)

Open to graduate and undergraduate students, these courses are lecture courses designed for practicing professionals in a particular discipline and cannot be applied to any graduate or undergraduate degree at WOU. \*

### ED 820 Foundations of Career and Technical Education (1)

Overview of CTE instruction in Oregon. Students will develop a familiarity with community partnerships, explore Oregon required standards, and become familiar with federal Perkins Legislation and corresponding state initiatives. CTE instructors will also develop an understanding of what it means to be an ethical educator in Oregon.

### ED 821 Educational Psychology and Learning Development (2)

CTE candidates will explore human development as shaped by socio-cultural perspectives, cognitive understanding, institutionalism and human relations. Activities within this course will provide candidates with a set of contexts in which educational problems can be understood and interpreted. Will include lectures, large and small group discussions, and videos.

### ED 822 Instructional Strategies and Assessment (3)

Prepares CTE candidates in developing curriculum and assessment that is aligned with State and industry standards. CTE candidates will learn the guiding principles of

Professional Learning Communities and how school-wide collaboration can enhance student learning across the content areas. Teaching to an objective, formative and summative assessments, and strategies for inventions will be interwoven into this course. CTE candidates will be able to recognize and apply developmentally appropriate instructional strategies to both adolescent and adult learners.

### ED 824 Classroom Management I (1)

Taken in sequence, prepares CTE candidates to develop a clear vision of what (a) school-wide, (b) classroom, and (c) individual student expectations look and sound like when students are learning and engaged. CTE candidates learn the critical importance of establishing classroom structure, clear expectations the first day of class, student legal rights, and explore pedagogy illustrating ongoing success throughout the school year. Investigated topics include: diffusing anger in difficult situations; redirecting conflict with intention, and; exploring systematic approaches to behavior change in difficult situations.

### ED 825 Class Management II (1)

Must be taken in sequence. Content and lessons will expand on ED 823. In addition to in-class behavior expectations, candidates will learn how they can be part of a larger school-wide system that will make a difference for all students. Additionally, candidates will increase their understanding of student equity and discipline within the school environment.

### ED 826 Intro to Multicultural Education and Language Acquisition (2)

Prepares CTE candidates to develop a classroom environment that is inclusive and respectful of all ethnic, racial and cultural backgrounds. Effective teaching practices and procedures will be discussed. CTE teachers will learn to adjust educational materials to accommodate ELL and utilize diverse communication styles to interact with families from diverse cultural backgrounds.

### ED 827 Introduction to Special Programs and Student Needs (2)

Prepares CTE instructors in developing daily instruction to meet the needs of students in special programs. Policy and legal requirements will be examined for application within the school environment particularly pertaining to their own classroom. Discussion will center on school-wide systematic approaches, personal classroom instruction, and individual student accommodations to support a diverse group of learners.

### INT 805 Professional Development Seminar (1-6)

Open to graduate and undergraduate students, these courses are lecture courses designed for practicing professionals in a particular

discipline and cannot be applied to any graduate or undergraduate degree.\*

### MTH 805 Professional Development Seminar (1-6)

Open to graduate and undergraduate students, these courses are lecture courses designed for practicing professionals in a particular discipline and cannot be applied to any graduate or undergraduate degree at WOU.\*

### PE 805 Professional Development Seminar (1-6)

Open to graduate and undergraduate students, these courses are lecture courses designed for practicing professionals in a particular discipline and cannot be applied to any graduate or undergraduate degree at WOU.\*

### RC 805 Professional Development Seminar (1-6)

Open to graduate and undergraduate students, these courses are lecture courses designed for practicing professionals in a particular discipline and cannot be applied to any graduate or undergraduate degree at WOU.\*

### SPED 805 Professional Development Seminar (1-6)

Open to graduate and undergraduate students, these courses are lecture courses designed for practicing professionals in a particular discipline and cannot be applied to any graduate or undergraduate degree at WOU.\*

### TPD 805 Professional Development Seminar (1-6)

Open to graduate and undergraduate students, these courses are lecture courses designed for practicing professionals in a particular discipline and cannot be applied to any graduate or undergraduate degree at WOU.

\* Terms and hours to be arranged.

## Student Success courses

### ICS 101 First Year Experience (0)

Designed to help first-year students adjust to the university, develop their academic skills and become active participants in their learning. Course provides an overview of the university and resources available to help students as they transition into and through WOU. Many of the FYE courses have themes for the term and students can select the theme that interests them the most. The foundation of FYE is to help students become members of a learning community, while helping them to develop balance between personal freedom and academic responsibility.

### ICS 107 Academic Success (0)

Designed for students who are on academic warning and probation. Students will learn strategies that will help them be successful as a student. Course concentrates on time management skills, study skill, procrastination,

test taking skills, and managing test anxiety. Also look at how decisions impact their educational, career, and life goals.

**ICS 107 Learning Seminar (0)**

A mandatory course for students that have been academically suspended from the university. Designed to help students in academic difficulty to identify reasons for that difficulty, learn appropriate study techniques and become successful students. Focuses on academic skill building, including goal setting, time management and study skills. Also covers critical reading, writing and thinking. Students on academic suspension are required to enroll in and pass the course.

**ICS 110 International First Year Experience (0)**

Helps international students who are new to their WOU degree program, learn to manage their educational experience as well as help them in identifying resources on campus. Addresses the challenges of assimilation into American university life, including declaring majors, understanding major requirements, choosing appropriate courses, being aware of campus resources, understanding general skill requirements needed for comprehending lectures and assignments, identifying their language strengths to inform their choices, acquiring study skills, understanding the student code of responsibility, and using and citing sources correctly.

**ICS 120 On-Track Academic Success (0)**

Designed for first year On-Track students to enhance academic success and retention in college. Topics will include study skills, time management, note taking, stress management, active reading, and more. Students will engage in hands on activities. *Prerequisite: Must be a part of the On-Track program to register for the class. The On-Track program is coordinated through the MSSP Office.*

**ICS 210 Career Decision Making (0)**

Students learn the process of career exploration and the decisions that lead to a satisfying career. Based on self exploration, the course will incorporate self-assessment, vocational tests, and career information research to assist students in understanding how to make life long career choices.





# FACULTY AND ADMINISTRATORS



## President

**Mark D. Weiss** (2005), president. B.S. 1974, M.B.A. 1975, Rutgers University

## President's staff

**Peter C. Courtney** (1984), assistant to the president; assistant professor. B.A. 1965, M.P.A. 1966, University of Rhode Island; J.D. 1969, Boston University

**Gary L. Dukes** (2004), vice president for student affairs. B.S. 1985, Oregon State University; M. Ed. 1987, University of Vermont; Ph.D. 1994, University of Washington

**Tommy Love** (2010), executive director of University Advancement and WOU Foundation. B.A. 1998, St. Andrews University

**Stephen H. Scheck** (2006), provost and vice president for academic affairs; professor of biology. B.S. 1975, M.S. 1977, Fort Hays State University; Ph.D. 1980, Iowa State University

**Eric Yahnke** (2010), vice president of finance & administration. B.A. Oregon State University; M.P.A. Portland State University; C.P.A. Oregon; CGFM

## Deans

**Tina M. Fuchs** (1989), dean of students; instructor. B.A. 1985, Pacific University; M.Ed. 1989, Western Washington University

**Mark Girod** (2001), dean of college of education, professor of education. B.S. 1993, Western Oregon State College; M.S. 1996, Western Oregon University; Ph.D. 2001, Michigan State University

**David McDonald** (2005), associate provost. Double B.S. 1988, University of Oregon; M.P.A. 1990, University of Washington

**Allen McKiel** (2008), dean, library. B.A. 1975, Purdue University; M.L.S. 1978, Indiana University; Ph.D. 2001, Indiana State University

**Susanne C. Monahan** (2013), dean of college of liberal arts and sciences. B.A. 1987, Swarthmore College; A.M. 1988, Ph.D. 1993, Stanford University

## Faculty

### A

**Joel E. Alexander** (1994), professor of psychology. B.A. 1986, Wartburg College; M.A. 1989, University of Northern Colorado; Ph.D. 1992, Iowa State University

**Vivian Amantana** (2004), associate professor of criminal justice. B.S. 1998, Western Oregon University; M.A. 2000, Ph.D. 2004, Oregon State University

**Kit J. Andrews** (1993), professor of english. B.A. 1977, University of California at Santa Cruz; M.A. 1987, Ph.D. 1992, University of Oregon

**Jeffrey Armstrong** (2008), associate professor of physical education. B.S. 1985, M.S. 1986, West Virginia University; Ph.D. 1998, The University of Toledo

**Margaret Artman** (2005), associate professor of english. B.A. 1996, M.A. 1998, University of Dayton; Ph.D. 2005, University of Wisconsin-Milwaukee

### B

**Nick Backus** (2002), professor of communication studies. B.A. 1981, M.A. 1983, University of Georgia; Ph.D. 1999, University of Kansas

**Hamid Bahari-Kashani** (1988), professor of production and operations management; 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

**Paula Baldwin** (2014), assistant professor of communication studies. B.A. 2007, University of Texas; M.A. 2009, Texas State University; Ph.D. 2012, George Mason University

**Michael Baltzley** (2011), associate professor of biology. B.S. 1997, Pennsylvania State University; Ph.D. 2006, University of North Carolina at Chapel Hill

**Erin Baumgartner** (2008), associate professor of biology. B.A. 1996, University of Kansas; Ph.D. 2002, University of Hawaii-Manoa

**Diane R. Baxter** (1988), professor of music. B.A. 1972, Fort Wright College; M.M. 1974, Boston University; D.M.A. 1985, University of Oregon

**Cheryl Beaver** (2005), professor of mathematics. B.S. 1991, Pacific Lutheran University; M.S. 1994, Ph.D. 1997, University of Arizona, Tucson

**Scott Beaver** (2005), associate professor of mathematics. B.S. 1990, Lehigh University; B.S. 1994 Auburn University; M.S. 1997, University of Arizona, Tucson; Ph.D. 2004, University of California, Davis

**Hamid Behmard** (1999), professor of mathematics. B.A. 1993, Berea College; M.S. 1996, Ph.D. 1999, Oregon State University

**Thomas Bergeron** (1990), professor of music. B.A., B.M. 1974, University of New Hampshire; M.M. 1978, University of Michigan; D.M.A. 1989, University of Oregon

**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), professor of biology. B.A. 1989, B.S. 1989, University of Puget Sound; Ph.D. 1996, University of Washington

**Dean M. Braa** (1990), associate professor of sociology. B.A. 1976, University of Northern Colorado; M.A. 1980, Ph.D. 1991, University of Kansas

**Jen Bracy** (2011), associate professor of art. B.A. 1991, Virginia Polytechnic Institute & State University; M.F.A. 1997, Virginia Commonwealth University

**Robert R. Broeg** (1996), professor of computer science. B.A. 1973, Dominican College; M.S. 1975, Marquette University; M.T.S. 1979, The Franciscan School of Theology; M.S. 1989, California State University; Ph.D. 1995, Oregon State University

**William B. Brown** (2002), professor of criminal justice. B.A. 1985, M.A. 1988, Ph.D. 1992, University of Nevada, Las Vegas

**Robert Brownbridge** (1998), associate professor of special education. B.A. 1971, B.Ed. 1975, M.Ed. 1984, University of Saskatchewan; Ph.D. 1995, University of Oregon

**Mary Bucy** (2003), professor of teacher education. B.S. 1977, Oregon State University; M.S. 1997, Western Oregon University; Ph.D. 2003, Oregon State University

**Laurie Burton** (2000), professor of mathematics. B.S. 1989, California State University, Chico; M.S. 1991, Ph.D. 1995, University of Oregon

### C

**Carmen Cáceda** (2009), associate professor of teacher education. B.Ed. 1989, Instituto Pedagógico Nacional de Montecristo; B.Ed. 1992, Universidad Nacional de Educacion; M.A. 1991, Moray House College of Education; M.A. 2004 Villanova University; Ph.D. 2009, University of Texas

**Peter L. Callero** (1985), professor of sociology. B.A. 1977, Seattle University; M.A. 1979, Western Washington University; Ph.D. 1983, University of Wisconsin

**Pamela Cancel** (2012), assistant professor of american sign language/english interpreting & interpreting studies. B.A. 1998, M.S. 2000, University of Arkansas

**Doris Cancel-Tirado** (2011), assistant professor of community health education. B.A. 1997, University of Puerto Rico; M.A. 2002, Interamerican University of Puerto Rico; M.P.H. 2011, Oregon State University; Ph.D. 2011, Oregon State University

**Kenneth Carano** (2011), assistant professor of teacher education. B.A. 1991, Indiana University; M.S. 2002, Florida State University; Ph.D. 2010, The University of South Florida

**Marita Cardinal** (1998), professor of health and physical education. B.A. 1982, M.A. 1984 Eastern Washington University; Ed.D. 1993, Temple University

**Brian L. Caster** (1994), professor of health and physical education. B.A. 1986, Linfield College; M.S. 1989, Ph.D. 1996, University of Oregon

**Matthew Ciancetta** (2011), assistant professor of mathematics. B.S. 1991, State University of New York at Plattsburgh; M.S. 1999, Portland State University; Ph.D. 2007, Portland State University

**Karen Clark** (2010), assistant professor of criminal justice. B.A. 1994, University of

California, San Diego; M.S. 1996, Michigan State University; Ph.D. 2003, University of California, Irvine

**Jamie Cloud** (2013), assistant professor of psychology. B.A. 2005, Bloomsburg University of Pennsylvania; Ph.D. 2012, University of Texas at Austin

**Keller Coker** (1999), professor of music. B.M. 1988, M.M. 1990, Ph.D. 1996, University of Southern California

**Kathleen Connolly** (2013), assistant professor of spanish. B.M. 2003, Lawrence University; M.A. 2006, Ph.D. 2013, University of Wisconsin-Madison

**Arlene R. Courtney** (1988), professor of chemistry. B.S. 1975, Grove City College; Ph.D. 1980, Texas A&M University

## D

**Susan Daniel** (1995), associate professor of philosophy. B.A. 1979, Lambuth College. M.A. 1982, Memphis State University. Ph.D. 1994, University of Kansas

**Maria Dantas-Whitney** (2004), professor of teacher education; chair, Teacher Education Division. B.A. 1984, Universidade Santa Ursula, Brazil; M.A. 1987, Northern Arizona University; Ph.D. 2003, Oregon State University

**Cheryl Davis** (1997), professor of special education; director, Regional Resource Center on Deafness; chair, Special Education Division. B.A. 1981, University of Arkansas at Little Rock; M.Ed. 1986, University of Arkansas at Fayetteville; Ph.D. 1992, University of Oregon

**Natalie DeWitt** (2013), assistant professor of community health education. B.S. 2006, M.S. 2007, Ph.D. 2013, Indiana University

**Eliot Dickinson** (2008), associate professor of politics, policy and administration. B.A. 1994, Washington State University; M.A. 1999, Bowling Green State University; Ph.D. 2004, Purdue University

**David Doellinger** (2003), professor of history. B.A. 1992, Valparaiso University; M.A. 1997, Ph.D. 2002, University of Pittsburgh

**J. Maureen Dolan** (1993), professor of sociology. B.A. 1983, M.A. 1987, Ph.D. 1993, University of Wisconsin

**Edwin D. Dover** (1987), professor of politics, policy and administration. B.A. 1970, M.P.A. 1974, M.A. 1976, University of Wyoming; Ph.D. 1985, University of Colorado

**Bryan Dutton** (1998), professor of biology. B.S. 1982, Oregon College of Education; M.S. 1985, Northeast Louisiana University; Ph.D. 1995, University of Maryland

## F

**Amber Feist** (2013), assistant professor of special education. B.S. 2000, North Dakota State University; M.S. 2004, Ph.D. 2013, The University of Texas-Pan American

**Claire L. Ferraris** (1999), professor of communication studies. B.S. 1972, University

of Connecticut; M.A. 1990, University of Hartford; Ph.D. 1998, University of Utah

**Patricia M. Flatt** (2008), associate professor of chemistry. B.S. 1992, M.S. 1994, University of Denver; Ph.D. 2000, Vanderbilt University

**Breeann Flesch** (2011), assistant professor of mathematics. B.S. 2001, Rocky Mountain College; M.Ed. 2003, Montana State University, Billings; M.S. 2010, Ph.D. 2011, University of Colorado, Denver

**David A. Foster** (1999), professor of psychology. B.S. 1986, Florida State University; B.S. 1988, University of South Alabama; Ph.D. 1999, George Washington University

**Kristina Frankenberger** (1996), professor of marketing. B.S. 1983, M.S. 1984, University of Illinois-Urbana; Ph.D. 1990, University of Oregon

**Michael Freeman** (2009), associate professor of art history. B.A. 1990, University of Oregon; M.A. 1995, Indiana University; Ph.D. 2000, Indiana University

**Dirk Freymuth** (2011), assistant professor of music. B.M. 1987, M.A. 1990, D.M.A. 2005, University of Southern California

## G

**Jodie Garrison** (2004), professor of art. B.F.A. 1996, University of Oregon; M.F.A. 2001, Louisiana State University

**M. Wangeci Gatimu** (1998), associate professor of teacher education. B.A. 1975, Makerere University, Kampala, Uganda; M.A. 1991, Lewis and Clark College; Ed.D. 1996, Portland State University

**Max G. Geier** (1994), professor of history. B.A. 1982, M.A. 1985, California State University, Northridge; Ph.D. 1990, Washington State University

**Stephen G. Gibbons** (1986), professor of criminal justice. B.A. 1973, Idaho State University; M.A. 1977, Ph.D. 1981, Washington State University

**Patricia Gimenez-Eguibar** (2011), assistant professor of spanish. B.A. 1997, Universidad de Salamanca; M.A. 2002, Ph.D. 2011, University of Wisconsin, Madison

**Terry E. Gingerich** (2002), professor of criminal justice. B.S. 1981, University of San Francisco; M.S. 1988, Ph.D. 2002, Washington State University

**Patricia Goldsworthy-Bishop** (2011), assistant professor of history. B.A. 2002, University of California, San Diego; M.A. 2005, Ph.D. 2009, University of California, Irvine

**Xiaopeng Gong** (2014), assistant professor of teacher education. B.A. 2000, Bohai University; M.A. 2009, Ph.D. 2013, Ball State University

**Scott Grim** (1998), professor of theatre; chair, Creative Arts Division. B.S. 1988, Western Oregon State College; M.F.A. 1990, University of Georgia

## H

**Karen Haberman** (1998), associate professor of biology. M.S. 1983, Stanford University; Ph.D. 1998, University of California, Santa Barbara

**Mary Harden** (2004), associate professor of art. B.F.A. 1993, Kansas City Art Institute; M.F.A. 1996, University of Washington

**Carol E. Harding** (1995), professor of english; chair, Humanities Division. B.A. 1974, M.A. 1976, University of Oregon; Ph.D. 1985, Indiana University

**David Hargreaves** (1998), professor of english. B.A. 1977, Michigan State University; M.A. 1983, Ph.D. 1991, University of Oregon

**Rachel Harrington** (2008), associate professor of mathematics education. B.A. Ed. 1997, Western Washington University; M.S. 2007, Ph.D. 2008, Oregon State University

**Robert Hautala** (2004), associate professor of physical education. B.S. 1969, Springfield College; M.A. 1974, University of Denver; Ed.D. 1984, University of Northern Colorado

**Sandra Hedgepeth** (2005), associate professor of theatre/dance. B.A. 1986, Furman University; M.F.A. 1992, Florida State University

**Kevin Helleppie** (1998), professor of music. B.A. 1979, Western Washington University; M.M. 1982, Indiana University; D.M.A. 1995, University of Washington

**Mark Henkels** (1988), professor of politics, policy and administration; chair, Social Science Division. B.A. 1980, Whitman College; M.A. 1984, University of Virginia; Ph.D. 1988, University of Utah

**Ryan Hickerson** (2005), associate professor of philosophy. B.A. 1995, Carleton College; Ph.D. 2003, University of California, San Diego

**Kim D. Hoffman** (1988), professor of art. B.S. 1973, Oregon State University, M.F.A. 1975, University of Washington

**Gudrun Hoobler** (1994), associate professor of german. B.A. 1967, University of California; M.A. 1971, Ph.D. 1995, University of Oregon

**Stephanie Hoover** (2013), assistant professor of psychology. B.A. 2008, Denison University; M.S. 2010, Ph.D. 2013, University of Utah

**Ava Howard** (2009), assistant professor of biology. B.S. 2002, Skidmore College; Ph.D. 2009, University of Georgia

**Bau Hwa Hsieh** (1999), professor of history. B.A. 1976, The National Taiwan University, Taiwan; M.A. 1982 Fu-jen Catholic University, Taiwan; Ph.D. 1992, University of Illinois at Urbana-Champaign

**Chloë Hughes** (2005), professor of teacher education. B.A. 1985, University of Sussex, P.G.C.E. 1989 University of Sussex; M.A. 1995, University of Brighton; Ph.D. 2002, University of Brighton In Collaboration With Oregon Health Sciences University

**Henry J. Hughes** (2002), professor of english. B.A. 1987, Dakota Wesleyan University; M.A. 1990, Ph.D. 2002, Purdue University

**Shaun Huston** (2002), associate professor of geography. B.A. 1991, Lewis and Clark College; M.A. 1994, Ph.D. 1996, Syracuse University

## I

**Bojan Ilievski** (2013), assistant professor of business and economics. B.A. 2006, Ph.D. 2012, Southern Illinois University, Carbondale

## J

**David Janoviak** (1998), professor of theatre. B.A. 1989, Lakeland College; M.F.A. 1992, University of Wisconsin-Milwaukee

**Kimberly S. Jensen** (1993), professor of history. B.A. 1979, M.A. 1981, Brigham Young University. Ph.D. 1992, University of Iowa

**Deborah L. Jones** (1996), professor of dance. B.A. 1975, University of California, Berkeley; M.F.A. 1986, Mills College

## K

**M. Rahim Kazerouni** (1986), associate professor of chemistry. B.S. 1972, Pahlavi University, Iran; M.S. 1979, Eastern Michigan University; Ph.D. 1987, Oregon State University

**Gavin W. Keulks** (1999), professor of english. B.A. 1989, University of Wisconsin-Madison; M.A. 1992, Ph.D. 1999, University of Kentucky

**Sriram Khe** (2002), associate professor of geography. B.E. 1985, University of Madras; M.Pl. 1990, Ph.D. 1993, University of Southern California

## L

**Marjory Lange** (1997), professor of english. B.Mus. 1977; M.A. 1986; Ph.D. 1993, University of Arizona

**Kristin L. Latham** (2008), associate professor of biology. B.S. 1998, Pacific Lutheran University; Ph.D. 2005, Oregon State University

**John C. Leadley** (1991), professor of business and economics. B.S. 1978, Carleton College; M.S. 1981, Ph.D. 1985, University of Wisconsin

**Marie LeJeune** (2007), associate professor of teacher education. B.A. 1994, Gonzaga University; M.A.T. 1995, Whitworth College; Ph.D. 2007, University of Nevada, Las Vegas

**Michael P. LeMaster** (2001), professor of biology. B.S. 1994, Pacific Lutheran University; Ph.D. 2002, Oregon State University

**Jie Liu** (1993), professor of computer science. B.S. 1983, Nju, Beijing, China; M.A. 1989, Ph.D. 1993, Oregon State University

**Isidore Lobnibe** (2007), associate professor of anthropology. B.A. 1995, University of Cape Coast, Ghana; M.A. 2002, University of Illinois at Urbana-Champaign; Ph.D. 2007, University of Edinburgh

## M

**Keven Malkewitz** (2011), associate professor of business. B.A. 1981, Hope College; Ph.D. 2000, University of Oregon

**Margaret Manoogian** (2012), associate professor of gerontology. B.A. 1981, University of California; M. Ed. 1984, University of Vermont, Burlington; Ph.D. 2001, Oregon State University

**Elisa M. Maroney** (2003), professor of special education. B.S. 1987, University of D.C.; M.A. 1991, Gallaudet University; Ph.D. 2004, University of New Mexico

**Jaime Marroquin** (2014), assistant professor of spanish. B.A. 1997, Universidad de las Americas-Puebla, Mexico; M.A. 2001, Ph.D. 2007, University of Texas, Austin

**John C. W. Marsaglia** (1988), professor of computer science. B.S. 1979, M.S. 1980, Ph.D. 1988, Washington State University

**Gianna Martella** (2001), professor of spanish. B.A. 1986, Mount Holyoke College; M.A. 1989, University of Minnesota; Ph.D. 1998, University of Texas at Austin

**Siobhan C. Maty** (2012), associate professor of community health. B.S. 1991, University of Maryland; M.P.H. 1996, Johns Hopkins University; Ph.D. 2002, University of Michigan

**Molly A. Mayhead** (1988), professor of communication studies. B.A. 1983, Western Oregon State College; M.A. 1985, Indiana University; Ph.D. 1988, Pennsylvania State University

**Rebecca McCannell** (1995), professor of art. B.F.A. 1990, Aquinas College; M.F.A. 1995, Northern Illinois University

**Michael S. McGlade** (1994), professor of geography. B.A. 1988, Eastern Washington State University; M.A. 1991, Ph.D. 1994, Arizona State University

**Ethan McMahan** (2011), assistant professor of psychology. B.A. 2005, University of Colorado; M.S. 2007, Ph.D. 2010, University of Wyoming

**Mary (Karie) Mize** (2005), associate professor of teacher education. B.A. 1991, University of Colorado, Boulder; M. Ed. 1994, University of California; M. Ed. 1998, Lesley College; Ed. D. 2004, University of San Francisco

**Robert Monge** (2008), associate professor of library and information science. B.A. 1995, M.A. 1998, Colorado State University; M.A. 2006, University of Denver

**Becka Morgan** (2013), assistant professor of computer science. B.S. 2008, M.S. 2009, Western Oregon University; Ph.D. 2012, Oregon State University

**Scot Morse** (2000), professor of computer science. B.A. 1992, Whitman College; M.S. 1994, Ph.D. 1998, Washington State University

**David Murphy** (2006), associate professor of criminal justice. B.S. 1996, Truman State University; M.A. 1997, Ph.D. 2003, Washington State University

**Jeffrey Myers** (1999), professor of geology. B.A. 1982, University of California, Santa Barbara; M.S. 1990, San Diego State University; Ph.D. 1998, University of California, Santa Barbara

## N

**Matthew Nabity** (2013), assistant professor of mathematics. B.S. 2000, University of Nebraska, Lincoln. M.S. 2003, University of Colorado - Boulder; Ph.D. 2011, University of Colorado - Denver

**Ike Nail** (2005), associate professor of music. B.Mus. Ed. 1966, M.A. 1970, West Texas University; D.M.A. 1978 University of Texas at Austin

**Kent Neely** (2008), professor of theatre. B.A. 1971, Oklahoma City University; M.A. 1973, Ph.D. 1975, Wayne State University

**Frank D. Nevius** (1990), professor of communication studies. B.S. 1979, Bowling Green State University; M.S. 1984, University of Oregon; Ph.D. 1990, Ohio State University

**Chung-Fan Ni** (2008), associate professor of special education. B.S. 1994, National Cheng-Kung University; M.S. 1998, Hofstra University, Hempstead; Ph.D. 2008, University of Connecticut

## O

**Sharon S. Oberst** (1987), professor of dance. B.S. 1984, Lamar University; M.S. 1987, University of Oregon

**David M. Olson** (1984), professor of computer science; chair, Computer Science Division. B.S. 1978, M.S. 1982, Western Oregon State College; M.S. 1984, Ph.D. 1986, University of Oregon

## P

**Cornelia C. Paraskevas** (1989), professor of english. B.A. 1980, University of Athens; M.A. 1982, Ph.D. 1987, University of Kansas

**E. Michelle Pardew** (1991), professor of special education. B.A. 1969, Elmira College; M.A. 1972, University of North Dakota; Ph.D. 1996, Oregon State University

**Erin Passehl** (2011), assistant professor, digital collection and metadata librarian. B.A. 2003, University of Wisconsin-Madison; M.S.I. 2007, University of Michigan

**Peggy Pedersen** (2004), professor of health; chair, Health and Physical Education Division. B.S. 1980, Valley City State University; M.S. 1982, Montana State University; Ph.D. 1995, Oregon State University

**Mark Perlman** (1998), professor of philosophy. B.A. 1987, M.A. 1989, Ohio State University; Ph.D. 1994, University of Arizona

**Mary E. Pettenger** (2003), professor of politics, policy and administration. B.A. 1988, Whitman College; M.A. 1993, Ph.D. 2000, University of Denver

**Michael Phillips** (2004), associate professor of theatre. B.S.E. 1983, Arkansas State University; M. Div. 1986, Golden Gate Baptist Theological Seminary; M.A. 1993,



Western Washington University; Ph.D. 1996, University of Oregon

**Emily Plec** (2002), professor of communication studies. B.A. 1995, M.A. 1997, University of New Mexico; Ph.D. 2002, University of Utah

**Pete E. Poston** (1990), professor of chemistry. B.S. 1984, Fort Lewis College; Ph.D. 1989, University of Utah

## R

**Thomas W. Rand** (1989), professor of english. B.A. 1979, Seattle Pacific University; M.A. 1981, Ph.D. 1986, Washington State University

**John L. Rector** (1987), professor of history. B.A. 1965, Whitman College; M.A. 1970, Ph.D. 1976, Indiana University

**Jeanne Rockwell-Kincanon** (1998), associate professor, user education librarian. B.A. 1991, M.A. 1993, Wayne State College; M.S. 1998, University of Illinois at Urbana-Champaign

**Lauren Roscoe** (2004), professor of psychology. B.B.A. 1999, University of Notre Dame; M.A. 2001, Ph.D. 2004, Southern Illinois University

**Cindy Ryan** (2011), assistant professor of teacher education. B.S. 1987, Moorhead State University; M.S.E. 2006, University of Minnesota Duluth; ABD 2011, University of Minnesota

## S

**Mary C. Scarlato** (2003), associate professor of special education. B.A. 1977, Cardinal Stritch College; M.S. 1984, University of Wisconsin; Ph.D. 1988, University of Oregon

**Adele Schepige** (1999), professor of teacher education. B.S. 1983, M.S. 1986, Western Oregon State College; Ed.D. 1998, Portland State University

**Katherine M. Schmidt** (2003), professor of English; director, Writing Center. B.A. 1994, California State University; M.A. 1996, California State Polytechnic University; Ph.D. 2003, University of Nevada

**William G. Schoenfeld** (2002), associate professor of physics. B.A. 1981, State University of New York at Potsdam; M.S. 1987, Ph.D. 1994, University of Massachusetts

**Mark Seabright** (1994), professor of management. B.A. 1980, Bethany College; M.S. 1983, Ph.D. 1988, Carnegie Mellon University

**Thaddeus Shannon, III** (2008), associate professor of theatre, lighting design; events coordinator. B.A. 1986, Reed College; M.S. 2001, Ph.D. 2007, Portland State University

**Melinda Shimizu** (2014), assistant professor of earth and physical science. B.S. 2006, Central Washington University; GIS certificate, 2008, M.S. 2008, Ph.D. 2014, Arizona State University

**Uma Shrestha** (1993), professor of English. M.A. 1980, Tribhuvan University; M.A. 1986, Ph.D. 1990, Ball State University

**Tracy L. Smiles** (2005) associate professor of teacher education. B.A. 1989, University of Texas at Arlington; M.S. 1992, Texas Wesleyan University; Ph.D. 2005, University of Arizona

**Amanda Smith** (2008), associate professor of special education. B.S. 2003, Friends University; M.S. 2007 Northeastern University

**Julia Smith** (1993), professor of special education. B.A. 1976, University of California; M.S. 1979, Oregon College of Education; Ph.D. 2004, Oregon State University

**Robin L. Smith** (1988), professor of anthropology. B.A. 1973, M.A. 1976, Ph.D. 1982, University of Florida

**Chehalis Strapp** (1998), professor of psychology. B.S. 1989, Virginia Polytechnic Institute and State University; M.A. 1993, Ph.D. 1996, University of Nevada, Reno

**Elisabeth Swedo** (2013), assistant professor of history. B.A. 2003, Marquette University; M.A. 2006, Ph.D. 2012, University of Minnesota-Twin Cities

## T

**Daniel Tankersley** (2011), assistant professor of art. B.A. 2002, Pomona College; M.F.A. 2010, University of Florida

**Jennifer Taylor** (2014), assistant professor of health and physical education; B.A. 2001, M.A. 2005, California State University, Chico; Ph.D. 2013, Oregon State University

**Stephen B. Taylor** (1999), professor of geology; chair, Natural Sciences and Mathematics Division. B.S. 1982, Slippery Rock University; M.S. 1985, Washington State University; Ph.D. 1999, West Virginia University

**Jeffrey Templeton** (1998), professor of geology. B.S. 1989, Ohio State University; M.S. 1991, Texas Christian University; Ph.D. 1998, Oregon State University

**Darryl S. Thomas** (1997), professor of dance. B.A. 1989, University of Maryland; M.F.A. 1992, University of Hawaii

**Scott Tighe** (2012), assistant professor of criminal justice. B.G.S. 1973, M.A. 1974, Ohio University; Ph.D. 1984 Miami University

**Gay L. Timken** (2003), professor of physical education. B.S. 1987, M.S. 1989, Fort Hays State University; Ph.D. 2000, Oregon State University

**Tamina Toray** (1992), professor of psychology. B.S. 1980, Colorado State University; M.A. 1982, Northeast Missouri State University; Ph.D. 1992, Oregon State University

**Robert Troyer** (2013), assistant professor of english; director, Office of International Student Academic Support. B.S. 1994, M.A.T. 1999, Western Oregon University; Ph.D. 2007, Chulalongkorn University

## U

**Randall (Dana) Ulveland** (1998), professor of teacher education. B.A. 1983, University of Alberta; M.S. 1991, University of Oregon; Ph.D. 1996, Simon Fraser University

## V

**Mark M. Van Steeter** (1999), associate professor of geography. B.S. 1987, University of Utah; M.E.S. 1990, Yale; Ph.D. 1996, University of Colorado

**Emily Vala-Haynes** (2014), assistant professor of community health education. B.A. 2004, University of California, San Diego; M.P.H. 2007, Emory University; M.A. 2010, Ph.D. 2014, University of Pennsylvania

## W

**Kevin Walczyk** (1995), professor of music. B.A.E. 1987, Pacific Lutheran University. M.M. 1991, D.M.A. 1994, University of North Texas

**Michael B. Ward** (1997), professor of mathematics. B.S. 1974, Utah State University; Ph.D. 1979, University of Utah

**Misty Weitzel** (2012), assistant professor of criminal justice. B.A. 1992, M.A.I.S. 1998, Oregon State University; Ph.D. 2005, University of Alberta

**Alicia Wenzel** (2011), assistant professor of curriculum and instruction. B.S. 1994, Pennsylvania State University; M.S. Ed. 1999, University of Illinois, Urbana-Champaign; Ph.D. 2009, Indiana University Bloomington

**Camila Gabaldon-Winningham** (2002), associate professor, collection development librarian. B.A. 1997, Willamette University; M.L.S. 2001, Emporia State University

**Robert Winningham** (2000), professor of psychology; chair, Behavioral Sciences Division. B.A. 1994, M.S. 1996, Western Washington University; Ph.D. 2000, Baylor University

**Yanwei Wu** (2011), associate professor of computer science. B.C.E. 1998, M.C.E. 2003, Tianjin University; Ph.D. 2009, Illinois Institute of Technology

## Y

**Curtis A. Yehnert** (1997), professor of English. B.A. 1981, M.A. 1983, Ohio University; Ph.D. 1993, Ohio State University

## Z

**Gregory B. Zobel** (2012), assistant professor of educational technology. B.A. 1995, University of Oregon; M.A. 2006, Humboldt State University; Ph.D. 2011, Texas Tech University

**Zenon X. Zygmunt** (1998), professor of economics. B.A. 1981, University of California, Santa Barbara; M.A. 1989, Ph.D. 1994, George Mason University

## Administrative directors

### C

**W. Jay Carey** (2004), director, Campus Public Safety. B.S. 1970, Pikeville College

**Adry Clark** (2012), director, Service Learning and Career Development. B.S. 1990, California State Polytechnic University, Pomona; M.S. 2002, California State University, Long Beach

**Dan Clark** (2013), director, Division of Extended Programs. M.S. 2004, Syracuse University

### D

**Barbara Dearing** (2013), executive director, Athletics. B.S. 1973, Bob Jones University; M.Ed. 1977, Temple University; M.B.A. 1996, Franklin University

### F

**Robert A. Findtner** (1998), director, Admissions. B.S. 1995, Western Oregon State College; M.E. 1997, Oregon State University

### G

**Marshall Guthrie** (2010), director, Student Enrichment Program (Trio-SSS). B.A. 2001, University of Iowa; M.S. 2004, University of Central Missouri

### H

**Anna D. Hernandez-Hunter** (1996), director, Multicultural Student Services and Programs. B.A. 1996, Western Oregon State College

**Rip Horsey** (2010), director, Campus Recreation. B.S. 1990, University of Missouri; M.A. 2009, Gonzaga University

### J

**Stephen Jenkins** (2013), director, Werner University Center. B.S. 2001, Boise State University; M.S. 2003, University of Oregon

### K

**William Kernan** (2000), director, University Computing Services. B.A. 1980, Walla Walla College; B.S. 1987, Western Oregon State College

**Donna Kirk** (1989), director, Financial Aid. B.S. 1978, Concordia Teachers College; Ed.M. 1994, Oregon State University

### L

**Malissa Larson** (2008), director, Disability Services. B.S. 1997, M.S. 2005, Western Oregon University

### M

**Cat McGrew** (2008), assistant to the provost, director of Academic Affairs. B.A. 1989, University of Oregon; M.A. 2001, Antioch University; Ph.D. 2008, The Ohio State University

### N

**Thomas W. Neal** (2005), director, Physical Plant and Facilities Operations. B.S. 1972, U.S. Air Force Academy; M.B.A. 2001, Willamette University

**Karen Nelles** (1980), director, Food Service. B.S. 1978, Oregon State University

### R

**Shondra Russell** (1999), director, Upward Bound. B.S. 1998, University of Utah; M.Ed. 2003, Oregon State University

### S

**Darin E. Silbernagel** (1989), director, Business Services. B.S. 1983, Oregon State University

**Jamie M. Silva** (2013), director, Student Health and Counseling Center. B.S. 2003, Corbin College; M.S. 2005, Western Oregon University

**Linda J. Stonecipher** (1994), director, Graduate Programs; professor of Health and Physical Education. B.S. 1978, Indiana State University; M.A. 1984, University of Iowa; Ph.D. 1990, Purdue University

**Karen Sullivan-Vance** (2005), director, Academic Advising and Learning Center. B.A. University of Puget Sound; Ed.M. Oregon State University

### T

**V. Sue Thompson** (1999), director, Field Services. B.Ed. 1974, St. Osyth's College of Education, Essex University, England; M.Ed. 1989, Oregon State University

### V

**Judith J. Vanderburg** (1989), director, Human Resources. B.S. 1991, Western Oregon State College; M.S. 1999, Western Oregon University

**LouAnn Vickers** (2006), executive assistant to the president

**Denise Visuaño** (1999), director, Public Relations. B.A. 1999, Western Oregon University

### Y

**Neng Yang** (2005), assistant vice president, International Education and Development. B.A. 1982, China Academy of Fine Arts; M.A. 1993, Morehead State University; M.F.A. 1997, Indiana State University



## The Teaching Research Institute faculty

### A

- Patrick Aldrich** (2013), assistant fellow, M.S. 2006, University of Hawaii
- Ingrid Amerson** (2004), CDC director, project assistant
- Aimee Anderson** (2007), project assistant
- Lyn Ayer** (2006), Assistant Fellow, Ph.D. 1992, Ohio State University
- Robert Ayres** (1975), research professor, Ph.D. 1985, University of Oregon

### B

- Patricia Blasco** (2008) associate fellow, Ph.D. 1988 University of Virginia
- Dana Bleakney-Huebsch** (2013) assistant fellow, M.A. 2012, California State University, San Bernadino
- Cori Brownell** (2013) program assistant, B.S. 2005, Oregon State University
- Julia Bulen** (1990), program assistant, M.A. 1987, Western Oregon State College
- Robbin Bull** (2009), program assistant, B.S. 1991, Western Oregon State College

### C

- Laurel Cuthbertson** (1997), assistant fellow, B.S. 1995, Western Oregon State College

### D

- Patricia Davies** (1992), assistant fellow, B.A. 1990, Western Oregon State College
- Mary Ellen Dello Stritto** (2011), assistant fellow, Ph.D. 2001, Claremont Graduate University
- Carol Dennis** (2013), program assistant
- Jeffrey Denton** (2005), program assistant

### E

- Aaron East** (2013), program assistant, B.S. 1987, Western Oregon State College
- Eric Enright** (2013), program assistant, B.S. 2013, Western Oregon University

### F

- Andrea Fewx** (1999), assistant specialist, B.A. 1970, Ottawa University, Kansas

### G

- Nancy Ganson** (1998), assistant specialist, B.F.A. 1981, Southwest Missouri State University
- D. Jay Gense** (2009), associate fellow, Ed. S. 1983 University of Northern Colorado
- Gary Glasenapp** (1984), assistant fellow, M.S. 1975, University of Oregon
- Melissa Gritz** (2012), program assistant, B.A. 2010, Washington State University
- Sybille Guy** (2013), assistant fellow, Ph.D. 1997, University of California, Los Angeles

### H

- Andrea Doyle Hugmeyer** (2013), program assistant, M.A. 2011, Oregon State University

### J

- Brian Johnson** (1987), associate fellow, M.S. 1974, Pacific University
- Pattie Johnson** (1988), assistant fellow, B.S. 1976, University of Alaska, Fairbanks

### K

- Debbie Kenyon** (1996), program assistant, B.S. 1988, Western Oregon State College
- John Killoran** (1998), associate fellow, M.Ed. 1980, Utah State University
- Randall Klumph** (1992), program assistant, B.S. 1975, Southern Oregon State College
- Kenneth Kosko** (1974), associate fellow, M.S. 1974, Oregon College of Education
- Cassandra Kroecker** (2010), project assistant, B.A. 1987, Western Oregon State College

### L

- Gail Leslie** (1992), assistant fellow, M.L.S. 1982, San Jose State University
- Robyn Lopez Melton** (2012), program assistant, B.A. 2007, Oregon State University

### M

- Cindi Mafit** (1998), assistant specialist, B.S. 1981, University of California, Davis
- Margaret Malloy** (1997), assistant research professor, M.L.S. 1992, University of Washington
- Doris Maruame** (1988), CDC teacher, project assistant
- Roxanna Marvin** (1994), assistant fellow, M.S. 1993, Western Oregon State College
- Bonnie Morihara** (2004), assistant research professor, Ph.D. 1999, Oregon State University

### P

- Amy Parker** (2012), assistant fellow, Ed.D. 2009, Texas Tech University
- Victoria Piazza Templeman** (1972), associate fellow, M.A. 1975, Oregon College of Education

### R

- Christina Reagle** (2008), associate fellow, Ed.D. 2007, Fielding Graduate University
- John Reiman** (1986), associate research professor, Ph.D. 1984, Oregon State University
- Marlene Richards** (1994), assistant fellow, M.S. 1978, Oregon College of Education

- Amber Ryerson** (2013), assistant fellow, M.Ed. 2006, University of Nevada

### S

- Bennett Samples** (1968), project assistant
- Mark Schalock** (1982), associate fellow, B.S. 1982, Oregon State University
- Candi Scott** (2013), assistant fellow, M.S. 1996, Oregon State University
- Kjerstin Stanavige** (2013), project assistant, B.S. 2011, Brigham Young University
- Mandy Stanley** (2013), assistant fellow, M.S. 2008, Western Oregon University
- Michael Stewart** (1968), business manager, associate specialist, B.S. 1967, University of Oregon

### T

- Ella Taylor** (2003) Director, associate research professor, Ph.D. 2001, University of South Florida
- Jean Thetford** (2008), CDC teacher, project assistant, B.S. 2008, Oregon State University

- Cathy Thomas** (2013), assistant fellow, B.S. 1979, University of Rochester

### U

- Tom Udell** (1987), associate fellow, B.S. 1984, Western Oregon State College

### V

- Martha Villegas-Gutierrez** (2003), assistant research professor, Ph.D. 2003, University of Iowa

## Emeritus faculty and administrators

### A

**Charles A. Alva** (1964-1985), Ed.D., professor emeritus, humanities

### B

**Frank Balke** (1972-2003), Ph.D., professor emeritus, modern languages

**Louis E. Balmer** (1977-1993), Ph.D., professor emeritus, education

**James A. Barnard** (1963-1998), Ph.D., professor emeritus, mathematics

**James H. Beaird** (1962-1993), Ed.D., professor emeritus, psychology

**Hermas J. Bergman** (1966-1985), Ph.D., professor emeritus, history

**Myra J. Brand** (1966-2000), D.M.A., professor emeritus, music

**Joann C. Brandhorst** (1975-1978, 1983-1998), M.P.E., assistant professor emeritus, health and physical education

**L. Carl Brandhorst** (1967-1994), Ph.D., professor emeritus, geography

**Jerry Braza** (1995-2009), Ph.D., professor emeritus, health and physical education

**R. John Brinegar** (1969-1999), M.S., registrar emeritus

**Ray Brodersen** (1962-1997), Ph.D., professor emeritus, geology

**Meredith Brodsky** (1985-2007), Ph.D., professor emeritus, education

**William E. Burke** (1968-1978), Ph.D., professor emeritus, physical education

### C

**Joseph R. Caligure** (1966-1992), M.S., assistant professor emeritus, health and physical education

**Dale Cannon** (1977-2003), Ph.D., professor emeritus, philosophy

**Jon Carey** (1976-2011), Ed.M., associate professor emeritus, health and physical education; athletic director

**James Chadney** (1999-2005), Ph.D., dean emeritus, college of liberal arts and sciences

**Ronald L. Chatham** (1958-1961, 1962-1988), Ph.D., professor emeritus, social science

**Michael Cihak** (1986-2002), Ed.D., professor emeritus; vice president, student affairs and enrollment management

**Gordon W. Clarke** (1968-1978), Ph.D., professor emeritus, humanities

**Eric Cooley** (1976-2011), Ph.D., professor emeritus, psychology

**Ross R. Cotroneo** (1966-1994), Ph.D., professor emeritus, history.

**Bill Cowart** (1984-1995), Ph.D., professor emeritus, president

### D

**Merlin D. Darby** (1968-1991), Ed.D., professor emeritus, counseling and guidance; director, counseling center

**Susan Dauer** (1990-2011), Ph.D., professor emeritus, teacher education

**Richard Davis** (1964-2003), Ph.D., professor emeritus, theatre arts

**Erhard K. Dortmund** (1958-1959, 1961-1990), M.A., associate professor emeritus, history

**Steven A. Douglass** (1986-2003), Ph.D., associate professor emeritus, mathematics

**Donald H. Duncan** (1961-1963, 1965-1989), Ed.D., professor emeritus, special education

### E

**Dennis Eddings** (1968-2001), Ph.D., professor emeritus, english

**Leta Edwards** (1991-2007), M.P.A., professor emeritus, vice president for university advancement

**Jay Evett** (1968-1996), Ph.D., professor emeritus, physics

### F

**Christine Ferris** (1988-2007), adjunct instructor emeritus, french

**Jean M. Ferguson** (1969-1971, 1972-1994), Ed.D., professor emeritus, education

**Ronald D. Finster** (1971-1999), Ph.D., professor emeritus, economics

**Richard Forcier** (1972-1996), Ph.D., professor emeritus, secondary education

**Anne Fox** (1996-2004), Ph.D., associate professor emeritus, public services librarian

**John Freeburg** (1973-2003), M.S., associate professor emeritus, special education, regional resource center on deafness

**Beverly J. Freer** (1970-1993), Ph.D., professor emeritus, humanities

### G

**Patricia Gallagher** (1970-1992), Ed.D., professor emeritus, education

**Irja Galvan** (1998-2010), Ph.D., associate professor emeritus, biology

**Gerald R. Girod** (1969-1995), Ed.D., professor emeritus; dean of education

**Eduardo Gonzalez-Viana** (1993-2013), Ph.D., professor emeritus, spanish

**Beryl M. Green** (1960-1966, 1969-1988), Ph.D., professor emeritus, mathematics

### H

**Beverly Herzog** (1968-1999), Ph.D., professor emeritus, special education

**Vern D. Hiebert** (1959-1964, 1965-1988), M.S., associate professor emeritus, mathematics

**Betty P. Holdt** (1963-1995), Ed.D., professor emeritus, special education

**Solveig Holmquist** (1996-2011), D.M.A., professor emeritus, music

**Don Y. Hoskisson** (1971-2003), M.F.A., professor emeritus, art

**Elizabeth E. Hoyser** (1965-1968, 1970-1988), Ph.D., professor emeritus, education

**Gary L. Huxford** (1961-1966, 1969-1970, 1971-1994), Ph.D., professor emeritus, history

### J

**Majduddin Mohammed Jaffer** (1958-1989), M.S.Ch.E., associate professor emeritus, chemistry

**Elaina Jamieson** (1999-2011), M.F.A., associate professor emeritus, art

**Gary D. Jensen** (1987-2007), Ph.D., dean emeritus, library and media services

**Kenneth Jensen** (1976-2003), Ph.D., professor emeritus, anthropology

**Richard I. Jensen** (1969-1970, 1971-1995), Ed.D., associate professor emeritus, education

**J. Morris Johnson** (1969-1998), Ph.D., professor emeritus, biology

### K

**James Keesey** (1970), Ph.D., associate professor emeritus, psychology

**Linda Keller** (1998-2011), Ph.D., professor emeritus, special education

**Merle A. Kelley** (1970-2000), Ph.D., professor emeritus, psychology

**Bert Y. Kersh** (1960-1985), Ph.D., professor emeritus, psychology

**Alice Trower Kirk** (1988-2004), M.A.T., adjunct instructor emeritus, French

**L. James Kirk** (1963-1987), M.A., professor emeritus, art

**John W. Knight** (1989-2003) M.Ed., assistant professor emeritus, health and physical education; track and cross country coach

**Norman Koch** (1968-1996), Ed.D., professor emeritus, education

**Laura Groves Kramer** (1989-2002), M.I.S., M.M., associate professor emeritus, collection development librarian

### L

**Gerald Leinwand** (1977-1982), Ph.D., president emeritus

**Marcelene Ling** (1976-1996), Ed.D., professor emeritus, education

**Judy M. Lovre** (1987-2005), M.Ed., assistant professor emeritus, health and physical education

### M

**Robert Main** (1968-1996), Ph.D., professor emeritus, mathematics

**Robert Martin** (1972-2002), Ph.D., professor emeritus, speech

**Harold (Skip) Mason** (1966-1991), M.S., associate professor emeritus, education; director of field services

**David McCorkle** (1962-1997), Ph.D., professor emeritus, biology

**Gail McCowen** (1986-2000), M.A., adjunct instructor emeritus, history

**Gloria J. Kianu McFadden** (1966-1971, 1972-1987), Ed.D., professor emeritus, education

**Lotte Larson Meyer** (1976-1998), associate professor emeritus, reference and serials librarian

**Richard E. Meyer** (1969-1997), M.A., professor emeritus, humanities

**John P. Minahan** (2005-2011), Ph.D., professor emeritus; president

**Ronald R. Morgali** (1967-1992), Ph.D., professor emeritus, mathematics

**Jack D. Morton** (1955-1983), M.A., assistant professor emeritus, dean of students

**Kenneth H. Myers** (1968-1992), Ed.D., professor emeritus; dean, school of education

## O

**Ernest M. Ogard, Jr.** (1966-1996), Ed.D., professor emeritus, social science

## P

**Addyse Palagyi** (1987-2004), Ph.D., adjunct associate professor emeritus, theatre

**Anna M. Penk** (1973-1994), Ph.D., professor emeritus, mathematics

**Lewis A. Pennock** (1968-1993), Ph.D., professor emeritus, biology

**Sherry Perry** (1972-2003), B.S., assistant professor emeritus; budget director

## R

**Helen M. Redbird-Smith** (1956-1957, 1958-1988), Ed.D., professor emeritus, social science

**Albert Redsun** (1969-1992), M.A.T., associate professor emeritus, education

**Gwenda Rice** (1990-2011), Ph.D. professor emeritus, teacher education

**Jacqueline L. Rice** (1969-1993), Ed.D., professor emeritus, health and physical education

**Leon Roland** (1985-2004), Ph.D., professor emeritus, mathematics

**Marion O. Rossi** (1965-1996), M.A., associate professor emeritus, humanities

**Jack C. Rye** (1970-1990), Ph.D., professor emeritus, administration

## S

**Victor E. Savicki** (1971-2003), Ph.D., professor emeritus, psychology

**Marion Schrock** (1970-1999), D. M.A., professor emeritus, music

**Joseph W. Sendelbaugh** (1985-2008), Ed.D., professor emeritus, special education

**Roshani Shay** (1979-2003), Ph.D., professor emeritus, political science

**Richard G. Shollenberger** (1965-1983), M.Ed., assistant professor emeritus, physical education

**Narasinha "Ram" Sil** (1987-2011), Ph.D., professor emeritus, history

**Ajmer Singh** (1965-1998), Ph.D., professor emeritus, economics

**Claude (Bud) Smith** (1958-1994), M.S., assistant professor emeritus, education; director, educational media

**Edwin Snyder** (1979-1996), D.M.A., professor emeritus, music

**Joseph A. Soldati** (1972-1998), Ph.D., professor emeritus, english

**Richard Sorenson** (1969-1999), Ph.D., professor emeritus, music

**Lowell W. Spring** (1968-2003), Ph.D., professor emeritus, biology

**Carl W. Stevenson** (1986-2003), Ph.D., associate professor emeritus, criminal justice

**Peter Stone** (1968-1994), M.A.T., professor emeritus, art

## T

**Kathryn Thompson** (1985-2011), Ph.D., professor emeritus, psychology

**Robert Tompkins** (1969-1995), Ph.D., professor emeritus, humanities

**Robert Turner** (1986-2008), Ph.D., associate professor emeritus, biology

## W

**Kenneth M. Walker** (1957-1986), Ph.D., professor emeritus, biology

**David E. Wallace** (1960-1985), Ph.D., professor emeritus, music

**Maxine Warnath** (1962-1996), Ed.D., professor emeritus, psychology

**Helen E. Woods** (1985-2004), Ph.D., professor emeritus, teacher education

**David Wright** (1985-2006), Ph.D., professor emeritus, teacher education

## Western Oregon University Timeline



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

In 1865, it merged with another private institution and became Christian College. In 1882, the Oregon Legislature approved the college's bid to become a state-supported

teacher training (or "normal") school. Oregon State Normal School, later Oregon Normal School, ushered in the school's long tradition of excellence in teacher education, which it enjoys to the present day.

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

programs were added in the fields of liberal arts and sciences.

By 1981, the institution had broadened its academic programs in the liberal arts fields so much that it was renamed Western Oregon State College. In 1997, the school's name was changed to Western Oregon University, recognizing the institution's broader role as a comprehensive public liberal arts institution.

At the beginning of the 21st century, WOU with an enrollment of about 5,000, continues to thrive as a dynamic institution that meets the needs of students in high quality programs in the liberal arts as well as teacher preparation.

## Glossary of terms

### A

#### Associate of Arts transfer degree (AAOT)

A non-designated block transfer degree, usually consisting of 90 credits and designed for the student who intends to transfer to a four-year college or university.

#### Academic advising

"Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary." (ACT, American College Testing)

#### Academic advisor

An assigned WOU faculty or staff member trained to assist the student in developing and managing the completion of the student's program of study based on the documented assessments and declared educational goals within the student's individual strategic action plan.

#### Academic calendar

Start and end dates of the academic year and of each quarter. The calendar reflects deadlines and other information related to payment schedules, add/drop options, graduation applications, and related policies.

#### Academic programs

Undergraduate and graduate programs offered at WOU.

#### Academic records

The official listing of courses attempted and completed by a student at WOU, including the credits accepted as a result of the WOU registrar's evaluation of official transcripts from other institutions. This information is accessible by logging onto the Wolf Web.

#### Academic support services

Services that are in place to help students succeed academically during their college career. Services such as the Academic Advising and Learning Center, the Honors Program, the Writing Center, etc.

#### Academic year

The four-quarter sequence beginning in summer and ending the following spring.

#### Academic notification of warning, probation, and suspension

An official process by which degree-seeking students who do not achieve satisfactory academic progress receive a specific level

of notice whenever their term grade point average (G.P.A.) falls below 2.00 or their cumulative G.P.A. falls below 2.00. Letter grades of F, W, NC, I, X and AU do not apply toward the satisfactory completion of the credit hour minimums. Please refer to the Academic Progress Requirements.

#### Accommodations of disabilities

The Office of Disability Services provides reasonable accommodations to students and community members with documented disabilities in order to access WOU and its programs.

#### Accreditation

Gaining accreditation is a process in which an institution is granted approval by an official board after the institution has met specific requirements. WOU 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 online. To review a copy, go to the Office of Academic Affairs web page and click on Accreditation.

#### Additional educational expenses

Expenses that are not typically a part of a student's cost of attendance. These expenses can be commuting, child care, medical/dental, computer, additional tuition costs, etc.

#### Army ROTC

The Army Reserve Officers' Training Corps (ROTC) is a nationally standardized program of pre-commissioned officer education and training offered at hundreds of colleges and universities throughout the United States.

#### ASWOU (Associated Students of Western Oregon University)

ASWOU is an organization designed to encompass all of the students at WOU. The student government is tasked with advocating for students' rights to the WOU administration, as well as the state of Oregon.

#### Audit

Taking a credit class without being required to participate fully in class activities (taking tests or doing homework). Classes taken under audit status do not count as credits attempted in financial aid calculations and the AU status does not count in calculating G.P.A.s.

#### Award letter

Includes the student's budget, source and types of financial aid awarded, and resources and financial aid need for the academic year.

### B

#### B.A.

Bachelor of Arts degree

#### B.F.A.

Bachelor of Fine Arts degree

#### B.Mus.

Bachelor of Music in Contemporary Music degree

#### B.S.

Bachelor of Science degree

#### Book Exchange

The Book Exchange acts as an alternative to the WOU Bookstore and offers students the opportunity to sell their books directly to and buy from other students.

#### Bookstore

Students can find textbooks and supplies for classes as well as general interest books and valuable study aids. The bookstore also stocks gift items, greeting cards, personal care items, magazines, snacks, university clothing and merchandise, art and office supplies and much more.

#### Bookstore rental program

A textbook rental program that provides WOU students with a truly green way to get the textbook and course materials needed for their classes.

#### Building fee

Building fees are used to repay building fee debt service.

### C

#### Campus Dining

WOU offers a wide variety of dining options in a variety of locations on campus.

#### Campus Public Safety

Provides a safe and secure environment for the campus community.

#### Campus Recreation

Provides activities that promote healthy and active lifestyles and foster growth and development.

#### Campus wellness challenge

The on-campus program promotes and educates individuals about wellness and health. The program is designed to help individuals set and achieve personal goals regarding wellness, while educating the campus as a whole about wellness topics and issues.

#### Catalog

The catalog lists important student information, information about general education, degree, and program requirements, and course descriptions offered at WOU.

**Class schedule**

A class schedule can be a list of WOU's classes available for students to take for a selected term and/or a list of classes that a student is taking that displays CRN, course prefix, class title, day(s) and time(s) class meets, location(s), and professor/instructor name.

**Cohort**

A group, regardless of size, of individuals that can be identified by at least one identifiable characteristic.

**Commencement**

The ceremony for the current graduating class.

**Composting**

Composting is the purposeful biodegradation of organic matter, such as yard and food waste. WOU has implemented a program where compostable items are collected daily and hauled away to a compost facility.

**Computing services help desk**

The UCS representatives are available to assist in any technological needs faculty, staff and students may experience. Students who live in residence halls have residential computing services available to assist them with their technological needs.

**Cost of attendance**

The estimated cost to attend college, including tuition and fees, meals and housing, books and supplies, and miscellaneous personal expenses.

**Course/class**

An organized unit of instruction within an academic discipline or subject of study, or one of the instructional subdivisions of a discipline or subject area.

**Course description**

The paragraph in the course catalog that describes a course's emphasis and content; the description may also specify prerequisites, co-requisite, recommended preparation, and credit hours.

**Course evaluations**

A paper or electronic questionnaire, which requires a written or selected response answer to a series of questions in order to evaluate the instruction of a given course.

**Course level**

The level of a course is part of the course numbering system, ranging from 100 to 800-levels. Levels 100-299 are lower division courses (freshman and sophomore), levels 300-499 are upper division courses (junior and senior), 500-699 are considered graduate level courses, and 800-level courses are considered professional development.

**Course numbers**

See course level definition.

**Credit**

A measurement of course work and time spent in an academic endeavor. One credit generally equates to fifty minutes (a clock hour) of instruction and two hours of preparatory work outside the instructional classroom each week, or the equivalent thereof. Credits and clock hours may vary depending upon the type of course.

**Credit load**

The total number of credits taken in a given term.

**Cumulative G.P.A.**

An average of all grade points for courses taken.

**D****Dead week**

The week before finals. During this week no new course materials should be presented to students, nor should final exams be given during this week.

**Dean's Honor Roll**

Undergraduate student is eligible for Dean's Honor Roll in any term, excluding summer session, in which at least 12 graded hours are completed with a grade-point average of 3.50 to 3.99.

**Degree evaluation**

The evaluation is designed to track students progress toward the completion of their degree requirements.

**Degree plan**

Each undergraduate student must develop a degree plan, in consultation with a designated faculty advisor, and file the plan with the Registrar's Office at least three terms prior to graduation.

**Disability services**

Provides reasonable accommodations to students and community members with documented disabilities in order to access WOU's programs.

**Diversity course**

Students seeking a B.S., B.Mus. or B.F.A. (without a foreign language) degree will satisfy this requirement by successfully completing 6 credits of course work which emphasizes a topic or subject dealing with cultural diversity. Cultural diversity courses used to complete this requirement carry a special 'D' designation. see a list of approved Diversity courses in the catalog

**Drop**

The process of removing one's name from the class roster within the 100 % refund period for a course or courses. This procedure results in a full refund. There is no record of the student's

having ever registered for the class, and no grade is reflected on the transcript.

**Dual enrollment**

The program is an opportunity for students to complete one application process for enrollment at either Chemeketa Community College or Clatsop Community College and Western Oregon University. Eligible students can receive financial aid at one institution for the combined credits at each school. The program is open to all U.S. citizens, permanent residents and eligible non-citizens pursuing their initial bachelor's degree.

**E****Early Bird Transfer Student Registration**

Early Bird Transfer Student Registration is the first opportunity for admitted transfer students to register for fall term courses. In addition to registering for courses, students will attend academic advising with faculty, learn about valuable campus resources, receive ID cards and tour the residence hall.

**Electives**

Courses that students may choose to take, as contrasted with courses that are required for an academic program.

**Emphasis**

A concentration or specialization within a program or academic option that provides additional curricular focus.

**Enrollment**

The placement of a student within a credit or non-credit course. Enrollment and registration are interchangeable terms from a student standpoint. From an institutional standpoint, registration is the process of enrollment and enrollment is a status.

**Expected Family Contribution (EFC)**

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.

**Extended Programs , Division of**

Provides lifelong learning opportunities that are responsive, flexible, and creative for meeting the educational needs of all learners.

**F****Faculty**

The group of employees whose primary assignment is instructional support of the academic mission.

**FAFSA**

The federal form entitled “Free Application for Federal Student Aid.” A completed FAFSA is required for students to be considered for federal financial aid. You can apply online at: [fafsa.ed.gov](http://fafsa.ed.gov)

**Family housing**

Originally set up to provide accommodations for WOU’s students with families and married students, the “Family Housing” complex has expanded its community to include domestic partners, graduate and non-traditional students as well as offering interim housing to WOU’s incoming faculty and staff as space allows.

**Family Weekend**

Family Weekend is the perfect opportunity for families to reconnect with their student, explore the historic landmarks, view the expansion of WOU, and partake in a campus-wide celebration in honor of families, alumni, and extended families.

**Fee payment schedule**

The fee payment schedule is an allotted time, during the first week of the term, for students to pick up any financial aid balance that may be remaining after payment of fees.

**Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act—sometimes called the Buckley Amendment—provides guidelines for maintaining the confidentiality of education records and monitoring the release of information from those records.

**Financial aid package**

A combination of financial student-support mechanisms (such as a scholarships, grants, loans, and work-study) determined by the WOU Office of Financial Aid.

**Final exam**

A final examination is a test given to students at the end of a course.

**Final exams schedule**

During finals week there is a different final schedule than the normal class schedule for the term. Students can find their final exam schedules and locations on-line or on their class syllabus.

**Finals week**

The last week of classes for the term. No classes meet during regular schedule. Classes only meet once during the week to take the final exam for the class.

**First generation college student**

A student whose parents have not earned an associate’s degree or higher.

**Focus on Leadership**

A free annual leadership conference on campus for students.

**Foreign language requirement**

Students graduating from high school in 1997 or later are required to have completed two 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 or university level.

**Freshman**

A student with 0-44 quarter credit hours.

**Freshman live-in requirement**

First year students who enroll at WOU within one year of high school graduation, regardless of class standing, must live on campus for the full academic year (fall, winter and spring terms).

**Full time (undergraduate)**

When an undergraduate student is enrolled in 12 or more credits in any one term as of the FTE (full-time equivalent).

**Full time (graduate)**

When a graduate student is enrolled in 9 or more credits in any term.

**G****G.P.A.**

A student’s grade point average.

**G.P.A. calculator**

A calculator that calculates your G.P.A. The G.P.A. calculator can be found online on WOU’s website.

**Grade**

A mark indicating a degree of academic accomplishment.

**Graduate exit requirement**

All graduate students must complete a final exit requirement. Common exit evaluations include comprehensive examinations, thesis, portfolio, and professional project.

**Graduate student (admitted)**

A student who holds a bachelor’s degree and has been admitted to a master’s program (degree, endorsement, authorization, CTL).

**Graduate student (non admit)**

A student who holds a bachelor’s degree and is enrolled in courses for credit, but who is not recognized by the institution as seeking a degree or formal award.

**Grant**

An award of student financial support that does not require repayment and is based on financial need.

**H****Half time**

When an undergraduate student is enrolled in 6-8 credits in any one term.

**Hall Host**

The primary role of the Hall Host and their residence hall room, is to provide an opportunity for prospective students and their families to view a typical first year living space, and the opportunity to meet and talk with a current residential student. In addition, these students will participate in various recruitment programs coordinated by the Admissions office.

**Health and Wellness Center**

The home of Campus Recreation that houses a two basketball court gymnasium with a suspended jogging track, a rock climbing wall, two racquetball courts, three multipurpose rooms, and an equipment check out area, as well as 2,400 sq ft for strength and weight training, and 3,600 sq ft for cardiovascular exercise. Students pay a mandatory fee each term that allows them access to the center.

**Health and Wellness Center Building fee**

The health and wellness center building fees are used to repay health and wellness center building debt service.

**Health service fee**

The health service fee gives students access to the Student Health and Counseling Center’s services.

**Holds**

A block placed on a student’s account to prevent them from registering for classes, viewing their transcript, etc. Students can view who has placed a hold on their account by logging onto the Wolf Web.

**Holiday tree lighting**

The ceremony is an annual event where students, faculty, staff and the community gather together for a parade and tree lighting count down. Held in early December.

**Honors Program**

The Honors Program at WOU is designed to nourish intellectual abilities and cultivate interest in new subjects and activities.

**Housing**

University Residences are an offered service to provide housing for students that wish to live on campus.

**Hybrid course**

A course that uses multiple presentation options, such as a combination of face-to-face instruction, interactive television (ITV), videotapes, WOUTV, Moodle and/or other sources.



**I****Incidental Fee**

The incidental fee supports student union activities, athletic activities, and educational, cultural and student government activities.

**Institutional G.P.A.**

An average of all grade points for courses taken within the institution.

**International students**

A student who is from another country other than the U.S.

**Internship**

Internships are structured work experiences that directly expose students to jobs and careers in the field of business. They can be paid or unpaid. In either case, college credit is granted to interns who successfully meet the requirements. College credit is only a part of the reason for getting involved in an internship.

**Intramural fees**

Fee to participate in an intramural program.

**Judicial Affairs**

The Judicial Affairs program provides the WOU community various ways to resolve conflicts and alleged violations of university regulations by students.

**J****Junior**

A student who has completed 90-134 quarter credit hours.

**L****Liberal Arts Core Curriculum (LACC)**

The LACC is the foundation for all undergraduate bachelor degree programs. See a complete list of LACC courses in the catalog.

**Leadership Certificate Program**

This program engages students on campus in six core competencies as they earn points towards fulfillment of the requirements.

**Leadership recognition night**

An event held each spring to honor students' outstanding leadership endeavors and contributions.

**Live-learn residence hall**

A residence hall that has both living spaces as well as classrooms for students.

**Loans**

An amount of money borrowed to help pay the cost of attending college. These funds will need to be paid back. Student loans are available to both undergraduate and graduate students.

**Loan counseling**

If you decide to accept a loan, you are making a commitment to repay it. Loan counseling helps outline the terms of agreement for the student. Students are able to complete the loan counseling online. Loan counseling is required by WOU's Financial Aid Office to help students understand their loan obligations.

**Lower-division**

100- and 200-level courses.

**M****Major**

An extensive program of study in a designated subject area for a bachelor's degree.

**M.A. in Criminal Justice**

Master of Arts in Criminal Justice degree.

**M.A. in History**

Master of Arts in History degree.

**M.A. in Interpreting Studies**

Master of Arts in Interpreting Studies degree.

**M.A.T. (Initial License)**

Master of Arts in Teaching degree (Initial License).

**M.M. in Contemporary Music**

Master of Music in Contemporary Music degree.

**M.S. in Education**

Master of Science in Education degree.

**M.S. in Education: IT**

Master of Science in Education: Information Technology degree.

**M.S. in Education: SE**

Master of Science in Education: Special Education degree.

**M.S. in Management and Information Systems**

Master of Science in Management and Information Systems degree.

**M.S. in Rehabilitation Counseling**

Master of Science in Rehabilitation Counseling degree.

**M.S. in Rehabilitation Counseling: Deafness**

Master of Science in Rehabilitation Counseling: Deafness degree.

**Matriculation fee (undergraduate)**

A one time fee that all admitted students must pay to attend the university.

**Matriculation fee (graduate)**

A one-time fee used to fund graduate student orientation and other activities that support graduate students. It is assessed the first term a

student is admitted and enrolled as a graduate student.

**Minor**

A field of specialized study secondary to a major.

**Moodle**

A course management system. Faculty use this tool not only for fully online classes, but also as a supplement to face-to-face classes. Instructors may use Moodle in a variety of ways, including sharing resources (like Power Points, PDFs, and links), fostering online discussions, and posting grades.

**Multicultural Student Services and Programs (MSSP)**

Provide educational opportunities and programs to enhance the retention of ethnic and culturally diverse students.

**N****National Student Exchange (NSE)**

NSE offers students the ability to study-away at another university in the United States, Puerto Rico, Guam, U.S. Virgin Islands, and Canada, each taking advantage of the enormous savings in cost, while still having access to personalized assistance from experienced NSE campus coordinators.

**New Student Week**

The week before classes start in the fall. The week is designed for freshman and transfer students to transition as new students on campus.

**Non-admitted student**

A student taking courses for credit but is not admitted into a program of study.

**Non-degree-seeking student**

A student enrolled in courses for credit who is not recognized by the institution as seeking a degree or formal award.

**Non-credit enrollment**

Course offerings in which no credit is awarded for completion; non-credit courses often serve to upgrade skills, maintain licensure, or gain personal enrichment.

**Non-resident**

A term used for tuition purposes to define a person who is not a citizen or a national of the United States, who is in this country on a temporary basis, and does not have the right to remain indefinitely. The tuition rate for a non-resident is different from the resident tuition rate. A non resident-student pays the same amount as a resident for fees and books.

**Non-traditional student**

A student who is over the age of 25, is returning to school after an extended break and/or has children.

**Note taker**

A student in a class who takes notes and provides them for students approved to receive note taking accommodations. The student providing notes is compensated by the Office of Disability Services at the end of the term. Students needing note taking services can apply at [wou.edu/student/disability](http://wou.edu/student/disability).

**O****Online courses**

The course is an e-learning experience which involves taking a course via a computer online.

**Oregon Opportunity Grant**

The grant provides financial support to low and middle-income families who want the dream of a college education to become a reality. This grant is money that will not need to be paid back because the State of Oregon is committed to making college more afford-able to more families.

**Oregon Transfer Module**

A one-year program of study through which a student can complete most, but not all, general education requirements before transferring to a public four-year institution in Oregon.

**Out-of-state resident**

A term used to assess tuition for a student who is a U.S. citizen or national whose primary residence lies outside Oregon.

**Overall G.P.A.**

An average of all grade points for all courses taken.

**P****Parking permit**

A variety of permits are available for various parking needs of faculty, staff, students and guests. Parking permits are required in order to park on campus. They can be obtained at the cashier window in the Administration building.

**Peer Mentors**

Peer Mentors are volunteer students that work in the residence halls, providing support for healthy living options and referrals for students undergoing transition to independence and college life.

**Personal Identification Number (PIN)**

A number generated for students use to submit and check the status of a FAFSA application.

**Petition for reinstatement**

The petition should be completed if your financial aid is being (or will be) withheld due to failure to comply with the WOU standards of satisfactory academic progress. It will be reviewed by the financial aid office.

**PLUS Team**

WOU's orientation group that works with new students during SOAR and is responsible for planning New Student Week.

**Post-baccalaureate student**

A student with a bachelor's degree who is enrolled in graduate-level or initial license courses.

**Prerequisite**

A course or instructional program that students are expected to complete successfully as a necessary requirement before they are permitted to enroll in another course or instructional program that is more advanced.

**President's Honor Roll**

Undergraduate student is eligible for President's Honor Roll in any term, excluding summer session, in which at least 12 graded hours are completed with a grade-point average of 4.0.

**Print credits**

At the beginning of each term, students are allotted a certain amount of print credits so they may print at any on-campus printer. If all print credits are used before the end of the term, students are able to log onto the Wolf Web and purchase additional credits.

**Program G.P.A.**

An average of all grade points for courses taken within the declared major.

**Program plan**

A list of the program requirements that must be successfully completed before a graduate student will be awarded a degree. Students seeking an endorsement or authorization or any other teaching license, must also successfully complete requirements listed on the appropriate program plan. All program plans must be filed in the Graduate Office no later than the student's second term of study.

**Public relations**

The Office of Public Relations offers and coordinates services to enhance the visibility and accurately project the key messages and image of WOU. Their mediums include news and feature releases, publication design, the website, coordinated outreach activities, advertising and prompt response to media queries.

**Public university**

A university that is predominantly funded by public means.

**Q****Quarter**

Synonymous with the academic period often called a term at WOU. There are four quarters in an academic year, beginning with the summer quarter and ending with the following spring quarter.

**R****Real Time**

A computer system that updates information at the same rate they receive information. For example the "Real Time" class schedules will show remaining seats available in the class or if it is closed because it is full.

**Re-contracting**

The process students use to sign up for the room or apartment of their choice with the roommate(s) of their choice.

**Registrar**

The Office of the Registrar assists with registration, academic records including grades and G.P.A. as well as providing services and documents which assist students, faculty and staff at WOU.

**Registration**

The placement of a student within a credit or non-credit course. Enrollment and registration are interchangeable from a student standpoint. From an institutional standpoint, registration is the process of enrollment and enrollment is a status.

**Residence halls**

WOU offers a variety of living spaces for students. There are four residence halls specifically designed for freshman living experience.

**Residence hall linen program**

Provides students and families with a convenient, affordable way to ensure students have sheets that will fit all of the beds on campus. The residence hall linens program has all campus living needs, from extra long twin sheets and comforters, to matching towels and storage items. All items are conveniently shipped to the student's home in the summer.

**Resident**

For tuition purposes, a student whose primary residence is in Oregon; residents are charged in-state tuition.

**Resident assistant (RA)**

Members of the University Housing staff. RA's are expected to strive to accomplish the primary objectives of the University Housing program and live in the residence halls.

**Resident Hall Association (RHA)**

The Residence Hall Association provides programming, activities, leadership, and advocacy for over 1,000 students living in the WOU residence halls. A variety of leadership positions are available for those who live in the residence halls for the academic year.

**Rolling admission**

A policy that WOU accepts applications for the undergraduate program all year long without an application deadline.

**S****Safe Zone**

A network of students, faculty and staff committed and trained to provide safe, non-judgmental and supportive contacts for all WOU community members regarding gay, lesbian, bisexual, trans and queer (GLBTQ) issues.

**Satisfactory Academic Progress Policy**

As a federal and/or state financial aid recipient, a student is expected to maintain satisfactory academic progress and complete degree requirements or educational objectives in a timely manner according to institutional and office policies.

**Scheduling grid**

A tool for students to help organize their schedule.

**Scholarships**

Financial support mechanisms awarded to students based on merit or merit plus need. Scholarships do not have to be repaid.

**Senior**

A student who has completed 135 quarter credit hours or more.

**Student Enrichment-TRIO Program (SEP)**

The program is designed to assist students in finding success in their college experience. SEP students benefit from academic, career and personal advising; availability of equipment (laptop/desktop computers, graphing calculators, voice recorders, etc.) for checkout; academic progress monitoring; success seminars; developmental math instruction; and tickets to campus cultural events. Students must apply to the program.

**Service Learning and Career Development**

The Center for Service Learning & Career Development provides a comprehensive approach to career preparation, professional development, and service to the community through relevant experiential education opportunities. They offer so many valuable services, students are encouraged to stop by their office or check out their webpage online.

**Summer Orientation Advising and Registration (SOAR)**

Summer Orientation Advising and Registration program. Freshmen admitted for fall term are required to attend one of the SOAR programs. There are typically four different dates that students can register for and attend.

**Sophomore**

A student who has completed 45-89 quarter credit hours.

**Special admissions**

A limited number of students who do not meet admission requirements, but can demonstrate a level of college preparation that will enable

successful transition to college, may be admitted through action of the Admissions Appeals Committee.

**Staff**

The category of employees whose primary assignment is administrative support of the academic mission.

**Student Activities Board**

Student Activities Board is part of ASWOU responsible for campus-wide programming and activities. Dances, comedians and more are presented on a regular basis.

**Student Aid Report (SAR)**

The SAR summarizes the information you reported on your FAFSA, FAFSA renewal, or FAFSA on the Web. The SAR will also indicate the Expected Family Contribution (EFC). You will receive a SAR from the central processor after you have submitted your FAFSA.

**Student employment**

Jobs for students on campus are available through work study and student employment. Student employment is limited to 20 hours a week per WOU policy.

**Student Health and Counseling Center**

The center provides students at WOU with quality primary health care, information, referral services, counseling and educational services.

**Student Inquiry Web Module**

A system that allows access to student financial data.

**Student Media**

A campus department that publishes the *Western Oregon Journal*, the campus newspaper, as well as *The Northwest Passage*, the campus literary magazine.

**Student record**

Also known as an educational record. Education records are those records directly related to a student maintained by the university or by a party acting for the university.

**Student Records Policy**

The Student Records Policy outlines the policies established by the university to maintain the confidentiality of students' education records.

**Study Abroad**

The program provides diverse international programs and opportunities to WOU's students, faculty, and staff, and supports the university's goal of increasing participation in and advancing programs that facilitate understanding and the exchange of people and ideas in international, multicultural, and cross-cultural arenas. WOU strongly encourages all students to participate in a study abroad or international internship.

**Summer session**

The summer session 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.

**Sustainability**

Sustainability is a part of WOU's efforts towards becoming a more green campus. It means meeting the economic, social, and environmental needs of the present without compromising the ability of future generations to meet their own needs.

**Syllabus**

An outline of a particular course offering that communicates the course's content, learning objectives, and expected performance criteria for student grades.

**T****Technology fee**

The technology fee is a resource fee in support of the maintenance and enhancement of technology.

**Technology Resource Center**

TRC supports the mission of the university, providing technology training and services in support of instruction and learning. Assistance is available with a variety of services that include: scanning documents, creating digital videos, help with programs (MS Office, Moodle, etc.), transferring material to another format, and short term equipment (camcorders, digital cameras) check out. TRC is located in the Hamersly Library.

**Term**

An academic quarter.

**Term G.P.A.**

An average of all grade points for courses taken during a term.

**The Learning Center**

The Learning Center helps students assess their current academic skills and develop new skills to help them become successful. There are multiple services available to students free of charge, which include peer tutoring, tutor assisted study groups, individual assessments, and a computer lab.

**Three quarter time**

When an undergraduate student is enrolled in 9-11 credits at any given term.

**Transfer transcript**

The official record of courses and grades attempted or completed by a student. Official transcripts must be ordered by the student from an academic institution's registrar's office. Transfer transcripts are records from another school that WOU uses for admission purposes

or for evaluating a student's earned credits that may be accepted toward a program of study at WOU. Students requesting transfer transcripts from another institution must arrange to have those transcripts sent directly to WOU's registrar's office in order for those transcripts to be considered official and to be used in assessing credits already earned. Unofficial transcripts from WOU are available online through the student's account.

#### **Tuition and fees**

The total mandatory charges that students are assessed for enrolling at the institution each term.

## **U**

#### **Undergraduate student**

An enrolled, degree-seeking student in a postsecondary institution.

#### **University policies**

Policies that the university has developed for WOU faculty, staff, and students to follow.

#### **Upper division**

300- and 400-level courses.



## **V**

#### **V-Number**

WOU student identification number.

## **W**

#### **Web drop**

A term used to describe when a student drops a class using the Wolf Web.

#### **Web mail**

Every new student is assigned an email that will be used for their college career while at WOU. To look up user name, visit: [wou.edu/wouportal](http://wou.edu/wouportal) and choose "Account lookup."

#### **Web registration**

Students are able to register for classes via the Wolf Web. Traditional registration of classes can be done in the registrar's office.

#### **WOU Ambassadors**

WOU Ambassadors are current WOU students that work with the Admissions Office on campus, providing campus tours, working during WOU Preview Days, and other WOU admission activities.

#### **Western Multicultural Recruiters (MCRs)**

Multicultural Recruiters are current WOU students that work directly with MSSP activities throughout the year.

#### **Western Tuition Choice**

WOU's commitment to help students and families more effectively plan for and afford the cost of attending and graduating from WOU. We guarantee that undergraduate students will have the same tuition rate for four years.

#### **WOLF Ride (Safe ride program)**

Provides a free and reliable shuttle service to students of WOU who would otherwise walk alone at night and possibly risk their safety.

#### **Wolf Web**

The Wolf Web, which can be found on the WOU Web page under "Quick Links", is an online system that allows students to perform an array of services that includes: registering for classes, checking account balances, purchasing a parking permit, making a payment, and checking WOU student email.

#### **Wolfie**

WOU's mascot is a Wolf. Wolfie is a fixture of WOU campus events and has been our mascot since November 1928.

#### **Work Study Program**

The Federal Work Study Program is available to eligible undergraduate and graduate students. This program provides funding for student employees, who qualify, for part-time jobs either on-campus, or off-campus in community service positions. The amount that you earn is

limited to the amount that appears on your award letter.

#### **WOU Alert for emergencies**

The WOU Alert emergency notification system (provided by 3n - National Notification Network) enables the university to contact the campus community via the following methods: cellular telephone, office telephone, home telephone, work email, home email, text messages, instant message, and fax.

#### **WOU cumulative G.P.A.**

An average of all grade points for courses taken at WOU.

#### **WOU Mania**

WOU Mania is Western Oregon University's most popular series of free events. WOU Mania has a theme each year to accommodate the diverse needs of students and university community members.

#### **WOU Portal**

The WOU Portal is available to anyone with a WOU email address. Like other portals, it is customizable so the user can choose links and information they find most useful. The WOU portal allows a single sign-on for all of WOU's systems including Wolf Web, Moodle, Web mail, and other programs.

#### **Writing Center**

The writing center is the only academic support unit on campus specifically designed to promote student's development and success as a college writer. The consultant team is available to assist students both in person and online with writing projects for any course and any level of instruction.

#### **Writing Intensive course**

Students will satisfy this requirement by completing six credits of "writing intensive" course-work. Writing intensive courses carry a 'W' designation. If the course also meets the cultural diversity requirement, it will carry a 'C' designation. A complete list of "W" and "C" courses can be found in the catalog.

#### **The Werner University Center (WUC)**

The WUC is the hub of campus where all students come together to circulate, eat, meet, and get the full flavor of campus life!

#### **Western Undergraduate Exchange (WUE) program**

This 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. The following states are participating states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, New Mexico, Nevada, North Dakota, South Dakota, Utah, Washington, and Wyoming.

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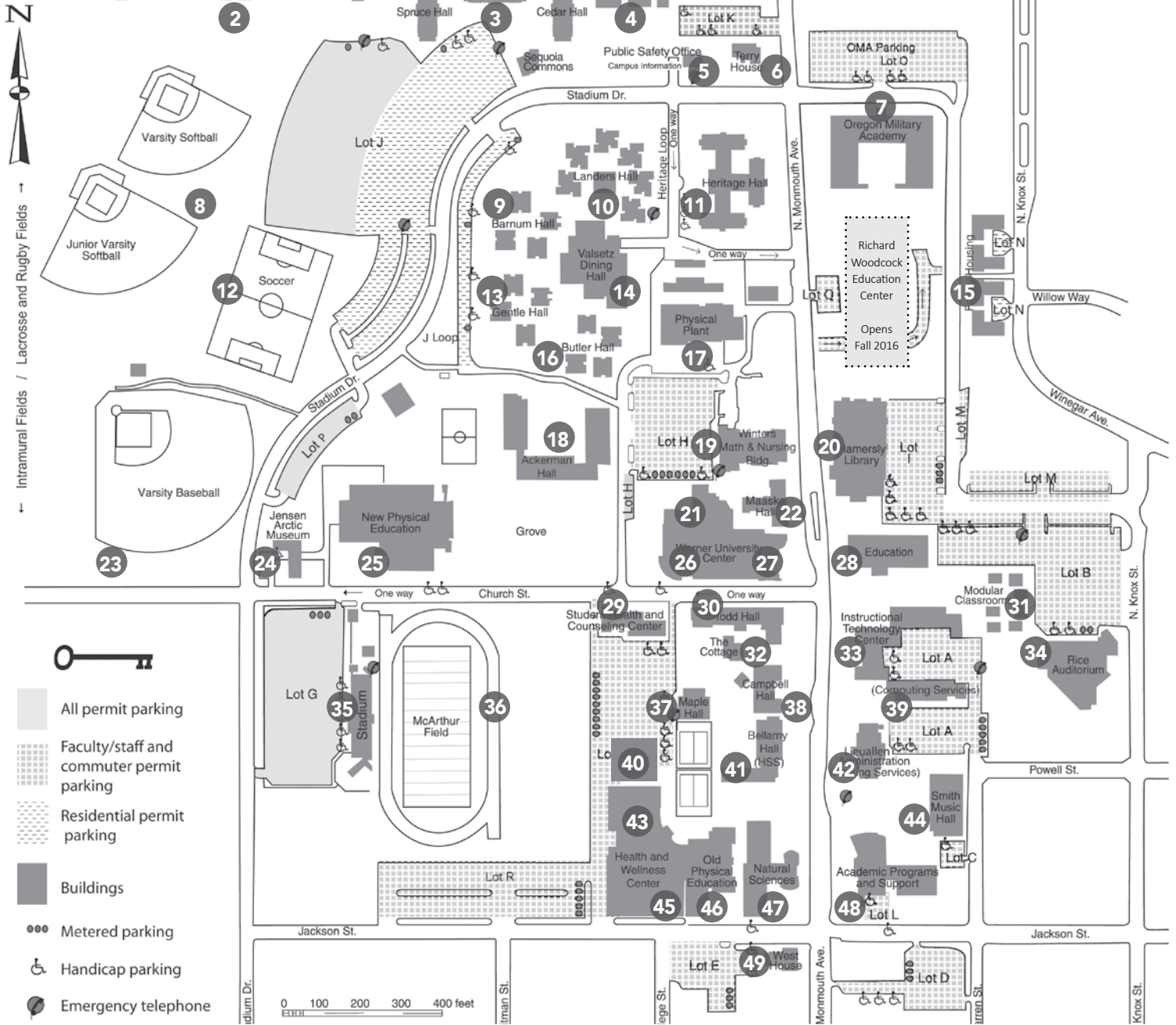
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# CAMPUS MAP



## Academic facilities

- 41 Bellamy Hall (humanities/social sciences)
- 38 Campbell Hall
- 40 DeVolder Family Science Center
- 28 Education
- 33 Instructional Technology Center
- 19 Winters Building (math and nursing)
- 31 Modular classrooms
- 47 Natural Sciences
- 7 Oregon Military Academy
- 34 Rice Auditorium
- 43 Smith Music Hall
- 30 Todd Hall
- 49 West House

## Administrative facilities

- 48 Academic Programs and Support
- 27 Bookstore
- 39 Computing Services
- 32 The Cottage
- 1 Gentle House
- 20 Hamersly Library
- 24 Jensen Arctic Museum
- 42 Lieuallen Administration Building
- 22 Maaske Hall
- 5/42 Parking Services
- 17 Physical Plant
- 5 Public Safety
- 29 Student Health/Counseling Center
- 6 Terry House
- 4 University Park Conf. Center
- 26 Werner University Center

## Athletic facilities

- 49 Aquatic Center
- 36 Football/track
- 43 Health and Wellness Center
- 23 Baseball fields
- 35 McArthur Stadium
- 25 New Physical Education
- 46 Old P.E.
- 12 Soccer fields
- 8 Softball fields
- 27 Caffè Allegro
- 14 Valsetz Dining Hall
- 26 Wolf Express
- 21 Wolf Grill and Deli

## Housing

- 18 Ackerman Hall
- 2 Alder View Townhouses
- 3 Arbor Park Apartments
- 9 Barnum Hall
- 16 Butler Hall
- 15 Family housing
- 13 Gentle Hall
- 11 Heritage Hall
- 10 Landers Hall

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